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Master's Dissertation/ Trabajo Fin de Máster

How do digital games influence Foreign Language Learning nowadays?

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*“Anything that is worth teaching
can be presented in many different ways.*

*These multiple ways
can make use of our multiple intelligences”.*

Howard Gardner (1983)

ABSTRACT:

This Master's dissertation proposal is aimed to find out what the real effects of the inclusion of ICT, and especially digital games, are in a 3rd year Compulsory Secondary Education (CSE) English classroom. To fulfill it, we have implemented different methodologies which use these digital resources in different degrees so that a comparison may be possible.

A theoretical framework is set before explaining the issues governing this current investigation such as the main pros and cons of including ICT and digital games in a foreign language lesson. We will deal with many of the advantages of including digital games and ICT in learning methodologies but we will also check some inconveniences that have been warned. Then, the methodology is presented together with several ways of implementing ICT and digital games in the classroom. They appear in a graded way through three different units of work in order to determine students' evolution. As results show, we will check that both the inclusion of digital games and ICT resources in the English lessons will ensure for most students to have not only better marks, but also a better understanding and motivation towards communicating in the foreign language or even a better behavior not only when dealing with the foreign culture but also while paying attention to diversity in this classroom.

In short, we try to prove in this study that learning methodologies should evolve as time passes so that our students may be totally engaged in a foreign culture and language which they feel closer to their own lives.

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1.- INTRODUCTION

Teaching children is one of the hardest, noblest, and most challenging projects anyone could undertake. Everyone has heard stories of the strict schoolteacher who was the main and the only authority of the classroom. However, those were the olden days because society has changed immensely, not only through globalisation, but through standards of living, health, and technology. Nowadays, English is considered an international language and the current students must feel the sense of co-operation, respect and equality between all the members of the European Union. As the world has changed, schools necessarily change too, because the student populations that exist are a reflection of the families they come from and of the changing society.

As previously mentioned, we now live in a globalised and technological era so that education requirements should go hand in hand with this evolution. In this sense, I would like to study how ICT, and more concretely digital games, can influence foreign language teaching. According to the Australian IT commentator Dale Spender (2001), using ICT can lead to interactive, constantly changing, customised or individualised teaching. For him, 'print is read, online is used; print is studied, online is making; print is knowing, online is doing'. In addition, according to some authors, ICT can also be implemented to help students to be involved in the foreign language but also in their culture, as well as to reduce time and geographical barriers thanks to the inclusion of new learning approaches.

Some studies have shown that students need more motivation which has a connection between their personal lives, feelings and interests and the main purposes or goals which they have to achieve. A teacher can have a perfect lesson plan to teach the past conditional tense, for instance, but if it is not related to the interests of the students, it will probably not achieve the desired results. Seeing connections between what they learn in the classroom and the real world should help students to complete their tasks, internalise new information and be motivated to do so. In this sense, regarding the use of ICT, they also provide many just-in-time resources such as e-books, sample papers, online videos, tutorials, and these digital games in which I will focus this Master's dissertation on so that they can easily communicate as well as have a quick access to extra knowledge when and where they want. However, do students use these resources appropriately?

1.1 Justification

As we are living in a period of changes and evolution, mostly shown with digital or technological resources, I think it is highly necessary to adapt contents and methodologies to the students' current needs and interests. Following this, I have proposed this topic of integrating digital games in the classroom for the Master's dissertation as I have been a secondary teacher for about three years in seven different high schools so that I have faced different learning environments together with many different students.

The justification and relevance of this research goes hand by hand with my personal experience since I have developed some units of work with students lacking motivation and even with no digital resources to support the teaching process, or just I have had several resources (digital board, projector, mobile phones, etc) to put all the knowledge into practice with students but there are always some of them who are not fully engaged in the foreign culture. Taking these different experiences into account, I would like to prove if placing the students at the center of the teaching process and adapting contents to them, more concretely through the inclusion of digital games within the language classroom, can develop into a more motivating and effective teaching process or may distract them while using some of these new tools.

We could say that the main aim of this Master's dissertation is to explore the different ways to help students learn English, become better and educated people, and be motivated while using digital games instead of traditional methodologies and resources in the classroom. Nowadays, the current laws of education encourage the necessity for further knowledge and exploring better ways of involving students in a motivating and autonomous way of going on learning so that key competences can be developed together with the acquisition of the main aims at the end of a school year. Since this Master's dissertation is aimed to be implemented with Compulsory Secondary Education (CSE) students, I think it is necessary to refer to the main educational laws that affect this stage at the moment, in order to better understand the teaching-learning process:

- At the European level: The Common European Framework of Reference (C.E.F.R.), which is a document that describes in a comprehensive manner the competences necessary for communication, the related knowledge and skills; and the situations and domains of communication. It defines levels of attainment in different aspects of its descriptive scheme with illustrative descriptors scales corresponding to the different levels of knowledge of any language.

- At the Spanish level: LOMCE 8/2013 or the Royal Decree 1105/2014, which state the bases for an accurate teaching/learning process by fostering the inclusion of the use of ICT, promoting autonomy as well as establishing the main objectives and the key competences which should be carried out throughout the school year.

- At the Andalusian level: LEA 17/2007, as the main one, together with some other important laws focusing on specific aspects, such as Decree 231/2007 which regulates the teaching in CSE by including objectives, key competences, methodology suggestions, schedules, subjects for each academic year; or even the Order of 10th August 2007, which regulates the CSE curriculum with some principles to carry out the contents, some methodological suggestions, school autonomy, etc.

To sum up, students should use their autonomy and critical thinking in order to achieve the proposed aims while implementing the required key competences. Moreover, they should include ICT in their learning process in a motivating and engaging way to use English as much as possible because this may be the best way of ensuring a lifelong learning. As they say, “use it or lose it.”

1.2. Objectives

Once it is clear that the current Educational System seeks for an evolution which turns around the use of ICT together with the students’ motivation, we should at this point set the basis for this research and this should be pointed through the main objectives in which we will concentrate the research.

Many prior methodologies and approaches have been developed for language teaching which has evolved from focusing just on repetition or grammatical items, to encouraging communication as the main aspect to go on learning a second language. Following this, I will provide a study focusing on the real effects of the inclusion of digital games in a foreign language classroom to check if this truly works to get a better understanding together with motivation and collaborative work on the part of students during the teaching and learning process.

According to all prior information, the objectives for this work would be linked to the inclusion of digital games in the classroom dynamics within three different units of work as we will see below in further sections of this work. So, the specific aims I would try to achieve are:

To teach students how to use these digital games appropriately as a supportive material for language evolution.

To identify how the use of digital or traditional games may influence students' motivation while going on learning

To check if resources and methodology related to their needs and interests may give better results for both bilingual and non-bilingual students.

So, will students feel motivated and engaged in the language classroom and culture by using digital games and ICT resources? Will their interest and knowledge improve with games or it is just a tool to have fun for them? I will try to meet their main needs by using different resources, methodologies and instruments which may help me to draw clear conclusions taking into account some of the proposed variables as we will see in the following sections of this Master's dissertation.

1.3. Overview

For the development of this work, clear objectives must be set, as done above, regarding the inclusion of digital games in a foreign language classroom with an experimental group. In addition, I used some different proposals that varied depending on the degree of inclusion of digital and traditional games in the learning process of the students and I was in charge of taking notes about the possible changes, variables or some other problems which could arise throughout the research process and different sessions.

At the end of this dissertation, my conclusions will be drawn about whether the proposed games and activities are an advantage or not when used in the language classroom and also about whether we should involve our students in a game environment which may attract them or, on the contrary, may distract them. A general overview of the followed steps is shown below and further explained in the following sections:

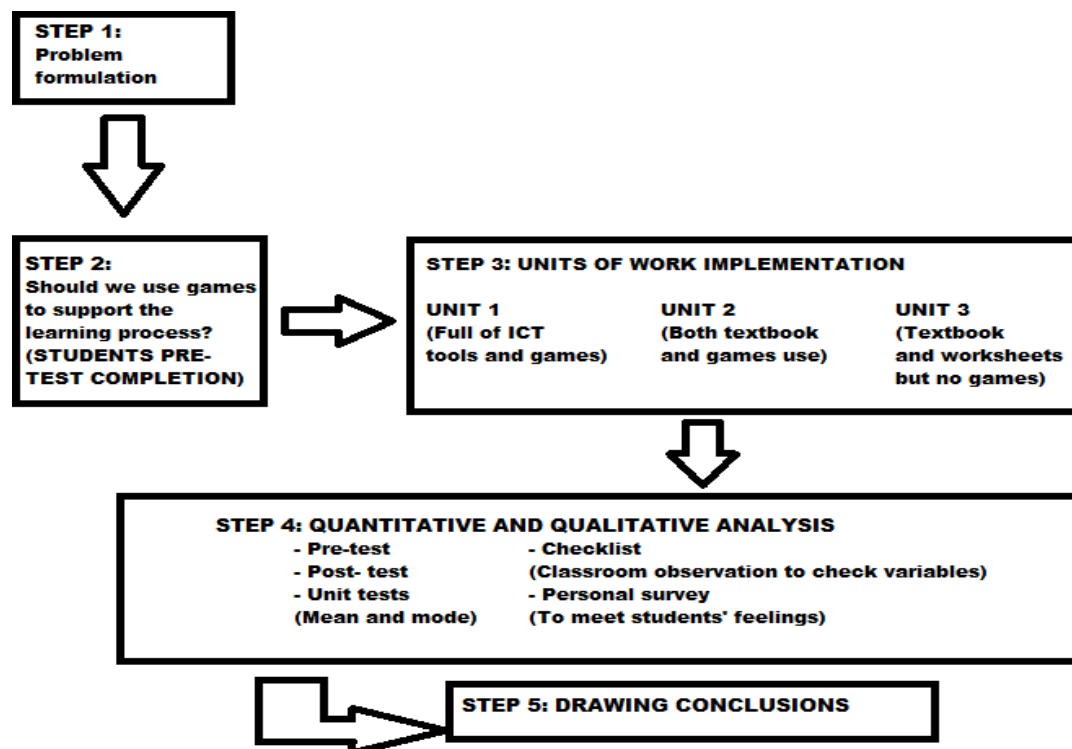


Table 1: Different steps of the research

2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW:

Since my Master's dissertation proposal aims to discover the effects of digital games on students, we must start this section by defining what "gamification" is. Following Huang and Soman (2013), "it is the addition of game-like-elements, also called game mechanics, in non-game settings". And that is what I really want to do in my lessons in order to check if this influences students' learning process or if this is just other extra resource to put their knowledge into practice without further implications.

Academic researchers as Dörnyei, (2001, p.76) have long advocated the importance of "maintaining and protecting motivation, so that many strategies should be implemented such as challenge, competition, stimulation, cooperation and fun" so ICT and more concretely digital games appear in my Master's dissertation proposal as I strongly believe that students may get all these aspects by including digital games in language practice. I would also like to prove that language learners need some sort of motivation, of real time and contextualized contents, as well as aspects related to their needs and interests which may allow them to be engaged in a friendly environment to participate in the foreign language practice, evolve as the school year passes, as well as receive appropriate feedback which may allow them to develop their critical thinking and autonomous sense as well.

On the one hand, if we have a look at what current authors have shown about gamification, we find out that the inclusion of games within classroom dynamics has grown in the previous years. As Zemsky and Messay (2004) state, most students want to include e-learning technologies within their learning process mainly because of three main reasons:

first, they want to be interconnected with each other, not only the students in their classroom but also with possible foreign mates, for instance;

secondly, their main entertaining activity is possibly based on playing games, watching movies or even listening to music;

and finally, students also like to develop and present their own work so that creating and playing games will offer them the possibility of putting their knowledge into practice, revise contents and receive corrective feedback.

In addition, according to Foreman (2003, p.15) “games expose players to deeply engaging, visually dynamic, rapidly paced, and highly gratifying pictorial experiences that make almost any sort of conventional schoolwork (especially when mediated by a lecture or text) seem boring by comparison”. Following this, I have to point that one of the main aims of this Master’s dissertation proposal is to make sure that the use of games is completely beneficial for our students since it offers them plenty of opportunities to enrich their knowledge while having fun.

On the other hand, from my personal view, including digital resources as games will be a starting point for subsequent teaching methodologies as proposed by Neal (2003) and Prensky (2001), who also agree with the idea that “in the future game technology will replace standard classrooms, lectures and tests with fun and interactive learning environments”.

In the following sub-sections, we are going to focus on two specific methodologies which I would like to implement during my proposal and which mainly deal with the inclusion of digital games, new technologies or even mobile phones within the students’ learning process so that we, as teachers, may be closer and closer to students’ requirements to make teaching more attractive, engaging and motivating to them.

2.1. Current trends

Plenty of information has been written and researched about the use of new technologies or the inclusion of games in the classroom but, in this section, I am going to concentrate on two specific options which advocate the use of digital resources to support the teaching process.

As already mentioned, many studies have been developed throughout years which have evolved from including repetition in the classroom as the main teaching resource to the use of digital tools that are quite related to students' real life. As I have also stated, we now live in a digital era so we should include new methodologies which may use textbooks as a supportive material while the main teaching process is adapted to students as the central part of the classroom dynamics. Times have changed and teaching methodologies should go hand-in-hand since what is better than learning from our experiences, and what is closer to our current students than new technologies together with the need for having fun.

2.1.1. Computer-based games

The first one of these resources which I would like to include is the use of “computer-based games” which seeks for the use of computer and digital games during the lessons in order to engage students in the learning process without even realize that they are using English and acquiring new concepts. According to Mitchel and Savill-Smith (2004) the main pros of using computer-based games are that games:

- engage since they are related to what our students like doing in their free time or even to some great graphics or contents that may make our students feel in a friendly environment to go on learning step by step while having fun.

- are played to achieve a goal and that is essential when working with teenagers. They need to know what they are going to do as well as why they need to complete certain tasks or activities in order to feel motivated to go on learning. If they have an objective, they will want to complete the proposed activity; if not, this game, activity or task would not effectively engage them.

- provide a complete virtual playing environment to address students in what they are learning and practicing. For instance, it is not the same to complete a gap-filling activity on the notebook about “crime” than trying to solve a “crime” by following certain clues using digital games and proper vocabulary since they love technologies and just changing the paper for the screen is enough to make them being involved in the foreign language classroom.

- also include an immersive and real-time experience for every single student. With games, students can face different experiences while paying attention to diversity since they can choose different levels and evolve as they get the required results. Digital games will allow them to go on learning within their own paces and rhythms while feeling comfortable.

- encourage students, which are the players, to develop their critical thinking and sense of autonomy while trying to achieve the required goal since they are the main part of the teaching process and the content and resources are adapted to them to practice what they have already learned while learning some other new things during the process.

- help our students to develop collaborative work as well as face a great amount of content to put all their knowledge into practice while being motivated and having fun. They can work individually, in pairs or groups what may make them develop the ability to support others as well as asking for help if necessary.

Despite all these great advantages and to sum up, I would like to focus on one of the most important advantages of including digital games in education as, according to McClarty et al. (2012), “an attractive element of the gaming experience as a learning tool is that it provides opportunities for continued practice because negative consequences are not typically associated with failure” and what is better for our students than being motivated to do something just because they like it?

2.1.2. MALL and M-learning

As we have already talked about the first resource, it is the turn now of the second type of resources that I would like to include in my lessons to make learning more digitalized. In order to put technologies into practice in our classroom, we will deal now with “MALL” and “M-learning” that are mobile-assisted language learning and mobile learning, respectively. They mainly consist on using mobile devices and resources such as tablets in order to support language learning.

Many studies have been carried out about this issue thanks to the fast evolution of technologies as well as to the current need to make teaching methodologies closer to our students’ interests. That is the main reason why mobiles are more and more included in language classrooms as they offer both teachers and students plenty of opportunities for language practice regarding all different skills (listening, speaking, interaction, reading and writing).

If we have to mention some of the pros of using these mobile resources in language classroom, we can start by following what Godwin-Jones (2011) stated since it is said that “a great advantage is the screen size and touch interface of mobile phones which invite users to focus exclusively on the program running so that attention may be fully located on the task itself”. Teachers should take advantage of that and make students being involved in a real-

time and interesting world in which practicing the foreign language would be motivating as well as a great tool to develop their autonomy and critical thinking.

In addition, Klopfer, Squire, Holland and Jenkins (2002) have shown a list of “unique educational affordances” that mobile devices may include such as:

Portability since for years mobile devices are the “perfect” partner for each person what makes them an in-hand resource for every moment and every place.

Social interactivity which is frequently shown through social networks which, if appropriately used, can be a great tool to communicate and be in touch with different people all over the world so that they allow us to use the foreign language in real situations as, for instance, with classroom blogs.

Context sensitivity which means that mobile resources allow both teachers and students to be in touch with real people and situations at the same time with simulated experiences so that further practice and motivating topics are included in the process of language learning.

Connectivity to different apps, resources and tools which may vary from searching for a specific word in an online dictionary to having a face-to-face conversation with a foreign student in Skype, for example.

Individuality as mobile resources allow students to research, learn and practice both in groups but also individually so that their own paces can be set in order to have a proper amount of comprehensible input and output to go on learning while paying attention to diversity.

Once we have exposed some of the most important advantages of including mobile devices in the classroom and learning process, we should also mention that some cons are shown when talking about integrating mobile and digital resources in language lessons so we are going to discuss some of these possible negative thoughts about this below since it is something that teachers and researchers should also take into account when designing the teaching/learning process.

2.2. ICT for specific issues

The use of ICT for some specific aspects which are key for this Master’s dissertation proposal should also be addressed. I am going to link the use of ICT, and more concretely digital games, to the following issues that will receive special attention in this research:

Language evolution: This aspect on which this study will focus is related to students’ language learning evolution which may be highly related to the use of ICT and digital games

since they are, at first sight, related to the learners' main interests, needs and daily routines. As stated by Beatty (2010), CALL makes great opportunities for second learning through software designs that can access learners' styles, such as including comprehensible input and output by opportunities to use the target language via comprehensible, relevant or interesting topics, not grammatically sequenced and provided in sufficient quantity, as is the case of digital games. In this sense, we may go from traditional textbook to the use of digital games in order to check how they work with students and which consequences appear when using each one.

Motivation: This is one of the most important aspects of the student learning process since, from my point of view, if they are highly motivated, they would be engaged in the process to go on learning, to work cooperatively and to develop their own critical thinking abilities. In other words, and according to Malone and Lepper (1987), there is a great link between motivation and intrinsic learning through different factors which may help students to improve their knowledge. Among these proposed factors, we find challenge, curiosity, control, fantasy, competition, cooperation and recognition.

Taking into account that digital games would be included in my teaching methodology, we should bear in mind that students would be able to get many of these factors through them. Following this, challenge, curiosity and fantasy would be key to motivate students and to engage them in the foreign culture or even the proposed contents; competition and cooperation would also be quite important as students should be able to work cooperatively, to help their partners but also to feel a bit competitive to develop motivational skills to go on learning; and, finally, recognition is, possibly, the central aspect which should be focused with games as students should infer contents, learning skills as well as some other resources to have a full and appropriate language learning process.

2.3. Criticism

Taking into account the use of digital games in language classroom, there are many points of view to be considered. There are some teachers who dislike its use because it is a bit time consuming and challenging since students may feel too enthusiastic and they may not concentrate on the main aim of the activity itself. Some others like this but in a controlled way so that it is the teacher who decides which activities should be implemented in a traditional way or not. Finally, there are a third group of teachers and researchers who love the use of ICT and games within language classroom since it does not only motivates students and makes them use their critical thinking but it also helps students to go on learning in a funny

and interesting way so that they are not fully aware of this learning process as something boring or even difficult for them.

Some positive opinions regarding this use of digital games and technologies within the lessons state that:

- Formative assessment is supported with this kind of resources since students are concentrated on the process of learning instead of the final product itself. They are going on learning while practicing their current knowledge and they are also receiving in-time feedback which allows them to better know their main mistakes in order to reinforce this at their own pace. According to what Rupp (2010) and some other authors stated, “teaching and assessing 21st century skills frequently requires exposing learners to well-designed complex tasks, affording them the ability to interact with other learners and trained professionals, and providing them with appropriate diagnostic feedback that is seamlessly integrated into the learning experience.”

- Real-time resources are available not only at school but also in their houses so that they can go on practicing in their free time while being able to create social connections with some friends or even some other students all over the world.

- Motivation and concentration is fostered since students may feel enthusiastic to face a new way of learning and practicing through some of the most interesting tools for them which are games and digital resources. We should take into account that our students are born in the digital era so that they are fully immersed in this technological area.

- Digital environments are engaging since all kind of graphics, activities, videos and several resources appear through digital resources. In addition, digital games provide plenty of motivating settings which can make students practice their English while integrating new knowledge.

- Collaboration is also possible with digital games because they will have to work not only individually or in pairs, but also in groups. This would allow students to learn how to pay attention to diversity, distribute different roles as well as collaborate to have better results.

- Inclusion of all five skills is other of the main advantages of using digital games since they not only provide writing activities but also some listening, speaking or reading ones which make a complete tool for language learning.

- Autonomy and critical thinking are developed while using digital games because students would use just a few instructions and their current knowledge to carry on with the required task in the game.

On the contrary, there are many researchers and teachers who do not really like this use because of many reasons such as:

- Using digital games can be a bit time consuming since students may feel too excited and it would be a real chaos to organize a lesson and to expect them to have similar paces or levels of understanding.

- Students may get distracted on the graphics, on winning their partners or even on completing the task as fast as possible instead of paying attention to the content itself which is the most important aspect to be considered in these digital games to increase knowledge.

- Students may also pay wrong attention to feedback in order to see their position in the ranking instead of paying attention to real mistakes which is the real aim of using this kind of games. They may be too motivated to get better results regarding their classmates instead of their own communication ones.

- Costs and logistics are a great problem when trying to use digital games in the classroom. It is possible that all students do not have a mobile phone; that WIFI devices do not work properly or even that the classroom environment is not adequate to do group activities like that so these would be great disadvantages to put any digital game or resource into practice.

- Clear aims and assessment should be set at the beginning of the activity just because students, and more concretely teenagers, need to have clear goals in order to work successfully. They should learn beforehand that digital games are used to go on learning while motivating them but not as a tool to spend some useless time in class.

In general terms, despite the diversity of opinions, I totally agree with the inclusion of games within the teaching process since, from my personal experience, I have realized that it is quite beneficial for all types of students. For instance, those high achieves can be quite motivated to show their personal abilities and knowledge; those standard students can also have plenty of opportunities to develop their knowledge while having fun; and finally, for those low achievers or even those students who may require some special attention, I strongly believe that this is an extraordinary opportunity to be engaged in the learning process and in

the classroom group so that they may feel comfortable while practising English in a friendly environment.

Perhaps, as McClarty et al. (2012) declared, “what is most unique about digital games is the combination of motivation, engagement, adaptivity, simulation, collaboration, and data collection” and that is what we, as teachers, should foster among our students to try to achieve better communication and comprehension rates in foreign language learning.

3. METHODOLOGY

The present investigation is, according to the general framework, practical in nature since it is implemented with a group of students from secondary education in order to get the desired results. In addition, it consists of a group study where some variables were controlled and data, both qualitative and quantitative, was gathered. Moreover, this is an experimental and longitudinal research since it lasted about a term of the school year in which students were exposed to different units of work and games so that conclusions could be drafted at the end of this study as we will see in the following sections.

3.1. Research questions and hypotheses

As previously mentioned, I have been working in many different high schools with different kind of students but, at this point, I would like to focus on a particular high school and a group of students in order to design the main objectives of this Master’s dissertation. If I have to choose the key of this research, it is finding out the real effects of digital games in the lessons in order to check if they are beneficial or not in terms of students’ learning process and motivation.

Following this, I have proposed some research questions which are devoted to show the effects of digital games on students. I would like to find out that games are a good resource for students. The designed questions are as follows:

Do students’ learning and knowledge acquisition improve more with the use of ICT than of traditional textbooks?

Does students’ motivation increase if we teach them using digital games?

Do digital games encourage both bilingual and non-bilingual students to use language and evolve positively?

To prove this, I implemented three different units of work within this Master’s dissertation where the implementation of games appeared in different forms and by using various

methodologies or resources. In this sense, the hypotheses of this research are described as follows:

Students who use ICT and more concretely digital games in their learning process may develop some skills to better acquire and use the foreign language.

Students who are taught by using funny traditional games and resources are more likely to perform better and improve their knowledge in a more productive way since they are highly motivated to do so.

Including digital games in the language classroom may help all students to feel confident while working cooperatively and develop some abilities to help each other despite their bilingual or non-bilingual consideration.

3.2. Sample of subjects

The group of students where this Master's dissertation proposal was implemented is the one in the 3rd year of CSE in Felipe Solís Villechenous Secondary School (Cabra, Córdoba), with a total of 30 students. This assumes that students have had English classes for approximately nine years before reaching this stage and level. So, this scheme of work is directed at students who are around fifteen years old. They are in the teenage period in which some changes in their body and in their mind appear. It is a period of instability, of looking for their own personality, as well as a period of evolution towards the adulthood so they may require some special attention.

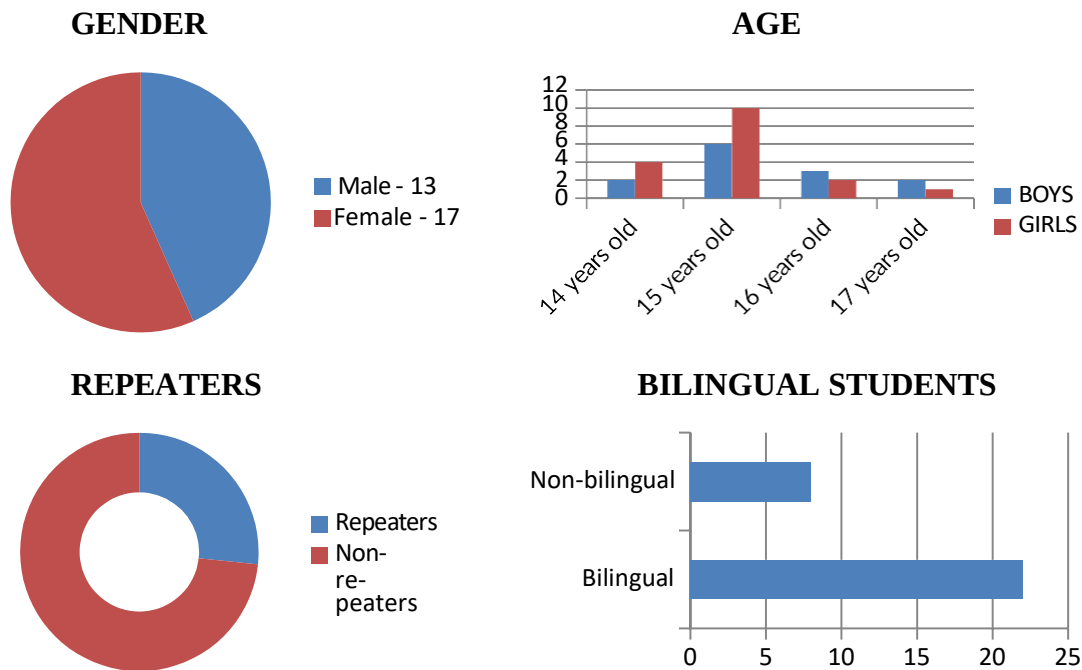
Among the group, there are some students who are repeating this level; some others who present special needs, but, on the whole, they are a group of students who has probably around an A2 level of English, according to the scale included within the Common European Framework of Reference for Languages, which can facilitate the teaching/learning process and offer many opportunities of implementing new techniques and methodologies.

In my classroom, there is a digital board with a projector to implement some of the required activities as well as to include ICT within every single unit of work if needed. Apart from that, a traditional board is also here so that we can combine both traditional and new methodologies in the classroom dynamics.

The students are sitting in pairs because the classroom is not big enough to seat them separately. This could be a good aspect because it encourages collaborative work, but it could also present problems for those students who get distracted easily. To prevent that, I will form these pairs to make sure that those students are going to pay as much attention as possible.

In order to put the three units of work into practice, some different groups were done at the end of each of the units so all students can be mixed to learn from each other as well as to be able to help others whenever they need it. Here, I want to foster collaborative work while paying attention to diversity in the classroom.

Since we already know the general characteristics of the students in the classroom, we should now focus on specific points which may be worth analysing as variables for the study. They are described below through different graphs:



Graph 1: General characteristics of students in the experimental group

As it could be seen, there are 13 male students and 17 female ones. In addition, out of these 13 male students, 5 of them are repeating level and 3 female students are doing the same so there are eight repeaters and 22 students who are non-repeaters. It can also be seen in the graph about age that there are 2 male students with 14 years old and four female students with that age; moreover, there are six male students and ten female ones who are fifteen years old; finally, the repeaters are distributed as three male students of sixteen years of age and two of them being seventeen, and two female students being sixteen years old and one of them seventeen. In terms of bilingualism, those repeaters are the non-bilingual ones with a total of eight non-bilingual students and twenty-two enrolled in a bilingual programme.

3.3. School context

This scheme of work was put into practice within the third term of the school year 2016/2017 in “Felipe Solís Villechenous” Secondary School in the centre of Cabra, a town in

the south of Córdoba. It includes not only compulsory education, but also adult education and vocational training programmes.

It also presents some facilities as computer rooms, auditorium for representations, library, classrooms with white boards and projectors, etc., which support the teaching/learning process within the different subjects and levels. In addition, it offers a wide variety of teachers and supplementary staff who may help all the entire education community to develop their tasks successfully.

From my point of view, it is a great context to implement all this work since it includes people from several towns around Cabra who come from a different social status, so that my students are a great representation of the whole society and their needs are quite related to what we can find in every single high school.

3.4. Variables

There is no doubt that the main aim of this research is to see how students evolve by using ICT and digital games. For this reason, we have developed two dependent variables to find out whether the implementation of ICT and digital games can influence the amount of knowledge students receive or even what their ability to put this into practice with motivation is. In order to see them in depth, they are described as follows:

Dependent variables such as:

- Language evolution: It is the main aspect in which I would like to focus since my personal aim is to make students able to use ICT and digital games as well as to include them in their learning procedures and methodologies in order to evolve in a positive way. From my view, textbooks do not offer plenty of opportunities to go on learning with students' own pace and rhythm (very often they just include three different levels of specification) what can engage them in a friendly environment to acquire English knowledge with the amount of input and output necessary for each of them as the case of ICT or digital games.

- Motivation: This is also key since I strongly believe that students need to feel motivated and engaged in what they are doing to feel curiosity in order to go on practicing and learning it. In my opinion, ICT as well as digital games are a good resource to make them being involved in the English language and culture while playing and having fun. In addition, I think that the school system needs to evolve as society does, so that we need to adapt content, methodology and resources to their needs and interests to obtain better attention or even better understanding on the part of learners.

In addition, apart from these dependent variables, I wanted to gather more information about the students' behaviour when using ICT resources or digital games so I included in my research an interesting moderate variable. Results have been specifically analysed depending on their belonging to a bilingual or non-bilingual classroom, which was connected to another characteristic, as will be explained below:

Moderate variable:

- Bilingual students: Among the students in the experimental group, there are some bilingual students (22) and some non bilingual ones (8). In addition, as previously mentioned, this distinction also implies another one which is related to those students repeating level (the non bilingual students) and those who are not repeating it (the bilingual ones). My objective was to try to engage both the bilingual students but also the non-bilingual ones, which was the most difficult task since they lacked of motivation and did not have a proper level of knowledge to understand certain activities. In this case, I focused my attention on those students so that I could know what their main requirements are in order to try to solve some possible learning problems throughout the whole process.

By controlling this dual moderate variable, I will check how ICT or digital games influence students depending on their level of mastery of the foreign language but also depending on their attitude towards the learning process (since those non-bilingual students and repeaters were generally more demotivated).

3.5. Instruments

At this point of the work, I would like to explain further details of the study so that we can understand what we researched and how we did it in this Master's dissertation. As mentioned above, teaching methodologies should be adapted to new requirements and this includes modifying contents or even implementing some new resources which may engage students in the learning process. For this Master's dissertation, I have decided to put into practice three different units of work by using several "activities" so that I could check how the use of online games, traditional games or no games at all might influence students' learning process and motivation.

Following this, the development of the three units of work in which different resources and tools were implemented is explained below:

- The first unit of work was devoted to traditional ways of teaching students mainly based on textbooks and the notebook as key parts of the teaching process. No game was included at

the end of the unit of work, nor during its development in the different lessons. At the end, a task was done related to the unit contents but it consisted in a team presentation of a poster in front of their partners.

UNIT 1: No use of any digital resource, nor games:

DIDACTIC UNIT: 1 TITLE: What's your story? TOPIC: History and story		
LEVEL: 3 rd CSE	TIMING: 3 rd Term	SESSIONS: 7
FINAL TASK: Making a research about famous women in history's lives, specifying their accomplishment, and the specific historical context. I will propose some names in some cards but they can choose their own examples if they want to.		
UNIT OBJECTIVES:	AREA	C's
To understand and produce simple oral texts about someone's life	1,2,5	C1
To understand and produce simple written texts with the topic's specific structures	3,4,5	C2
		C4
To interact in an oral and written way in relation to something in the past	2,4,5,10	C5
To use textbook and included audios as a learning resource	7,5	C6
To work cooperatively and autonomously	9,6,10	C7
To respect cultural differences regarding different lifestyles	9,8	C8
BLOCKS OF CONTENTS		
1. Listen, Speak and Talk: To Listen to some information about J.K.Rowling to start reviewing the past, and a song called "Summer Nights" which tells the story of two people using vocabulary and grammar of the topic. To Interact to exchange information about different people's lives		
2. Read and Write: To Read some information about J.K.Rowling as well as another piece of information about what happened to a boy. To Write an informal e-mail to an imaginary pen friend. To Write about something that happened in the past (anecdote, biography,...).		
3. Knowledge of language through its use		
a) <u>Linguistic Competence: Functions:</u> - Talking about habits and actions in the past. – Contrasting past habits and progress – Describing situations in the past; <u>Vocabulary:</u> Actions through people's lives, dates.		
b) <u>Reflection on the learning process:</u> Use of expressions and lexicon about actions through life (be born, get married...); Autonomous use of learning resources (dictionaries, books, encyclopaedias, the internet, word processors); Use and consolidation of structures and functions of certain communicative situations (describing past situations).		

4.Socio-cultural aspects: Awareness of different lifestyles. Recognition and value of the foreign language as a tool to communicate different feelings and opinions.		
Interdisciplinarity	Education in values (LEA)	Andalusian culture (LEA)
Computer studies History	Gender equity	Talking about Mariana Pineda.
<u>EVALUATION CRITERIA-</u> Ability to understand and produce oral and written texts about life activities while interacting and using the appropriate vocabulary. The use of past tenses as well as the acquisition and value of socio-cultural aspects must be shown in daily activities related to history and story. <u>EVALUATION TOOLS-</u> Self-Assessment, Final task, Observation charts, Daily work.		

Table 2: Timing and main information of unit 1

SESSION 1 (Input) Textbook and CD	<u>LISTENING</u> – Warming-up activities before listening and graded activities while and after listening about J.K.Rowling <u>READING</u> – While and after reading graded activities related to the biography of J.K.Rowling. The prior listening will also serve as a pre-reading activity.
SESSION 2 (output) Textbook and worksheet	<u>LANGUAGE AWARENESS</u> – Warming up through different situations to make students reflect about grammar rules (deductive learning) about past simple or continuous. <u>GRAMMAR EXPLANATION</u> and grammar graded exercises <u>SPEAKING</u> – using grammar and vocabulary learnt in both two sessions. They will have to make a role play to ask and answer questions to solve a theft.
SESSION 3 (input) Textbook and CD	<u>PHONETICS</u> – Warming up with examples and explanation together with further practice (deductive learning) will appear about rhythm and intonation. <u>LISTENING</u> – “Summer nights” song. Before listening activities (knowing about the film where it is played), While listening graded activities to fill the gaps as well as after-listening activities are developed. <u>VOCABULARY</u> – Guessing game to practice and activate vocabulary and then some graded activities for further practice of the topic.
SESSION 4 (input - output)	<u>LANGUAGE KNOWLEDGE AND AWARENESS</u> – Learning a sub-grammar part of this topic through a text (used to). Then further explanation and practice. (Deductive learning.) <u>WRITING</u> – A small piece of guided writing (a report of someone with some information in a chart) so that our students can prepare themselves for the final task by

Textbook and worksheet	using grammar and vocabulary. <u>SPEAKING</u> – Warming up and guided references to make it easier for students to use most of the learned words and structures (their lives seven years ago...).
SESSION 5 (input – output) Textbook	<u>READING</u> – Before, while and after reading graded activities to practice vocabulary, grammar and oral skills about what happened to Simon. <u>WRITING</u> – Provided example to make students reflect about the writing structures and graded guidelines as brainstorming to make them able to write their anecdote in the past.
SESSIONS 6 & 7 (assessment) Worksheets and history books	<u>TASK</u> - These sessions are used to prepare and present the task and the teacher will be a facilitator of information. Students will be divided into groups of 3 and they will be in charge of preparing research about some famous women in history. All the groups will choose a card where the name of the person who they have to work on will be shown. (See annex 1)

Table 3: Main activities and resources of unit 1

- The second unit of work included both traditional methodology and ICT. We used the textbook but also some online resources, audios and tools to support the classroom dynamics. However, at the end of the unit, a traditional game “trivia” was designed and implemented on the part of the students. They had to create, in groups, a trivia game which consisted of five different activities. For this, some paper as well as online search was required so that both the use of ICT and traditional methodologies could be combined. They should prepare five different sub-tasks: the first one consisting on a mimics game; the second one consists on a word order game; then, the third activity is about English riddles; the fourth sub-task focuses on pronunciation and speaking as it is related to tongue twisters; and finally, the five task mainly deals with vocabulary and translation since students have to choose some sentences from “Superbritánico” and they quickly have to guess which “Andalusian proverb” it is. All the information in the different sub-tasks should be presented in different well designed cards by using vocabulary and contents from the textbook as well as adapted to the current level of input of the students.

UNIT 2: Both use of digital resources and traditional game implemented

DIDACTIC UNIT: 2 TITLE: Trick or treat! TOPIC: Family relationships and feelings		
LEVEL: 3 rd CSE	TIMING: 3 rd Term	SESSIONS: 7
FINAL TASK: Trivia game divided into five main tasks which our students had to develop in groups of 5 people. All classroom played the trivia proposals and then, all students gave corrective feedback to the other groups. For trivia creation, digital and traditional resources were required as well as plenty of imagination and autonomy to devote contents to students' current knowledge.		
UNIT OBJECTIVES:	AREA	C's
To understand and produce simple oral texts about family and feelings	1,2,5	C1
To understand and produce simple written texts with the topic's specific Structures	3,4,5	C2
		C4
To interact in an oral and written way in relation to family relationships	2,4,5,10	C5
To use textbook and ICT as a learning resource	7,5	C6
To work cooperatively and autonomously	9,6,10	C7
To respect cultural differences regarding different family traditions	9,8	C8
BLOCKS OF CONTENTS		
1. Listen, Speak and Talk: To Listen to an interview "Do you believe in ghosts?", and a Queen's song ("We are the champions"). To Interact to exchange information that link the past with the present and to exchange information about the family relationships, feelings and emotions in everyday life.		
2. Read and Write: To Read a text named "Ghost hunters" related to Halloween as well as a text related to the topic of family "A hiking family". To Write an informal text expressing their feelings and emotions about moving to another country.		
3. Knowledge of language through its use		
a) <u>Linguistic Competence: Functions:</u> - Giving and responding to invitations. – Talking about past events and states. – Describing personal details and feelings; <u>Vocabulary:</u> Family relationships, feelings and emotions.		
b) <u>Reflection on the learning process:</u> Use of expressions and lexicon about family relationships and feelings; Autonomous use of learning resources (dictionaries, books, encyclopaedias, the internet, word processors); Use and consolidation of structures and functions of certain communicative situations (expressing feelings about particular situations).		
4. Socio-cultural aspects: Awareness of different lifestyles in English speaking countries and families. Recognition of the foreign language as a tool to communicate different feelings and opinions.		

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Interdisciplinarity	Education in values (LEA)	Andalusian culture (LEA)
Computer studies History	Gender equity Responsible use of free time and leisure	Video about family routines in Andalusian holidays
<u>EVALUATION CRITERIA</u>- Ability to understand and produce oral and written texts about family matters while interacting and using the appropriate vocabulary. The use of past and perfect tenses and adjectives to convey different meanings as well as the acquisition and value of socio-cultural aspects must be shown in daily activities related to family relationships. <u>EVALUATION TOOLS</u>- Self-Assessment, Final task, Observation charts, Daily work.		

Table 4: Timing and main information of unit 2

SESSION 1 (Input) Textbook and online listening	<u>LISTENING</u> – Warming-up activities before listening and graded activities while and after listening named “Do you believe in ghosts?” <u>READING</u> – While and after reading graded activities related to famous TV programme “Ghost Hunters”. The prior listening will be used as a pre-reading activity.
SESSION 2 (output) Textbook and online speaking video	<u>LANGUAGE AWARENESS</u> – Warming up through different situations to make students reflect about grammar rules (deductive learning) about recent and past events. <u>GRAMMAR EXPLANATION</u> and grammar graded exercises <u>SPEAKING</u> – using grammar and vocabulary learnt in both two sessions. They will have to make a role play to ask and answer questions as a “lie detector”.
SESSION 3 (input) Textbook and CD	<u>PHONETICS</u> – Warming up with examples and explanation together with further practice (deductive learning) will appear about pronunciation of “-ed” endings. <u>LISTENING</u> – “We are the champions!” song. Before listening activities (knowing about the song), While listening graded activities to fill the gaps as well as after-listening activities are developed. <u>VOCABULARY</u> – Guessing game to practice and activate vocabulary about family and feelings and then some graded activities for further practice.

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SESSION 4 (input - output) Textbook and online resources	<u>LANGUAGE KNOWLEDGE AND AWARENESS</u> – Learning a sub-grammar part of this topic through a text (adverbs). Then further explanation and practice. (Deductive learning.) <u>WRITING</u> – A small piece of writing (describing a member of the family) so that our students can prepare themselves for the final task by using grammar and vocabulary. <u>SPEAKING</u> – Warming up and guided references to make it easier for students to use most of the learnt words and structures (ask and answer about past and recent activities)
SESSION 5 (input – output) Textbook	<u>READING</u> – Before, while and after reading graded activities to practice vocabulary, grammar and oral skills about a family “A hiking family”. <u>WRITING</u> – Provided example to make students reflect about the writing structures and graded guidelines as brainstorming to make them able to write their feelings about moving to another country.
SESSIONS 6 & 7 (assessment) Online resources and worksheets	<u>TASK</u> – Trivia game (See annex 2)

Table 5: Main activities and resources of unit 2

- Finally, the third and last unit of work includes plenty of digital resources such as digital board, online videos, audios and a final task with the digital game “Kahoot” which we used at the end of each lesson to review prior contents and to make students become familiar with its use. At the end of the unit of work, they had to design their own Kahoot game so that they could practice all prior contents, revise them and give feedback to their mates while being motivated to have good marks. To use this game, students may need access to the Internet and some of their mobile phones so that they can play both individually or in teams.

UNIT 3: Digital resources and digital games as the main tool to practice

DIDACTIC UNIT: 3 TITLE: Can we predict future? TOPIC: Cities and towns		
LEVEL: 3rd CSE	TIMING: 3rd Term	SESSIONS: 7
FINAL TASK: Kahoot game in which students, in groups of 3, had to prepare different kahoots in order to put into practice the different contents not only of this particular unit of work but also of the prior knowledge of the course. In addition, through Kahoot, students had to use the different skills to make learning more complete and motivating. At the end of the game, some feedback would be provided on the part of both teacher and students.		
UNIT OBJECTIVES:	AREA	C's

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To understand and produce simple oral texts about cities and future situations	1,2,5	C1
To understand and produce simple written texts with the topic's specific structures	3,4,5	C2
		C4
To interact in an oral and written way in relation to future events and cities	2,4,5,10	C5
To use textbook and ICT as the main learning resource	7,5	C6
To work cooperatively and autonomously	9,6,10	
		C7
To respect cultural differences regarding cities and towns	9,8	C8
BLOCKS OF CONTENTS		
1. Listen, Speak and Talk: To Listen to a podcast about people studying the future as well as to Melanie Fiona's song "Monday Morning". To Interact to exchange information showing different attitudes towards particular beliefs and to exchange information about future plans and expectancies.		
2. Read and Write: To Read a text named "The futurist" related to people studying the future as well as a text related to Stonehenge "A magic place in Salisbury". To Write an essay describing a place closed to them.		
3. Knowledge of language through its use a) <u>Linguistic Competence: Functions:</u> - Talking about future and imaginary situations. – Talking about future plans or intentions. – Making predictions; <u>Vocabulary:</u> Adjectives describing places and words related to places in a city or town. b) <u>Reflection on the learning process:</u> Use of expressions and lexicon to describe places. Autonomous use of learning resources (dictionaries, books, encyclopaedias, the internet, word processors); Use and consolidation of structures and functions of certain communicative situations (making predictions and future plans).		
4. Socio-cultural aspects: Awareness of different lifestyles in English speaking countries and families. Recognition of the foreign language as a tool to communicate different feelings and opinions.		
Interdisciplinarity	Education in values (LEA)	Andalusian culture (LEA)
Computer studies	Democratic principles	Magic places in Andalucía
Politics	Citizenship	
<u>EVALUATION CRITERIA-</u> Ability to understand and produce oral and written texts about future plans and expectancies while interacting and using the appropriate vocabulary. The use of future tenses and adjectives to convey different meanings as well as the acquisition and value of socio-cultural aspects must be shown in daily activities related to future plans and cities. <u>EVALUATION TOOLS-</u> Self-Assessment, Final task, Observation charts, Daily work		

Table 6: Timing and main information of unit 3

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SESSION 1 (Input) Podcast and online websites	<u>LISTENING</u> – Warming-up activities before listening and graded activities while and after listening about “futurists”. <u>READING</u> – While and after reading graded activities related to futurist people. The prior listening will be used as a pre-reading activity.
	<u>LANGUAGE AWARENESS</u> – Warming up through different situations to make
SESSION 2 (output) Textbook, online speaking video and kahoot grammar sample	students reflect about grammar rules (deductive learning) about future events. <u>GRAMMAR EXPLANATION</u> and grammar graded exercises <u>SPEAKING</u> – using grammar and vocabulary learnt in both two sessions. They will have to talk about their future plans.
SESSION 3 (input) Online song, textbook and kahoot vocabulary sample	<u>PHONETICS</u> – Warming up with examples and explanation together with further practice (deductive learning) will appear about pronunciation of /ʃ/, /tʃ/, /dʒ/ <u>LISTENING</u> – “Monday morning” song. Before listening activities (knowing about the song), While listening graded activities to fill the gaps as well as after-listening activities are developed. <u>VOCABULARY</u> – Guessing game to practice and activate vocabulary about cities and towns and then some graded activities for further practice.
SESSION 4 (input - output) Textbook, online grammar pages, online video and kahoot speaking sample	<u>LANGUAGE KNOWLEDGE AND AWARENESS</u> – Learning a sub-grammar part of this topic through a text (subject & object pronouns and possessive adjectives). Then further explanation and practice. (Deductive learning.) <u>WRITING</u> – A small piece of writing (rewriting predictions) so that our students can prepare themselves for the final task by using grammar and vocabulary. <u>SPEAKING</u> – Warming up and guided references to make it easier for students to use most of the learnt words and structures (imagine the city of the future)
SESSION 5 (input – output) Online text and online resources for writing	<u>READING</u> – Before, while and after reading graded activities to practice vocabulary, grammar and oral skills about a place “Stonehenge”. <u>WRITING</u> – Provided example to make students reflect about the writing structures and graded guidelines as brainstorming to make them able to describe a place.

SESSIONS 6 & 7 (assessment) Kahoot app game and online resources	TASK -. Kahoot game designed for all different groups of students in which all ages and levels of bilingualism are included. They should choose a vocabulary and grammatical topic related to the unit we were reviewing and prepare a Kahoot game to check content and acquired knowledge while having fun. (See annex 3)
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Table 7: Main activities and resources of unit 3

All these units of work were implemented with a group of students in the third year of ESO during the third term of the school year 2016/2017. So, to sum up, the main aim of this Master's dissertation is related to check if games are a good tool to support the learning process and what effects they provoke on students' motivation and language evolution as well as their ability to learn within different ages and levels of bilingualism.

Now, the main instruments implemented for data collection will be described:

- **Quantitative analysis:** I used both a pre-test and a post-test at the beginning and end of the implementation of the three units of work so that I can compare what were students' main expectations at the beginning of the research and if they had just changed when finishing the researching process. In addition, the corresponding test at the end of each unit of work will help me to support my conclusions since I can compare each student's language learning evolution while using games or not during their learning process by looking at their own marks.

Do you think GAMES...	YES, WHY?	NO, WHY?
are a good tool to increase your motivation levels?		
are appropriate to engage students in the foreign culture?		
are useful to make students be concentrated while learning?		
are going to improve students behavior while learning the foreign language?		
are a good resource to use English?		
are interesting enough to make students use them both inside and outside school?		
OBSERVATIONS:		

Table 8: Pre-test and post-test to check students' views on the process before and after being implemented

Moreover, some exams were also used in order to have more quantitative information about students' evolution in the foreign language learning. They consisted on three different

How do digital games influence Foreign Language Learning nowadays? Silvia Jiménez Molina tests, one per unit of work, at the end of each unit in order to review both their current knowledge as well as some prior information of other units of work since the English subject requires a summative assessment. In addition, the exams included certain knowledge and content regarding the four main skills (listening, speaking, reading and writing) so that students had to complete all the proposed activities to show they were competent in the foreign language as well as their personal evolution. An example of a unit test will be shown in annex 4 so that we can have a general idea of the proposed activities.

- **Qualitative analysis:** Throughout the different sessions, I will have a checklist which I will use to have a record of the different variables appearing within this group of students. For instance, I will check their level of motivation, of engagement and their level of participation according to the proposed activities and games. In addition, a personal interview with students will be carried out at the end of the process so that they can give me their personal opinions while explaining what their main weaknesses or strengths are depending on the use of a traditional methodology or a game-based one.

RESEARCH GROUP: 30 students of 3rd year CSE	UNIT OF WORK 1 (TRADITIONAL METHODOLOGY)	UNIT OF WORK 2 (BOTH TRADITIONAL AND GAMES METHODOLOGY)	UNIT OF WORK 3 (FULL OF ICT AND DIGITAL RESOURCES)	OBSERVATIONS
Are teaching materials adapted to students' needs and interests in order to engage them in the English language and culture?				
Are students motivated to participate in the different activities?				
Are the contents interesting and dynamic enough to improve students learning skills?				
Is it possible to develop peer work?				
Have students' marks improved?				

Table 9: Checklist for classroom observation on the part of the teacher

INTERVIEW: QUESTIONS	STUDENTS' ANSWERS
Which unit of work did you enjoy more? Why?	
Did you feel motivated while using games in the lessons?	
Do you think playing games has helped you to review contents and to improve your marks?	
Do you feel confident enough to use English while playing in pairs or groups?	
Do you think playing digital games has helped you to use English in different contexts and situations?	

Table 10: Teacher's interview to know the students' points of view

3.6. Data collection

This section is related to the main events concerning the implementation of the designed instruments which were used in order to collect all the desired data. A group design approach was partly followed since this project works with an experimental group of students in the third year of CSE. It could also be claimed to be a longitudinal study, to a certain extent, since, as seen below, a pre-test and post-test were given to the students throughout the third term of the academic year.

First of all, it is necessary to pinpoint the main steps of this Master's dissertation research. It all started in April, just at the beginning of the third term of the school year 2016/2017.

When students came to class after Easter's holidays, I gave them a pre-test with some different questions to know what they thought of including digital games and ICT in the methodology of this term. In addition, I explained to them that we were going to implement three different units of work and each of them would include a different amount of ICT and digital games so that we could learn how to use them progressively and check if they were really necessary or influential taking into account the teaching/learning process.

It was mid April when we started with the first unit of work and mid June when we finished with the third one. During this period, students were attending lessons as usually but the teacher was introducing the use of ICT and digital games as a tool to engage them and to check the main changes in language evolution and the other studied variables.

At the end of each unit of work, students did a test so that they could have immediate feedback of their language evolution. Different group tasks and activities were required as well, as previously seen in the development of the units of work.

Moreover, the teacher took notes about the students' level of motivation as well as their attitude towards the learning process depending on age or bilingual knowledge and language evolution so that all this information could be used to draw conclusions together with tests.

When we finished the implementation of the three units of work, a post-test was given to students. It is the same questionnaire than the one they did as pre-test, and by comparing the results I would like to check if their opinions have changed after having included ICT and digital games in their learning methodologies.

To conclude, and to sum up, we have implemented three different units of work during the third term in the 3rd year of CSE during the school year 2016/2017. Each unit of work had a different methodology from traditional textbook to the complete use of ICT and digital games. In addition, some different tools have been used to compile information which mainly consist on pre- and post- tests to find out the students' point of view in terms of ICT inclusion, end-of-unit tests to check their language evolution, and, finally, all teacher's observation notes during the different sessions of the units of work together with a final interview with students to check what they actually thought about the process. In this final interview with the students, I tried to make them reflect upon what they have already learned and acquired, how they have evolved from the first unit of work without ICT resources toward this last one which was full of digital tools as well as to meet their main opinions once they have faced different kinds of methodological implementations regarding the inclusion of ICT and digital games in their learning process.

Finally, all this information and the results obtained were analyzed at the end of June 2016/2017 by using some tables and the Excel program. They will be shown in the following section. .

3.7. Data analysis

After reviewing the different instruments of this study, and how data were collected, it is the turn now of explaining how the information was analyzed. As previously mentioned, both quantitative and qualitative analyses were made during the third term of the school year 2016/2017. For these analyses, the arithmetic means was used in all tables showing quantitative results in all pre- and post-tests, and unit tests. In addition, the qualitative results corresponding to the observation and the final students' interview notes mainly refer to general impressions and tendencies according to what the general group pointed and showed during the learning process.

It should be mentioned that both dependent and moderate variables will be considered. In the case of the dependent ones, we are going to check if students' motivation and language knowledge increase with the implementation of ICT resources and digital games in the foreign language lessons. On the other hand, by controlling the moderate variable we will be able to determine whether all students follow the same path while learning and whether their motivation and knowledge improvement through ICT resources vary depending on some personal aspects such as learning attitude (repeaters/non repeaters) or even being part of the bilingual group.

4. RESULTS AND DISCUSSION

- Quantitative analysis: In another section of this Master's dissertation proposal we have seen that both a pre-test and post-test would be given to students in order to meet their expectations at the beginning of the research process as well as to draw conclusions after having completed the proposed activities within all different resources respectively.

In this pre- and post-test, we deal with the three main factors of our study: students' language evolution, motivation, and bilingual learning (which also involves the repeaters and non repeaters). These are fully analyzed thanks to the use of ICT and particularly of digital games in the different units of work.

Questions	Students answering YES (out of 30)	Bilingual students (out of 22)	Non bilingual students (out of 8)
Games to increase motivation	20	15	5
Games to engage in the foreign culture	18	13	5
Games to increase concentration	22	20	2
Games to improve students behavior	17	13	4
Games to use English language	25	22	3
Games to be implemented both inside and outside school	25	22	3

Table 11 : Pre-test results before implementing the units of work

As it could be appreciated, at first, students weren't able of the main properties of digital games taking into account their learning process. By using this pre-test as a warming-up, we could say that they thought the use of ICT and digital game would mainly influence their use

of the English language as well as the implementation of these resources both inside and outside school. However, they didn't think that using digital game would help improve their behavior neither their knowledge of the foreign culture.

In addition, we can infer, by looking at the table, that those who were more willing to implement these new resources were the bilingual students while those repeaters (non-bilingual ones) didn't believe in the possible effects of including digital games and new technologies within their learning process.

It is the turn now of showing which the main changes were when checking the post-test table below:

Questions	Students answering YES (out of 30)	Bilingual students (out of 22)	Non bilingual students (out of 8)
Games to increase motivation	25	19	6
Games to engage in the foreign culture	22	16	6
Games to increase concentration	24	21	3
Games to improve students behavior	20	15	5
Games to use English language	28	22	6
Games to be implemented both inside and outside school	28	22	6

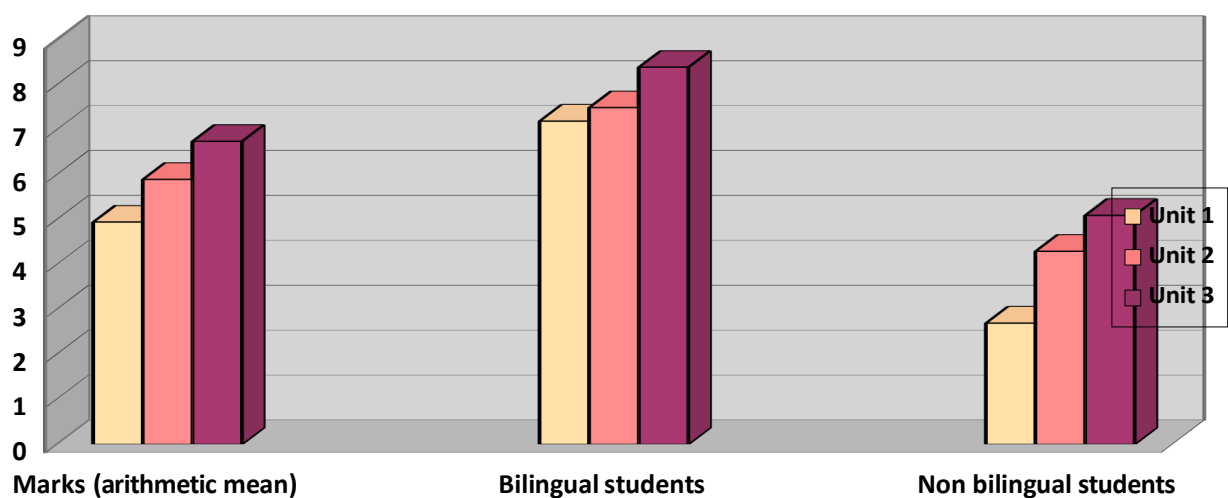
Table 12: Post-test results after implementing the three units of work

Once we have checked the post-test results, it is clear that students have fully understood that using ICT and digital games can improve their English knowledge as well as their abilities to use the language both inside and outside school. It has also improved levels of concentration and led to a better behavior, although it is probably the only aspect which needs to be considered since students felt so anxious and nervous while playing what may provoke some bad habits in some moments.

On the whole, playing digital games and including ICT in the language classroom has led to a better understanding as well as a friendly environment which has made students feel comfortable to use English and motivated enough to go on learning by using these new tools and resources.

If we have to focus on results, we could say that, although bilingual students (those between 14 and 15 years old) are so motivated, implementing digital games and ICT has also made those non-bilingual ones (students of 16 and 17 years old) to be engaged in the foreign language and culture despite their current level of knowledge or low interest in the subject.

Apart from these pre-test and post-test, we should also bear in mind the results of the different exams at the end of each unit of work. In the following table, the “arithmetic mean” of all their marks can be seen, together with the positive evolution in unit 3 which is full of ICT resources and inclusion of digital games to review content and put all knowledge into practice.



Graph 2: Arithmetic mean of each different unit test

This table shows the main changes regarding students’ marks throughout the three implemented units of work. First of all, we have the arithmetic mean of unit 1 (4.95), unit 2 (5.9) and unit 3 (6.75) in which we can infer students’ evolution from marks below 5 to marks which are more than 6.

Moreover, taking into account bilingual students, their arithmetic mean varied from 7.2 in the first unit, 7.5 in the second one and 8.4 in the third unit of work. Finally, those non-bilingual students also evolve positively from a mean of 2.7 in the first unit, to 4.3 in the second one and 5.1 in the last unit of work which is full of ICT and digital resources.

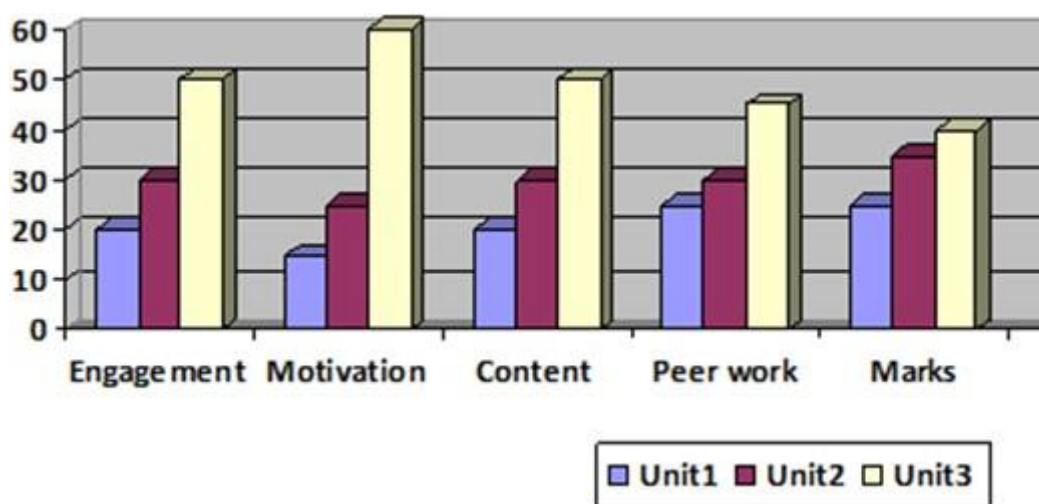
- Qualitative analysis: Apart from the quantitative analysis, a qualitative one was made by following two different tools:

The first one is a checklist for classroom observation on the part of the teacher as we have already seen in the prior section of this Master’s dissertation proposal. There are some

questions that the teacher should answer both during and at the end of each unit of work so that we can finally compare each methodology.

Moreover, each methodology would include a different amount of ICT exposure so that the main aim of this qualitative table is to check the different reactions of the students when exposed to ICT and digital games as a learning resource or even while learning by using just a textbook together with traditional methodologies and resources.

This checklist would be analyzed in terms of efficiency, that is, a table would be shown with a comparison of effectiveness of each different methodology in terms of engaging student's attention, making them evolve positively, students' age and bilingual consideration. So, a diagram would be provided taking into account each different methodology and how productive they are in a ranking from 0 to 7, taking into account what teacher has collected during the completion of each different sessions (out of 7) of each unit of work. In this sense, we can see, at a glance, what the main strengths and weaknesses of each methodology are taking into account the four main variables of study.



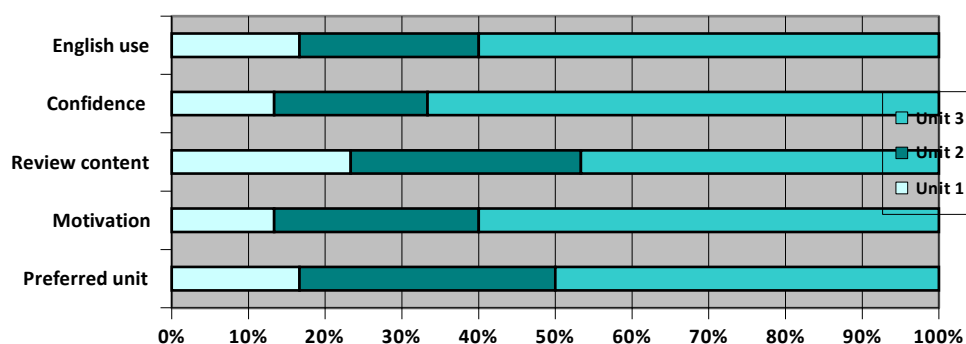
Graph 3: Observation notes from the teacher

From this table, I have to pinpoint that the most important aspect is the positive evolution that students undertake as units passed. In terms of engagement and motivation, they increases when unit 3 appeared since it was related to their interests and they were able to participate and use the foreign language within more and more activities, tasks and digital resources what made it funny and attractive to them. Regarding content and peer work, it happened almost the same, the first units of work were like any other traditional unit of work, although they had some activities and content which promoted peer work and helped them to evolve in the

foreign language learning but they lacked engaging resources for the students. Finally, taking into account their marks, and as previously shown in another table, they have increased as units passed from many students who fail the first unit's exam to most students passing the third unit of work's test.

Following the qualitative analysis, the second tool to have a complete analysis is the teacher's interview to meet students' points of view. It consists on some questions which may give the teacher a personal view of each student evolution during the term. In addition, it can make students reflect upon the three different methodologies and which one is more appropriate for their positive evolution. This interview can also give further information to the post-test that students have to complete regarding the use of games in the classroom.

To show results of this interview, I will include a table below in which each question is analyzed as in the pre and post-test one. That is, we are going to have a general overview of the whole class in terms of how many students answer the same, and then we also have a deeper view taking into account bilingual students and non-bilingual students since I strongly believe that their opinions can be highly relevant as they also have to do with repeaters (those non-bilingual) or those aged 14 or 15 years old (the bilingual ones).



Graph 4: Students' interview results

According to what students said to the teacher, unit 3 had been a great unit not only to engage and motivate them but also to make them use the foreign language as well as feel so comfortable that they were able to review content and English knowledge in a friendly environment. That table also shows that both unit 1 and 2 were similar in terms of content revision and students' exposure to language learning activities which lead to less motivating tasks and a more difficult environment to make students work positively and increase their knowledge step by step with the proper amount of comprehensible input and output.

Here, as the results have been fully explained and clarified by using different graphs, I would like to go on by analyzing the research questions:

Question 1. *“Do students’ learning and knowledge acquisition improve more with the use of ICT than of traditional textbooks?”*: As far as I have observed, it really does. That means that students also learn by using textbooks but, from my point of view and as I have researched, the use of ICT or any other digital resource can make them evolve positively in the use of a foreign language since they feel in a friendly and well-known environment which make them feel comfortable to practice and improve their current level step by step. As we can see in the previous section, their marks have increased from the first unit of work (which used traditional methodology and textbook) to the third one (which was full of ICT and digital games implementation). After having implemented all the three units of work, I have observed that students with higher levels of motivation and implementation of digital resources, which are closer to their personal lives, are more willing to participate and use the foreign language in the lessons what makes their knowledge to improve.

Question 2. *“Does students’ motivation increase if we teach them using digital games?”*: Absolutely yes, although as I have also explained, sometimes it was difficult to control the students’ behavior since they were highly motivated to put the games into practice without taking into account the content that was appearing on those digital games. Once they fully understood the main aims of implementing these activities and games, I have checked that they were motivated both to include games in the learning process and to put their knowledge into practice so that they can receive appropriate feedback in time to see how they were evolving.

Question 3. *“Do digital games encourage both bilingual and non-bilingual students to use language and evolve positively?”*: Digital games really encourage both bilingual and non-bilingual students to use the language and evolve positively but, in the case of non-bilingual ones, the evolution is more apparent since their current level at the beginning of the research was lower so that results improve in a higher way than those of the bilingual students who, most of them, already have a great mastery of English according to the level they should have in the third year of CSE.

Finally, all results can also be discussed bearing in mind the hypotheses and what I guessed that it would happen at the end of the research process:

Hypothesis 1. *“Students who use ICT and more concretely digital games in their learning process may develop some skills to better acquire and use the foreign language”*: That is what I have checked. At the beginning, we did not include digital games or ICT in the first unit of work and students were able to use English in a controlled way (using the proposed textbook)

but, with time and the implementation of digital resources in units 2 and 3, they tried to participate more and more while using the foreign language without being afraid of making mistakes or just being embarrassed. I strongly believe that digital resources have made our students feel comfortable to try it harder so that their evolution not only on the use of English language but also in terms of using all different communicative skills has greatly increased.

Hypothesis 2. *“Students who are taught by using funny traditional games and resources are more likely to perform better and improve their knowledge in a more productive way since they are highly motivated to do so”*: As I have previously stated, it took some time for some students to get used to this kind of methodology which included digital resources and games because they did not know how to manage the possibility of having fun while learning. However, once that time passed, they understood how they had to work with digital resources and putting them into practice in the lessons became something quite productive for all students. They were highly motivated to use the foreign language, to help their partners as well as to develop their autonomy and critical thinking to provide and receive appropriate feedback or even to take decisions while playing some of these games as Kahoot.

Hypothesis 3. *“Including digital games in the language classroom may help all students to feel confident while working cooperatively and develop some abilities to help each other despite their bilingual or non-bilingual consideration”*: At this point, I have observed a great improvement in terms of paying attention to diversity. As we already know, in this class, there are many bilingual students but just a few non-bilingual ones which required some extra help when practicing. In this sense, those bilingual students have helped the other students to feel comfortable, to work cooperatively, to ask for help whenever they needed it as well as to be able to provide and receive appropriate feedback when they finished some of the proposed activities or games.

5. CONCLUSIONS

The main aim of this Master’s dissertation proposal was to find out if the use of ICT and, more concretely, digital games could influence in a positive way the teaching –learning process of students of English as a foreign language. In order to draw conclusions, in this section I am going to further explain all different conclusions I have obtained from the designed instruments together with some of the observation techniques throughout the whole researching process that I have carried out in the third term of the school year 2016/2017.

According to the objectives, the implemented units of work and instruments have shown the following considerations:

Objective 1. *“To teach students how to use these digital games appropriately as a supportive material for language evolution”*: At first it was hard to teach them how to use them appropriately because they were so enthusiastic with the idea of “playing” in the classroom and they were not able to concentrate on what we really wanted to learn. For them, it was just something to have fun but not something to learn. When sessions passed, their behavior evolved and they were little by little aware of the great importance and properties of including games in their learning process since they were so motivated to try to improve their knowledge, they were also engaged in the foreign language and culture and they were using English almost all of the time without even realizing that it implied an improvement in their performance, concentration levels and communicative skills.

Objective 2. *“To identify how the use of digital or traditional games may influence students’ motivation while going on learning”*: As previously mentioned, at the beginning of the implementation of ICT and digital games in the classroom, it was quite difficult to make students able to behave properly. However, in terms of motivation, I have to admit that they were highly motivated to use ICT and digital games from the very beginning because they always said that this would be linked to their real lives, interests as well as their hobbies so that it would be a great tool to motivate them. In addition, even the first day we included these digital resources in the lesson, some students, who have never participated in some activities, were willing to try it hard in order to increase their current knowledge.

Objective 3. *“To check if resources and methodology related to their needs and interests may give better results for both bilingual and non-bilingual students”*: In this aspect, from my point of view, those bilingual and non-bilingual students have evolved differently. For instance, those bilingual students were able to use most of the ICT and digital games from the first time we implemented them because they were quite motivated, they had the required amount of comprehensible input so that they can produce comprehensible output when using digital games, and they were able to help others while going on learning. On the contrary, non-bilingual students have evolved in a slower way because they were not used to implement these kinds of resources so that they had to better understand their management and to set clear goals in order to feel motivated to use them and to be able to learn through the use of ICT and digital games. I have said that they both have evolved but, for me, the greatest evolution correspond to those non-bilingual students who lacked motivation, autonomy or even English level to use these resources and, at the end of the process, they are capable of using them not only inside the classroom but also some of them use these tools outside school to go on acquiring English knowledge.

5.1. Teaching implications

As a secondary teacher, I have been some years checking that students need to try different methodologies in order to evolve as times does. Particularly, I love using ICT resources in the lessons since I have put this into practice and I have to confess that it truly worked on my lessons.

According to the digital era in which we are living now, students and foreign language learners are totally engaged in implementing these new resources and tools which they also use in their free time. It is true that not all the ICT implementations end in a good way and that there exist a great number of limitations in this use as we will see below in the next subsection of this Master's dissertation proposal.

Following with this idea of including digital resources in the lessons, I must say that, on the one hand, it implies really good advantages such as students' engagement and increase of motivation in the sense that they are "playing" and there is some sort of "competition" what makes it more and more attractive and enthusiastic for all of them. In addition, using digital resources allow students to have immediate feedback which makes them able of their possible limitations or aspects to improve. Regarding this aspect, students can also use digital resources to go on learning with their own paces since they can repeat activities, tasks or parts of the game as much as they want so that their level can be increased step by step as their ability requires.

On the other hand, we must admit that there are also some times where the use of digital resources does not really work since it is possible that some students feel stressed or too enthusiastic with its implementation so that they do not really understand what we are trying to achieve with them. These students may feel anxious to win the game without realizing of the contents or they may feel embarrassed because they do not have the required knowledge or skills so that they may not want to be teased. Moreover, there are some cases in which there is a little space of time to teach a particular unit of work and that is true that the use of digital resources is a bit time consuming so it may not be possible to be included in that particular space of time.

However, I really think that the use of digital resources and games has more strengths than weaknesses which may allow our students to feel in a friendly environment (although it takes

some time for some of them), to develop some skills to cope with diversity, to increase knowledge step by step as well as to be totally engaged in motivational activities that also allow them to use their critical thinking and communicative skills that is what we really need in the foreign language classroom.

5.2. Limitations of the study

According to the drawn conclusions and the observation comments I have recorded during the researched period, we have to clarify now that there are a number of limitations which may make it difficult the implementation of these digital resources and activities in the foreign language classroom.

First of all, as previously stated, I would like to start with “time limits”. We have to bear in mind that some terms are extremely short due to Christmas, Easter or some other bank holidays which make units of work being explained in a shorter space of time with the same amount of content and activities to be done. In this case, it is a bit more difficult to include some of these digital games or activities since they may take much time in a particular lesson so that what I propose is to use them as much as we can but without forgetting about the unit contents. For example, if we are in the grammar part of the unit of work, we may practice by using the textbook, some online activities or even by using one of the Kahoot’s games which may allow our students to think about the unit contents and to deduce some of the grammar rules they will have to use.

Secondly, we also found it difficult to use some digital resources in some of the classes where there were no digital boards or where the WiFi connection was not appropriate for the activity we were going to implement. In these cases, we moved to another classroom or to the computers’ room if available or we had to work in pairs or groups if the amount of devices was not enough. In addition, teachers will have to think about this beforehand in order to adapt the activity to the classroom possibilities or even the pairs or groups of students so that it may not be a complete chaos.

Thirdly, as studied in this research, another aspect to be considered is the different levels of mastery of the English language which may be taken into account when designing the possible pairs or groups of work. As we know, in this 3rd year of CSE class, there is a majority of students in the bilingual level and a few of them who are in the non-bilingual group and who are also repeaters so that their English skills to communicate are quite different. When making groups or pairs we have to think about this and try to make them as

much balanced as possible so that they can help each other while learning and implementing digital resources. However, we must admit that for some times it was quite difficult to draw appropriate conclusions since these groups (bilingual – non bilingual and repeaters – non repeaters) were the same and their attitude, characteristics and level of mastery of the English language was greatly influenced and adulterated.

Finally, last but not least, the teachers' preparation which may also be another important issue in terms of including ICT and digital games in the lessons. During my teaching experience, I have faced all kind of teachers who, as explained in another section of this work, were fully aware of the digital technologies or who do not feel that they are necessary for the lessons. For me, a teacher should be like a doctor in people's lives, we should be constantly learning from our experiences, from our students or partners, and from life and nowadays, life is technology, life is evolution and life is communication. I am quite sure that if we join all these requirements in our lessons, we would succeed and our students will love learning as we really love teaching.

5.3. Further research

The current Master's dissertation proposal aimed to find out what the main pros and cons of including ICT and digital games in the language classroom were in terms of students' motivation, language learning evolution, age and bilingual consideration. Apart from all drawn conclusions, I strongly believe that it is quite evident and necessary to go on studying this issue more deeply.

According to the moderate variables, I would also like to further study what the main differences taking into account gender may be. I have appreciated that the number of students in upper education classes is mostly composed of girls so that I would also like to check if there exist some differences in terms of motivation, engagement and behavior depending on the gender in CSE.

In addition, I think that it would be interesting to implement this of including ICT and digital games in particular levels such as in those students in the "PMAR" lesson. These are smaller groups of learners who are taken out of their class to smaller environments in some of the subjects so that they can have a more personalized attention in terms of learning and developing autonomy and certain skills. These students require more attention, a slower pace in terms of teaching as well as some motivation strategies which may make them feel comfortable and confident enough to develop autonomy and certain communicative skills. For

them, I think digital resources and games could be a great tool to motivate them, to make them being engaged in the foreign culture and language and to go on learning step by step in a friendly atmosphere.

The same happens with students in FPB (Basic Professional Teaching) who are some students that do not feel comfortable with current teaching practice and needs to focus on some other aspects of their interests to go on learning and not to be demotivated to give it up before ending CSE. In several of the secondary schools where I have taught in recent years, I have to be a teacher of students in FPB and in all of these schools they were concentrated on a digital and technological teaching so that I think that it will be a good idea to teach English to them by using many digital resources so that we can fully engage them and make them feeling useful in their own learning processes.

Another important proposal for further researching, according to this Master's dissertation work, would be to have homogeneous lessons in terms of bilingual and non-bilingual groups for instance. It is difficult to put some activities into practice in heterogeneous groups since they act, think and behave totally different such as in the case of the bilingual and non bilingual students. For this reason, I think it would be a great idea to put this ICT implementation into practice in a bilingual lesson as well as in a non bilingual one separately so that changes and language learning evolution may go hand in hand with students' requirements, needs and interests.

To sum up, my personal opinion is that implementing ICT and digital games can have plenty of advantages not only in terms of language evolution, using communicative skills or including different paces of learning but also in terms of motivation, students engagement and the possibility of creating a friendly and comfortable environment between the entire education community which can also go beyond school borders to the students' everyday lives.

"The moment we start falling in love with our content or a token issue, we lose sight of what matters most. Our job isn't about teaching curriculum, but rather reaching students".
([Jeff Veal](#))

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7.- ANNEXES:

TASK 1: POSTER (Traditional methodology)

"WOMEN IN HISTORY"

In groups of three, you are going to make a research about some famous women in history.

Follow the instructions

1. Your teacher gives you a **card** with the name and a picture of a woman.
2. The first thing your group needs to do is to distribute the **roles** you are going to have.
3. Use the **computer** in the class for searching information.
4. Use the **materials** in this unit. It will help you! (Past simple, past continuous, used to, dates, connectors of sequence, vocabulary related to biographies...)
5. You can work in two classes' **time**. Don't worry if you don't finish. You can do it as homework.
6. You will have to present your research in a **poster**. (PowerPoint presentation are possible, but not mandatory)

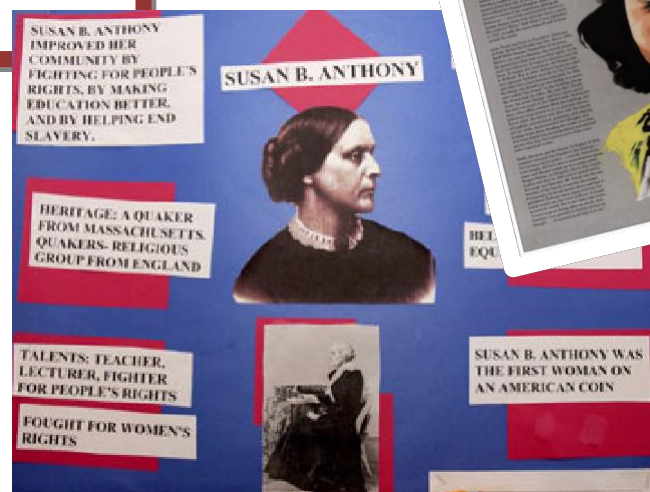
- **1st student** will search **personal information**: name, nationality, date of birth and/or death, education, occupation, marital status, quotes...

- **2nd student** will search information about the **context**: you need to specify the most relevant events that were happening in that historical context.

- **3rd student** will search information about the **accomplishments**: how did she become famous?, How did that fact change her life?

- **Together**, think about this question and give your **personal opinion**: Do you think their actions changed the world?

Have a look at these pictures of posters and take ideas for yours!



INFORMATION CHARTS

Amelia Earhart



Rigoberta Menchú



Jane Goodall



Babe Didrikson



Rosa Parks



Clara Barton



Margaret Thatcher



Marie curie



Mariana Pineda



Mae Jemison



Useful websites

<http://www.distinguishedwomen.com/>

<http://www.lkwpl.org/wihohio/figures.htm>

<http://www.historyswomen.com/>

<http://www.angelfire.com/anime2/100import/>

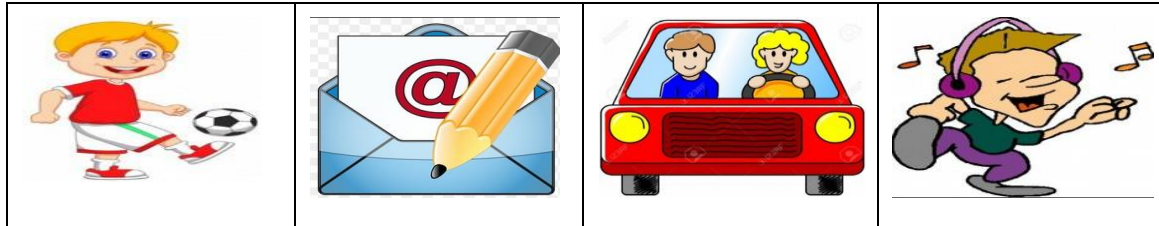
<http://www.onlineschools.org/resources/famous-women/>

<http://library.thinkquest.org/6343/>

http://myhero.com/go/hero.asp?hero=M_jemison

TASK 2: TRIVIA GAME (Mixed traditional and digital resources)

Activity 1: Mimics



Activity 2: Word order

Eyndaswde (Wednesday)	hatferdgnar (Grandfather)	rhoeclopeit (Helicopter)	mpeortcu (Computer)
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Activity 3: Riddles

Poor people have it. Rich people need it. If you eat it you die. What is it? Nothing	I'm tall when I'm young and I'm short when I'm old. What am I? A candle	What goes up when rain comes down? An umbrella!	If I drink, I die. If I eat, I am fine. What am I? A fire!
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Activity 4: Tongue twister

Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked If Peter Piper picked a peck of pickled peppers Where's the peck of pickled peppers Peter Piper picked?	To begin to toboggan first buy a toboggan, but don't buy too big a toboggan. Too big a toboggan is too big a toboggan to buy to begin to toboggan.	A loyal warrior will rarely worry why we rule.	She saw Sharif's shoes on the sofa. But was she so sure those were Sharif's shoes she saw?
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Activity 5: Superbritánico



TASK 3: KAHOOT GAME SAMPLE (Digital tools)

TO PRACTICE GRAMMAR:

Present Simple vs Present Continuous

10 questions
Are you ready?

My girlfriend me every morning.

8

0 Answers

calls

calling

call

is calling

TO PRACTICE VOCABULARY:

Family members

MONA CLANCY JACKIE

HOMER MARGE BARTY SELMA AUNT

18 questions
Are you ready?

Your sister's husband is your

19

0 Answers

stepbrother

brother-in-law

son-in-law

TO PRACTICE LISTENING:

Listening

6 questions
Are you ready?

Faris said that having is a good idea but it isn't that fun

17

0 Answers

Sport club

Homework club

Drama class

Outdoor survival

TO PRACTICE SPEAKING:

Speaking 1

15 questions
Are you ready?

Where are you from?

19

0 Answers

I am 8 years old

I live in a flat

My favourite color is green.

I am from... (Spain)

EXAM SAMPLE – HIGH ACHIEVERS

READING: Nessie, the lochness monster

Loch ('lake' in Scottish) Ness is situated in Scotland. It is 36 Kms long and between 2 - 4 Kms wide. It is also very deep, nearly 230 metres at its deepest point. Some people say there is a monster called "Nessie" living in Loch Ness. For centuries there have been sightings of large animals in the lake. As early as 565 AD, Saint Columba said he saw a monster in the lake. People also saw monsters or "floating Islands" in the 16th and 17th centuries.

Many people today do not believe there is a monster in Loch Ness, but many others think it is real. Some even say that the monster could be the devil himself. A road to the lake was opened in 1933. Many people could then visit the area, which became a popular tourist attraction. Since that time, more than 4,000 people claim they have seen the creature. There are photographs, films and even recordings of the sounds made by Nessie under the water which suggest that the monster exists.

Mr Campbell, a man who has observed the lake for over 50 years and says he has seen the monster many times, described it as "a huge animal with a small head, a thin six-foot long neck, a big hump, about 30 feet long from nose to tail, and dark brown or grey-black in colour". During the Second World War, an Italian newspaper reported that a bomb attack on the lake had killed the beast. Every year more and more people claim they have seen Nessie. The monster usually appears in calm sunny weather. Perhaps this is because Nessie wants to get a suntan!

Some people say they have seen not one but several creatures. A £100,000 underwater camera took photographs of large animals twelve separate times in August 1972. So it could be that there is a group of these animals in the lake.

Many unanswered questions remain. How did the creatures get into the loch? How did they survive for so many years? Why haven't any dead monsters been found? However, one thing is sure; there is something very strange in Loch Ness.

1.- Answer the questions:

Where did Saint Columba see the monster? Where is Nessie?

How deep is the Loch Ness?

When was the road leading to Loch Ness opened?

2.- Make questions for the following answers. The underlined words are the key:

Nessie lives in Loch Ness. 4000 people have seen the monster. Loch Ness is 36 kms long.

In August 1972 a camera found animals in the lake. People believe in Nessie because they have seen pictures.

3.- Say whether the sentences are true or false and give evidences from the text:

People described the monster as a floating island in the past. You can see Nessie when it is foggy and rainy.

Scientists have not found any evidence of the existence of Nessie. Nessie was seen for the first time in the 16th century.

GRAMMAR:

1.- Fill in the blanks with verbs in the correct form:

A: you usuallyto discos at the weekend? B: No, I to dance, so Igoing to pubs

A: Noemíto the teacher right now? B: Yes, shethe teacher about her mark in the test A: What languages youat school this year? B: IEnglish and French this year.

A: Why youto learn English?

B: Because Ichatting up the foreigners in Benidorm!

A: How often Jonathanabroad?

B: Heabroad about twice a year

2.- Write questions for the following answers:

-

Yes, I told them, but they didn't believe me!

-

I will watch TV at 6 pm

-

He is travelling abroad because of his job

-

Yes, the film ended at that time yesterday

-

No, we aren't going to visit it. We are visiting the British Museum

3.- Complete the sentences using the future with: will, be going to, present simple or present continuous:

The train_____at 11:45.

We_____dinner at a nice restaurant on Saturday. It__in the mountains tomorrow evening.

On Sunday at 8 o'clock I_____my friend. They__to London on Friday evening.

VOCABULARY:

1.- Fill in the gaps with daily life vocabulary in the correct form.

My granddad (1)_____in Granada in 1942. When he was four, he_____(2)___school. After that, he (3)_____to_____to study a degree in Pharmacy. At the age of 21, he (4)___with excellent marks and he got a job as chemist.

One day, a beautiful girl entered the shop to buy some pills and my granddad (5)___ in_____her immediately. One year later, they (6)_____.

That girl was my grandma! Then, they (7)_____two children, one daughter and a son. The boy is my funny uncle and the girl my lovely mum! My grandparents never (8)_____and they have been together more than 45 years, but, unfortunately, he (9)_____last year!

2.- Give a word for the following definitions:

A road designed for fast traffic, typically with three lanes in each direction: A wide way between places, especially one surfaced for use by vehicles.

A public road in a city, town, or village, typically with building on one or both sides. A very tall building of many storeys.

A system to move from one place to another.

The application of scientific knowledge for practical purposes

WRITING: Write a letter to a pen friend describing a member of your family that you most admire and telling him/her why he/she is so important for you. You should use present, past and future tenses as well as the vocabulary already learned in these units. (120 words)

Listening: First Date (<http://www.esl-lab.com/dating/datingrd1.htm>)

1.- Answer the following questions:

What kind of movie is the girl going to see on her date? At what theatre is the movie playing?

How is the girl getting to the movie? What time does the movie begin?

What time does she have to be home?

2.- In a few words, try to make a summary of the listening by answering to the Wh- questions:

Speaking exercise: In pairs, imagine that you are going to meet on a first date for something. You should present a conversation in which you would show your desires, likes and dislikes.



EXAM PRACTICE- STANDARD LEVEL

READING: Nessie, the lochness monster

Loch ('lake' in Scottish) Ness is situated in Scotland. It is 36 Kms long and between 2 - 4 Kms wide. It is also very deep, nearly 230 metres at its deepest point. Some people say there is a monster called "Nessie" living in Loch Ness. For centuries there have been sightings of large animals in the lake. As early as 565 AD, Saint Columba said he saw a monster in the lake. People also saw monsters or "floating Islands" in the 16th and 17th centuries.

Many people today do not believe there is a monster in Loch Ness, but many others think it is real. Some even say that the monster could be the devil himself. A road to the lake was opened in 1933. Many people could then visit the area, which became a popular tourist attraction. Since that time, more than 4,000 people claim they have seen the creature. There are photographs, films and even recordings of the sounds made by Nessie under the water which suggest that the monster exists.

Mr Campbell, a man who has observed the lake for over 50 years and says he has seen the monster many times, described it as "a huge animal with a small head, a thin six-foot long neck, a big hump, about 30 feet long from nose to tail, and dark brown or grey-black in colour". During the Second World War, an Italian newspaper reported that a bomb attack on the lake had killed the beast. Every year more and more people claim they have seen Nessie. The monster usually appears in calm sunny weather. Perhaps this is because Nessie wants to get a suntan!

Some people say they have seen not one but several creatures. A £100,000 underwater camera took photographs of large animals twelve separate times in August 1972. So it could be that there is a group of these animals in the lake.

Many unanswered questions remain. How did the creatures get into the loch? How did they survive for so many years? Why haven't any dead monsters been found? However, one thing is sure; there is something very strange in Loch Ness.

1.- Complete the sentences with information from the text:

Saint Columba saw the monster...

A road leading to Loch Ness was opened... Nessie is...

Loch Ness is...

2.- Make questions for the following answers. The underlined part is the answer.

You should use the question words:

Nessie lives in Loch Ness. 4000 people have seen the monster. Loch Ness is 36 kms long.

In August 1972 a camera found animals in the lake. People believe in Nessie because they have seen pictures.

3.- Say whether the sentences are true or false and give the line where the evidence is found:

People described the monster as a floating island in the past. You can see Nessie when it is foggy and rainy.

Scientists have not found any evidence of the existence of Nessie. Nessie was seen for the first time in the 16th century.

GRAMMAR:

1.- Fill in the blanks with verbs in the correct form. Pay attention to the adverbs of time.

A: you usuallyto discos at the weekend? B:
No, I to dance, so I usually..... going to pubs A:
..... Noemíto the teacher right now?

B: Yes, she the teacher about her mark in the test
today A: What languagesyou at school this
year?

B: IEnglish and French this year. A: Why
youto learn English?

B: Because Ichatting up the foreigners in Benidorm!

A: How often Jonathanabroad?

B: Heabroad about twice a year

2.- Write questions for the following answers:

-

Yes, I told them, but they didn't believe me!

-

I will watch TV at 6 pm

-

He is travelling abroad because of his job

-

Yes, the film ended at that time yesterday

-

No, we aren't going to visit it. We are visiting the British Museum

3.- Complete the sentences using the future with: will, be going to, present simple or present continuous. You should use the following

The train_____at 11:45. (to leave)

We_____dinner at a nice restaurant on Saturday. (to have)

It_____in the mountains tomorrow evening. (to snow)

On Sunday at 8 o'clock I_____my friend. (to meet) They
_____to London on Friday evening. (to fly)

VOCABULARY:

1.- Fill in the gaps with daily life vocabulary in the correct form:

Get_____ – be_____ – start_____ – get_____ – go_____ – have _
_____ – d_ _ – g_ _ _ _ _ – fall_____

My granddad (1)_____in Granada in 1942. When he
was four, he

(2)_____school. After that, he (3)_____to_____to
study a degree in Pharmacy. At the age of 21, he (4)_____with excellent marks and
he got a job as chemist.

One day, a beautiful girl entered the shop to buy some pills and my granddad
(5)___ in_____her immediately. One year later, they (6)_____.

That girl was my grandma! Then, they (7)_____two
children, one daughter and a son. The boy is my funny uncle and the girl my lovely
mum! My grandparents never (8)_____and
they have been together more than 45 years, but, unfortunately, he (9)_____last year!

2.- Give a word for the following definitions:

**Avenue – Motorway - Crowd - Transport – Technology – Road – Street –
Skyscraper – Apartment – Mall**

A road designed for fast traffic, typically with three lanes in each direction: A wide way

between places, especially one surfaced for use by vehicles.

A public road in a city, town, or village, typically with building on one or both sides. A very tall building of many storeys.

A system to move from one place to another.

WRITING: Write a letter to a pen friend describing a member of your family that you most admire and telling him/her why he/she is so important for you. You should use present, past and future tenses as well as the vocabulary already learned in these units. (100 words)

☐ ☐ **Listening: First Date** (<http://www.esl-lab.com/dating/datingrd1.htm>)

1.- Say if the following statements are true or false and give some reasons:

The couple is going to watch a romance film: The theater is in Campus Plaza:

Her date is coming to pick the girl up: The movie begins at 8:30 p.m.:

The girl has to be home by 10:00 p.m:

2.- Imagine the conversation that the girl may have with her best friend the following day:

Speaking exercise: In pairs, imagine that you are going to meet on a first date for something (going to a match, going to the cinema, travelling abroad, etc). You should present a conversation in which you would show your desires, likes and dislikes.



EXAM PRACTICE – LOW ACHIEVERS

READING: Nessie, the lochness monster

Loch ('lake' in Scottish) Ness is situated in Scotland. It is 36 Kms long and between 2 - 4 Kms wide. It is also very deep, nearly 230 metres at its deepest point. Some people say there is a monster called "Nessie" living in Loch Ness. For centuries there have been sightings of large animals in the lake. As early as 565 AD, Saint Columba said he saw a monster in the lake. People also saw monsters or "floating Islands" in the 16th and 17th centuries.

Many people today do not believe there is a monster in Loch Ness, but many others think it is real. Some even say that the monster could be the devil himself. A road to the lake was opened in 1933. Many people could then visit the area, which became a popular tourist attraction. Since that time, more than 4,000 people claim they have seen the creature. There are photographs, films and even recordings of the sounds made by Nessie under the water which suggest that the monster exists.

Mr Campbell, a man who has observed the lake for over 50 years and says he has seen the monster many times, described it as "a huge animal with a small head, a thin six-foot long neck, a big hump, about 30 feet long from nose to tail, and dark brown or grey-black in colour". During the Second World War, an Italian newspaper reported that a bomb attack on the lake had killed the beast. Every year more and more people claim they have seen Nessie. The monster usually appears in calm sunny weather. Perhaps this is because Nessie wants to get a suntan!

Some people say they have seen not one but several creatures. A £100,000 underwater camera took photographs of large animals twelve separate times in August 1972. So it could be that there is a group of these animals in the lake.

Many unanswered questions remain. How did the creatures get into the loch? How did they survive for so many years? Why haven't any dead monsters been found? However, one thing is sure; there is something very strange in Loch Ness.

1.- Match column A with column B

A

Saint Columba saw the monster
the other. A road leading to Loch Ness was opened
Nessie is

B

a.– about 30 feet from one end to
b.– 230 metres deep.
c.– in the 6th century.

Loch Ness is

d.– in the thirties.

2.- Make questions for the following answers. There are many possible questions:

Nessie lives in Loch Ness.

4000 people have seen the monster. Loch Ness is 36 kms long.

In August 1972 a camera found animals in the lake. People believe in Nessie because they have seen pictures.

3.- Say whether the sentences are true or false and give the paragraph where the evidence is found:

People described the monster as a floating island in the past. You can see Nessie when it is foggy and rainy.

Scientists have not found any evidence of the existence of Nessie. Nessie was seen for the first time in the 16th century.

GRAMMAR:

1.- Fill in the blanks with the correct form of the following verbs. Some of them are repeated: Prefer – talk – not like – travel – go – love – want – study – ask

A: you usuallyto discos at the weekend? B:

No, I to dance, so I going to pubs

A: Noemíto the teacher right now? B:

Yes, she the teacher about her mark in the test

A: What languages You at school this year?

B: IEnglish and French this year.

A: Why youto learn English?

B: Because Ichatting up the foreigners in Benidorm!

A: How often Jonathanabroad?

B: Heabroad about twice a year

2.- Write questions for the following answers:

-

Yes, I told them, but they didn't believe me!

-

I will watch TV at 6 pm

-

He is travelling abroad because of his job

-

Yes, the film ended at that time yesterday

-

No, we aren't going to visit it. We are visiting the British Museum

3.- Complete the sentences using the future with: will, be going to, present simple or present continuous:

The train_____at 11:45. (to leave)

We_____dinner at a nice restaurant on Saturday. (to have)

It_____in the mountains tomorrow evening. (to snow)

On Sunday at 8 o'clock I_____my friend. (to meet) They
_____to London on Friday evening. (to fly)

VOCABULARY:

1.- Fill in the gaps with daily life vocabulary in the correct form:

Get married– be born – start school – get divorced– go to university – have a baby– die – graduate – fall in love with

My granddad (1)_____in Granada in 1942. When he
was four, he

(2)_____school. After that, he (3)_____to_____to
study a degree in Pharmacy. At the age of 21, he (4)_____with excellent marks and
he got a job as chemist.

One day, a beautiful girl entered the shop to buy some pills and my granddad
(5)___ in_____her immediately. One year later, they (6)_____.

That girl was my grandma! Then, they (7)_____two
children, one daughter and a son. The boy is my funny uncle and the girl my lovely
mum! My grandparents never (8)_____and
they have been together more than 45 years, but, unfortunately, he (9)_____last year!

2.- Give a word for the following definitions:

Avenue - Transport – Road – Street – Skyscraper – Apartment – Mall A road
designed for fast traffic, typically with three lanes in each direction: A wide way
between places, especially one surfaced for use by vehicles.

