

# **MASTER'S DISSERTATION**

## **Using Gamification and Cooperative Learning to Enhance Student Motivation in EFL Classrooms**

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Master's Degree in Training for teachers of Compulsory Secondary Education and Upper Secondary Education, Professional Training and Language Teaching



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## **Abstract:**

This case study investigates the effects of gamification, game-based learning, and cooperative learning on student motivation and engagement in a 4<sup>th</sup> year Compulsory Secondary Education EFL (English as a Foreign Language) class. The intervention was implemented in a charter school where students ranged a level of English proficiency between B1 and B2. Traditional instruction showed limited student engagement, prompting the integration of active methodologies such as digital quizzes, group-based tasks, and a gamified escape room. These activities were embedded within the standard curriculum to enhance participation, collaboration, and language retention. Data was collected through observation notes, exit tickets, and student reflections. The results revealed an increase in motivation and active involvement, particularly during the gamified sessions. Students responded positively to collaborative challenges and reported higher enjoyment and confidence in using grammar and vocabulary. While the study's limited scope prevents broad generalization, the findings support the inclusion of gamification, game-based learning, and cooperative learning as effective strategies in EFL contexts.

**Key words:** Gamification, Cooperative Learning, Game-based learning, Motivation, Engagement.

## Resumen:

Este estudio de caso investiga los efectos de la gamificación, el aprendizaje basado en juegos y el aprendizaje cooperativo sobre la motivación y la implicación del alumnado en una clase de inglés como lengua extranjera de 4º de la ESO. La intervención sucedió en un centro educativo concertado con estudiantes que presentaban un nivel de inglés entre B1 y B2. La instrucción tradicional mostraba una participación limitada, lo que motivó la integración de metodologías activas como cuestionarios digitales, tareas en grupo y una *escape room*. Estas actividades se integraron en el currículo estándar para mejorar la participación, la colaboración y la retención del lenguaje. Los datos se recogieron mediante notas de observación, *exit tickets*, y reflexiones del alumnado. Los resultados mostraron un aumento en la motivación y la participación, particularmente durante las sesiones gamificadas. El alumnado respondió positivamente a los retos colaborativos y expresó mayor disfrute y confianza al utilizar la gramática y el vocabulario. Aunque el alcance limitado impide generalizaciones, los resultados apoyan la inclusión de estas metodologías como estrategias efectivas en contextos donde el inglés se enseña como una lengua extranjera.

**Palabras clave:** Gamificación, Aprendizaje Cooperativo, Aprendizaje basado en juegos, Motivación, Implicación.

## Resum:

Aquest estudi de cas investiga els efectes de la gamificació, l'aprenentatge basat en jocs i l'aprenentatge cooperatiu sobre la motivació i la implicació de l'alumnat en una classe d'anglès com a llengua estrangera implementada a 4t d'ESO. La intervenció es va dur a terme en una escola concertada amb un grup d'estudiants que tenia un nivell d'anglès entre B1 i B2. La metodologia tradicional mostrava una participació limitada, fet que va motivar la integració de metodologies actives com qüestionaris digitals, activitats en grup i una *escape room*. Aquestes activitats es van incorporar al currículum estàndard per millorar la participació, la col·laboració i la retenció lingüística. Les dades es van recollir mitjançant notes d'observació, *exit tickets*, i reflexions de l'alumnat. Els resultats van mostrar un augment de la motivació i la implicació activa, particularment durant les sessions amb jocs. L'alumnat va respondre de manera positiva als reptes cooperatius, i va expressar més confiança en l'ús de la gramàtica i el vocabulari. Tot i que l'abast limitat impedeix generalitzacions, els resultats donen suport a la inclusió d'aquestes metodologies com estratègies efectives en contextos on l'anglès s'ensenya com a llengua estrangera.

**Paraules clau:** Gamificació, Aprenentatge Cooperatiu, Aprenentatge basat en jocs, Motivació, Implicació.

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## **1. Introduction**

### *1.1 Needs detection and problems to solve*

The intervention for this research took place in a 4<sup>th</sup> of CSE (Compulsory Secondary Education) class at a charter school. Due to the sociocultural background of the centre and the students who attend it, learners demonstrated a medium-to-high level of English proficiency (going from a B1 to a B2). As a result, identifying issues related to language acquisition proved to be challenging, as most of the students were very fluent in English and had great grammar skills. Nevertheless, a clear lack of motivation and engagement was observed. Therefore, the learning situation was designed to foster both motivation and active participation among students.

Although it has been said that the target group did not present major difficulties in acquiring the language, the intervention also aimed to support and further facilitate their learning process. Special attention was given to a student with special educational needs, ensuring that all proposed activities were inclusive. Finally, the goal was to create an environment where everyone felt integrated and could enjoy learning English.

### *1.2 Justification for the innovation proposal*

As previously mentioned, the decision to design an innovative didactic unit came from the need to address the low levels of motivation and participation observed during the initial stages of my practicum. Even though students showed a relatively high level of English, the sessions were mostly conducted using traditional methodologies, which involved the strict use of the textbook and direct correction. This approach, while offering a constant progression, tends to limit learners' opportunities to interact and be active while learning, as they just follow the materials given by the school. As Dewey argued, "education is not preparation for life; education is life itself" (Merlin, 2019),

emphasizing the importance of active and meaningful participation in the learning process.

The innovation involved in this research offered an alternative to traditional dynamics by incorporating gamification, game-based learning, and cooperative learning. These methodologies have been recognised for their ability to improve students' motivation, participation, and content retention (Deterding et al., 2011; Kapp, 2012).

These methodologies gave my students different tools to enjoy learning. Gamification enhanced students' motivation with the use of competition and rewards (Deterding et al., 2011). Game-based learning provided engaging and meaningful context for learning while playing (Perrotta et al., 2013). Cooperative learning, meanwhile, promoted academic and social growth through shared responsibility and peer support. (Johnson, Johnson & Smith, 1991).

Instead of altering the curricular content that students needed to address, the aim of this innovation was to reimagine the delivery in which it was originally structured, adding interactive activities that aligned with students' needs and preferences.

## **2. Theoretical Framework**

This chapter establishes the theoretical foundation. It discusses the role of gamification in contemporary education, the differences between gamification and game-based learning, cooperative learning being a foundational pillar of the innovation, the relationship of gamification with motivation, and how to apply game mechanics into the classroom properly.

### *2.1 The Role of Gamification in Contemporary Education*

Gamification has become an important methodological resource in modern education, using game design elements to enrich non-game

learning contexts. Seaborn and Fels (2021) highlighted that gamification is no longer a passing trend but a consolidated pedagogical strategy. Through mechanisms such as badges, points, and narrative elements, gamification helps stimulating students intrinsic and extrinsic motivation, aligning with the principles of Self-Determination Theory<sup>1</sup> (Ryan & Deci, 1985).

Furthermore, gamification can help reducing learner anxiety by providing a safe environment for experimentation and failure, because if they fail while playing, they do not feel that they are failing when learning. They just think they need another chance to get better, as it happens in videogames. Toda et al. (2019) emphasized that well-structured gamified experiences support learning persistence by reinforcing feelings of competence and autonomy. In Second Language Acquisition (SLA), these dynamics are particularly beneficial, as they encourage repeated practice and reduce communication apprehension.

## *2.2 Game-Based Learning vs. Gamification*

Even though these methodologies may be confused sometimes, because they are very similar, they represent distinct approaches. Gamification refers to the incorporation of game elements into traditional educational activities, whereas game-based learning consists of “using games to teach specific learning objectives” (Nisbet, 2024).

The appeal of both methods lies in the structured, motivating context they offer for skill development. Games naturally help learning by encouraging repeated practice and providing clear goals (Landers et al., 2017). However, the educational field often suffers from conceptual ambiguity, as the terms gamification and game-based learning are often used interchangeably (Landers, 2015; Koivisto & Hamari, 2019).

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<sup>1</sup> Self-Determination Theory (SDT) “assumes people are inherently prone towards psychological growth and integration, and thus toward learning, mastery and connection with others” (Ryan & Deci, 2020, p.2).

Summing up, gamification adds a motivational layer to traditional methods, while game-based learning creates an immersive environment where learning occurs thanks to games. Understanding this distinction has been crucial for the realisation of my research, as I had to differentiate which of the activities followed gamification and which followed game-based learning.

### *2.3 Cooperative Learning as a Foundational Pillar*

Cooperative learning complements both gamification and game-based learning by fostering interaction and mutual support. Johnson and Johnson (1999) defined it as an approach where students assume responsibility not only for their own learning but for their peers as well, promoting both cognitive and social development.

The theoretical basis for cooperative learning is supported by Vigotsky's (1978) sociocultural theory, which emphasised the role of social interaction in cognitive growth. Following this perspective, learning happens through collaboration, so knowledge is constructed with your peers as mediators. This dynamic is particularly relevant in second language acquisition, where opportunities for meaningful communication are often limited.

In language learning contexts, cooperative tasks offer students the chance to practise real communication in authentic situations. During this project's implementation, for instance, the escape room was designed to encourage peer interaction and required teams to apply their linguistic knowledge collaboratively. As Landers et al. (2017) suggested, combining game-based strategies with cooperation increases student engagement by adding a sense of shared purpose. This level of commitment is crucial for overcoming the common challenge of passive learning, where students may struggle to retain new vocabulary or grammatical structures. The synergy between gamification, game-based learning and cooperative learning not only enhances cognitive outcomes but also raises social and emotional

development, making the process of learning a second language more enjoyable and effective.

#### *2.4 Motivational Theories Underpinning Gamification*

Understanding the motivational foundations of gamification is essential for evaluating its impact in education. According to Deci and Ryan's (1985) Self-Determination Theory (SDT), intrinsic motivation is driven by three main psychological needs: autonomy, competence, and relatedness. Gamified learning environments address these needs by offering students meaningful choices, clear challenges, and opportunities for collaboration.

Satisfying these psychological needs not only increases engagement but also supports long-term motivation and deeper learning. Research done by Sailer and Homner (2020) highlighted that core game elements play a crucial role in maintaining our learner's interest and improving performance. These dynamics align with classroom practices that prioritise active participation and goal-oriented learning.

In SLA context, fostering autonomy and competence is crucial, as learners often experience anxiety or lack of confidence when using the language they are learning. Thanks to gamification, a structured and flexible environment is created, and students can experiment, take risks, and receive immediate feedback, thus reinforcing their sense of progress and involvement.

#### *2.5 Application of Game Mechanics*

The application of games in education involves integrating specific game mechanics to achieve pedagogical objectives. Kapp (2012) identified key elements such as storytelling, feedback loops, and reward systems as central to effective gamified instruction. These components not only elevate motivation but also help students

visualising their progress and understand the consequence of their actions.

In language learning, narrative elements can frame grammar and vocabulary practice within meaningful, contextualised experiences. Narrative-driven tasks guide students through sequenced challenges that support retention and encourage purposeful language use. Clarke et al. (2006) stated that gamified activities with narrative elements help improving students' understanding and knowledge.

Effective gamification also relies on the timely delivery of feedback. As Cheong et al. (2014) noted, immediate responses are very beneficial for second language learners, which allow them to adjust pronunciation, grammar, or vocabulary in real time. These feedback mechanisms enhance learner autonomy and reinforce accuracy without increasing anxiety.

Moreover, competitive elements such as leaderboards can motivate students to strive for excellence while fostering a healthy sense of rivalry. However, it is important to design leaderboards in a way that promotes collaboration rather than competition, particularly in a language learning environment, where peer support and group work are essential for overcoming challenges. This combination of mechanics ensures that gamified activities remain both engaging and educationally impactful, particularly in SLA contexts.

### **3. Research Proposal**

Students in 4<sup>th</sup> of CSE often struggle with mastering English due to their idiomatic nature and the abstract meaning that is not always transparent. Traditional methodologies, heavily reliant on textbooks and mechanical exercises, tends to promote memorisation over practical usage, lacking engagement and interactive opportunities (Kapp, 2012; Hamari et al., 2014). Moreover, other contextual factors, such as the early morning lessons, which affected the students that

participated in my implementation, can impact attention span and student engagement. In this setting, integrating gamification, game-based learning and cooperative learning, grounded in constructivist (Piaget, 1954), and socio-cultural theories (Vygotsky, 1978), may foster deeper learning and can create a more dynamic and participatory learning environment.

### *3.1 Research Question*

How does the integration of gamification, game-based learning, and cooperative learning influence motivation and academic performance among 4<sup>th</sup> of CSE EFL students?

### *3.2 Hypotheses*

The implementation of gamification and cooperative learning strategies will significantly improve students' motivation and performance in mastering the grammar and vocabulary they are being taught. By engaging collaborative, challenge-based tasks, such as a gamified escape room, students will benefit from increased peer support, task engagement, and meaningful exposure to the target structures. This approach will lead to enhanced self-confidence, retention, and practical usage of both target vocabulary and grammar from the unit that they will have worked on during the implementation.

### *3.3 Aims*

#### *3.3.1 General Aims*

- To investigate how gamification, game-based learning, and cooperative learning influence motivation and performance in grammar instruction among EFL secondary learners.

#### *3.3.2 Specific Aims*

- To analyse the effectiveness of a gamified escape room in increasing students' active participation during grammar instruction.

- To examine how cooperative learning structures promote collaboration and peer scaffolding in grammar-based tasks.
- To explore the relationship between learners' involvement during the intervention and their performance on grammar-related tasks.

### *3.4 Research design*

This study adopted a qualitative design (case study). This choice responds to the need to analyse in depth how a specific group of students reacted to the implementation of active methodologies in a real educational context. The goal of the study is not to establish universal conclusions, but rather to understand how gamification, game-based learning, and cooperative learning influence classroom dynamics.

The study was carried out over the course of three weeks in a 4<sup>th</sup> CSE class, as said before. The way it was designed allowed the collection of data through direct interaction with learners. The instruments used provided qualitative data that reflected both performance and perception.

This research design also allowed for an understanding of affective elements that are sometimes overlooked in more quantitative approaches. By focusing on student motivation, engagement and group collaboration, the study provided insight into how active methodologies impacted not only what my students learnt, but how they felt during the learning process.

To sum up, the chosen design offers a comprehensive and context-sensitive view of the impact of methodological innovation in language teaching. It respects the complexity of the educational setting and places value on both student outcomes and classroom interaction.

## **4. Educative Intervention**

### *4.1 Justification*

As previously said, the innovation introduced during this didactic unit aimed to enhance student engagement and participation through some methodological adjustments, while maintaining the curricular content given by the coursebook. This decision was made after observing the higher level of involvement that my students showed when they were asked to do collaborative and interactive activities.

Given that two out of the three weekly EFL sessions were scheduled early in the morning (at 8:00 a.m.), the didactic unit incorporated varied tasks to maintain students' attention and promote active learning. The inclusion of gamification, game-based learning, and cooperative strategies was meant to facilitate a more dynamic and student-centred learning environment. These methodologies were selected to support content acquisition in a way that encouraged meaningful interaction, peer support, and increased motivation.

The innovation did not involve altering the content itself but rather rethinking the delivery methods to optimise learning outcomes. The activities were designed to align with students' established working habits, such as working in their stable groups, and to ensure inclusive participation. The didactic sequence can be found in [Annex A](#).

## **5. Methodology**

### *5.1 Background and Participants*

As said many times during this dissertation, this case study took place in a 4<sup>th</sup> of CSE class in a charter school. The group consisted of 25 students aged between 15 and 16 years old. Their level of English ranged from B1 to B2, and although the linguistic level was relatively homogeneous, the students differed in terms of motivation, academic performance and learning styles. One student followed an

Individualized Learning Plan (ILP), which the planning of the unit considered, particularly in terms of workload and group structure. Since the unit corresponded to the same content planned in the school's yearly curriculum, no additional adaptation was needed. Also, apart from the extra help given by me when asked, the differentiation was only noticed in the exams.

## 5.2 Variables

The *independent variable* was the application of gamification, game-based learning, and cooperative learning strategies during grammar and vocabulary instruction. These approaches were integrated into the unit with the purpose of increasing engagement, fostering collaboration and improving retention of key structures such as phrasal verbs.

The *dependent variables* are:

1. Student motivation.
2. Classroom participation.
3. Grammar and vocabulary performance.

Motivation was interpreted as students' interest, attitude and willingness to engage with the proposed tasks. Participation was assessed based on group involvement, interaction and focus. Performance was measured through students' ability to apply the target language correctly, predominantly during communicative tasks and final challenges.

## 5.3 Procedure

In early November, students from the master were assigned both a centre to complete their practicum and a mentor from that centre. A first visit was made to discover the school and to meet the mentor for the first time. With that mentor, we spent a period of about three months of observation, where we attended various lectures. During this part of the practicum, we were required to identify problems in the

learning environment assigned and to think about an innovation that could improve that specific situation. After this innovation was decided and approved by the mentor, the didactic sequence was created.

The intervention for this research followed the structure of Unit 5 from the coursebook *Synchronize 5*, titled "Our Values". The unit included content on personal values, infinitives and *-ing forms*, and a set of phrasal verbs. The nine sessions combined three main stages: introduction and consolidation of content, cooperative and gamified tasks, and final review and reflection. In the first stage, students explored vocabulary and grammar through traditional methods such as textbook activities, guided correction and individual/in pairs work. Game-based tools such as *Kahoot*, *Quizziz* and *Baamboozle* (see [Annex B](#)) were introduced progressively to reinforce content in a more dynamic way. In the second stage, students did different gamified activities, like a Chain Story (see [Annex C](#)) when completing the reading part of the unit. They also participated in a gamified escape room. They worked in groups and received a dossier with instructions, storyline and answers spots (see [Annex D](#)). Each group started with three coins that they could use to buy clues. Incorrect answers resulted in the loss of coins. This activity combined strategy, collaboration, and applied grammar and vocabulary knowledge. Finally, in the last stage, students reflected on the experience using group and individual exit tickets. They also completed a final review session to prepare for the upcoming test.

When the intervention was finished, a period of about a month was given to analyse the results.

#### *5.4 Data Collection*

To collect data, the study used three main tools: observation sheets, exit tickets (see [Annex E](#)), and assessment rubrics (see the last part of [Annex D](#)). Observation sheets were completed during all the sessions, focusing on indicators such as engagement, communication,

cooperation and use of the target language. These observations were recorded in a systematic format that allowed comparison across sessions. Exit tickets were used after the escape room and again at the end of the implementation. The first version was completed in teams, while the second was completed individually. The tickets included Likert-scale items<sup>2</sup>, emotional checkboxes (e.g., “motivated, “proud”, “engaged”) and open-ended questions about group dynamics and perceived learning. Group rubrics were used to assess students’ performance during the escape room. These focused on aspects such as participation, clarity, problem-solving and use of English. All responses were transcribed into an Excel and manually analysed (see [Annex F](#)). Student reflections were categorised into themes such as motivation, collaboration and usefulness.

Although student names were written on some of the materials during the intervention, all identifying information was removed prior to analysis to preserve anonymity. No personal data was stored. Since all activities were embedded in the official curriculum, no additional permissions were required, and the research followed ethical standards for classroom-based inquiry.

## 6. Results

The data obtained during the implementation of the didactic sequence reflected both the teacher’s perception of the class dynamics and the students’ own voices, providing a comprehensive picture of how the learners responded to the proposed methodology.

The **teacher’s observation notes** revealed a noticeable evolution in student engagement over the course of the sessions. In

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<sup>2</sup> Likert-scale items: “is a rating scale used to measure survey participants’ opinions, attitudes, motivations, and more. It uses a range of answer options ranging from one extreme attitude to another, sometimes including a moderate or neutral option. However, 4- to 7-point scales are the most popular” (Survey Monkey, n.d.)

the initial lessons, which followed a more traditional approach and did not include gamification, student participation was limited and inconsistent. Some students engaged briefly during warm-up discussions, particularly when visual prompts were used, but overall, motivation appeared low. Comments such as “some of them needed some power-ups to stay connected” and “they were not very motivated” were common during these early stages. Despite expectations that certain activities, like reflecting on motivational quotes, would appeal to the group, these moments did not generate the anticipated response, and student involvement remained minimal. This suggests that while content alignment is important, methodology plays a crucial role in triggering interest.

A turning point occurred once gamified activities were introduced. From Session 3 onwards, games such as *Kahoot*, *Quizziz*, and *Baamboozle* were implemented, and the students’ behaviour shifted significantly. They said they were feeling “very engaged”, “cheerful”, and even “competitive”. The presence of game elements such as points, rankings, power-ups, and friendly competition seemed to foster a stronger emotional connection to learning tasks. Even students who usually struggled to remain focused demonstrated increased motivation when these tools were used. In particular, one student with special needs reported that he had enjoyed the Kahoot session and felt more motivated and involved during the activity.

This positive trend continued in the following sessions, most evident when the lessons required teamwork. In group activities supported by gamification, such as the *Baamboozle* challenge and the Chain Story in Session 6, students displayed higher collaboration and creativity. They participated actively, supported one another, and stayed engaged for longer periods of time. The final group-based activity, the escape room, stood out as one of the most successful moments of the entire sequence. According to the observations made

and the **rubric** used to evaluate the session, students were engaged and motivated. They worked together effectively to solve puzzles, showed strong commitment, and enhanced the competitive structure of the session with enthusiasm.

After the escape room activity, students completed a group **exit ticket** to reflect their experiences. The answers were positive. Students described the activity as “fun”, “challenging, and “different from what we normally do”. Many pointed out that the structure (receiving clues, managing coins, and unlocking the final puzzle) made them feel immersed in the game. The group-based format encouraged collaboration, and the students felt that they were all working at the same levels. The responses indicated not only a high level of motivation but also a sense of shared responsibility and excitement, which contributed to the overall success of the activity.

In the final session, students were asked to complete individual exit tickets (however, some of them did it in pairs or in groups) that asked them to reflect on the entire implementation. The questionnaire included both closed and open-ended questions. When being asked how they felt during the eight sessions, the majority said that they felt either “motivated” or “engaged”. Only a few students described themselves as “neutral”, and none selected the “unmotivated” option. These answers were consistent with the teacher’s observations, which had noted a progressive increase in student interest as the sequence developed.

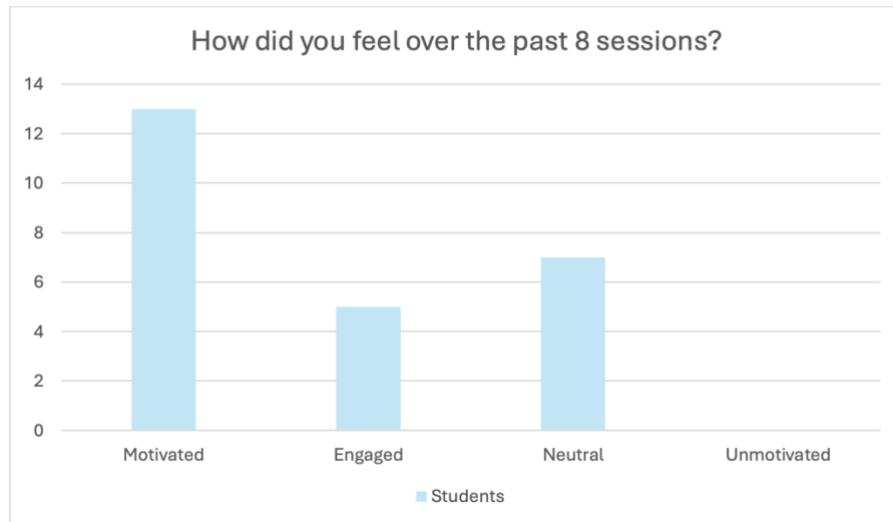


Figure 1

Results from the first question of the Final Exit Ticket.

Students were also asked to identify which parts of the lessons they enjoyed the most. The most selected responses were the escape room, gamified sessions, and the quiz-based activities in general. Group work was also mentioned as a positive element, though it received fewer mentions compared to the game-based components. This aligns with the observation data, which also indicated that the most engaging and effective moments occurred when students were immersed in competitive or playful learning environments.

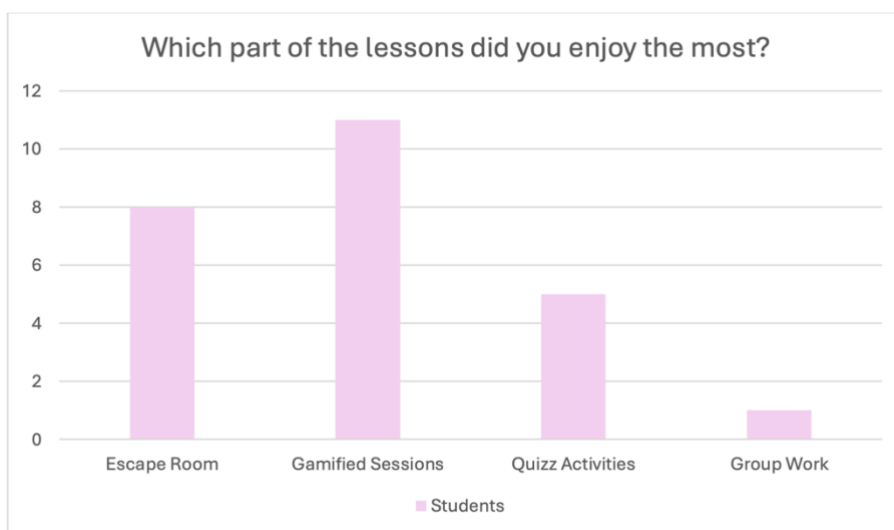


Figure 2

Results from the second question of the Final Exit Ticket.

Regarding the role of games in their motivation, most students responded that the use of games made them feel more motivated, with a smaller number selecting “sometimes”. Only two students stated that they did not feel motivated during the games. Moreover, the majority expressed that they would like to receive more lessons using similar methodologies in the future. These results reinforce the idea that gamification played a significant role in capturing their attention and sustaining their engagement over time.

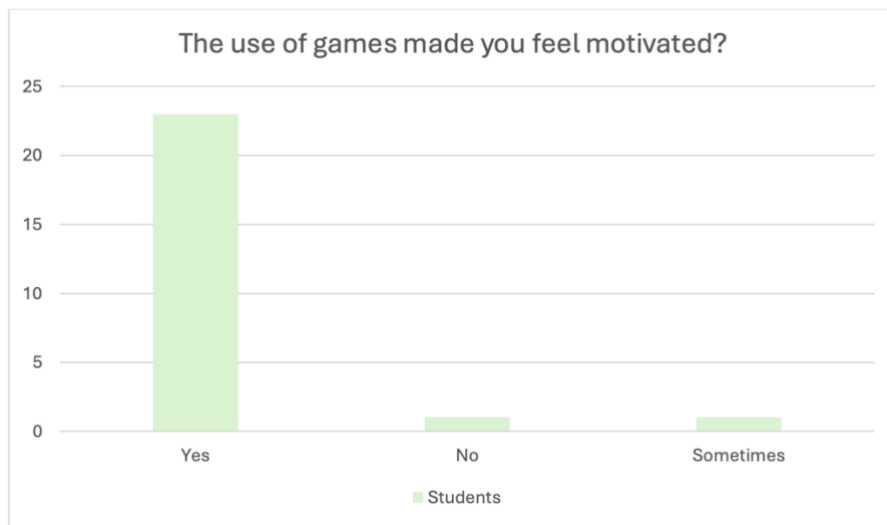


Figure 3

Results from the third question of the Final Exit Ticket.

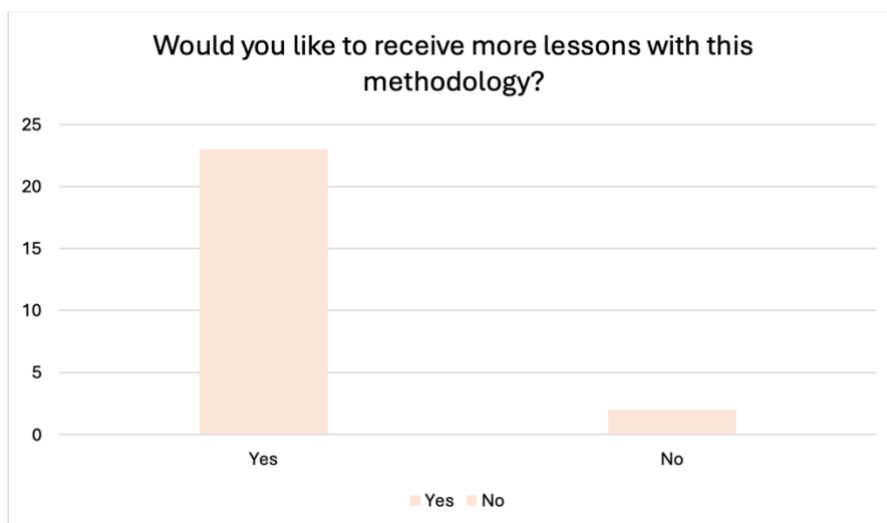


Figure 4

Results from the fourth question of the Final Exit Ticket.

Students' written reflections further supported these findings. Several comments described the lessons as "fun", "more dynamic", or "more interesting". Even students who generally did not enjoy English mentioned feeling more included and willing to participate. This suggests that the incorporation of playful and interactive elements helped to creating a more positive learning atmosphere.

Finally, the data related to cooperative work revealed mixed but generally positive results. In the non-gamified group activities, some groups showed difficulty staying focused, and there some cases where teamwork was not equal at all. However, in gamified group settings, these issues were less prominent. During the escape room, in particular, all groups but one reported feeling that their teamwork was successful, and the researcher observed a general effective collaboration, even from students who typically remained passive.

These findings highlight the limitation of traditional instruction in this context. Although the contents taught in the early sessions were aligned with the curriculum, the way they were presented failed to capture students' interest. The grammar explanations and workbook exercises did not provide enough stimulation for learners to interact with the content meaningfully. Participation tended to be passive, and the researcher had to constantly redirect attention. In contrast, during the gamified sessions students stayed focused. This does not suggest that the traditional methods should be discarded entirely, but it suggests that there is a need for incorporating more student-centred and interactive elements in everyday teaching.

The experience gathered from this intervention leads to relevant implication for further practice and research. The evidence shows that students respond well to tasks that combine both academic challenge with collaborative structure and playfulness. The positive effects on motivation, confidence and participation suggest that similar

approaches could be used more systematically, particularly in grammar instruction.

Despite the encouraging results, it is important to acknowledge the weaknesses of this study. As a small-scale study, its scope is limited to one group in one specific educational context. The results cannot be generalised without caution. Not all 4<sup>th</sup> of ESO classes will be able to follow activities that require a B1-B2 level. Additionally, the data collection tools used are qualitative and subjective to some degree. Also, the emotional impact of novelty should be considered. It is possible that students engage more simply because what they are doing is different from their usual routine.

In conclusion, the results show a clear improvement in student motivation and participation when gamification and cooperative learning are applied in a structured way. The contrast between the sessions where games were applied and those where games were not applied demonstrates the importance of methodology in shaping students' attitudes and learning behaviour.

## **7. Discussion**

As previously said during this research, the purpose of this study was to analyse how gamification, game-based learning and cooperative learning impact on motivation and participation in grammar instruction in a secondary EFL classroom. The results of the implementation showed that the integration of these methodologies had a positive influence on students' classroom behaviour, particularly in terms of engagement and willingness to participate.

The findings were consistent with existing research on gamification and student engagement. As Deterding et al. (2011) argued, gamified tasks increase learners' focus and sense of autonomy, emphasizing when game elements such as rewards and clear goals are introduced. In this study, tools like the escape room provided these

features, and students showed an increase in motivation. Similarly, Domínguez et al. (2013) found that students involved in gamified environments often engage deeper and display more positive learning behaviours, which as has been said is confirmed through the active participation that students had during the group-based tasks offered.

Johnson and Johnson (2014) stated that collaboration contributes to higher achievement and a better peer interaction when roles and tasks are well-structured. This pattern was visible particularly in the escape room, where almost all groups self-organised effectively and solved problems together without external interventions. Gillies (2016) also highlighted the social benefits of cooperative learning, which can be observed in the inclusive group dynamics experienced during the intervention.

The integration of active methodologies into a standard curricular unit was also one of the highlights of this research. Unlike many research contexts where gamified tasks are used as isolated or extracurricular activities, this intervention embedded them within a regular grammar sequence. This strengthened the practical value of the study and supported the idea that methodological innovation is possible within the boundaries of ordinary classroom planning (Seaborn & Fels, 2021).

The implications were not only pedagogical but also methodological. Qualitative tools such as exit tickets and observation sheets allowed me to access student perceptions and emotional responses. As Sailer and Homner (2020) highlighted, gamification is most effective when combined with regular feedback and reflection, which can both be seen in this learning situation.

Despite the promising results mentioned in this section and the section above, the study presented limitations that must be acknowledged. Toda et al. (2019) reinforced the theory mentioned

previously in which the novelty of the methodologies used may influence the students' active participation and reactions when facing the activities. Second, the lack of a pre- and post- intervention assessment made the academic progress evaluation difficult in relation to grammar acquisition. While students reported that they felt more confident and motivated, their improvement cannot be demonstrated. Third, the practicum instructor's role introduced a potential bias. Students may have behaved differently in the presence of their usual teacher as they perceived them more approachable. This dynamic may have affected both classroom behaviour and the exit ticket's answers.

In terms of future research, it would be useful to conduct longitudinal studies that explore how gamified learning impacts language acquisition over time. It would also be important to investigate how different student profiles respond to specific game elements such as time pressure, competition, and narratives. This could help tailoring more accurate applications of gamification, adapting to the needs of the target group. Furthermore, comparative studies with control groups would help validate the findings and distinguish between short-term excitement and deeper motivational change.

## **8. Conclusions**

The initial hypothesis of this project proposed that using strategies like an escape room and gamified classroom tools would increase motivation and positively influence learning behaviours. Based on the qualitative data gathered during the implementation, the findings support this hypothesis.

From the early sessions, it was seen that traditional methods were not capturing students' attention. Participation was minimal and engagement inconsistent. However, once gamified tasks were introduced, beginning with digital quizzes and culminating in a full

escape room experience, the atmosphere in the classroom shifted. Students became more focused, enthusiastic, and willing to participate when working in groups. This aligned with the general objective of improving student motivation and with the first specific objective: assessing the impact of gamified tasks on participation.

The second specific objective focused on the role of cooperative learning. Data from both observation and group exit tickets showed that collaborative activities led to improved group dynamics. Most groups reported equal contribution and effective communication, even among students who were typically passive. This suggested that cooperative learning with gamified structure helped creating more inclusive and socially engaging learning experiences.

Although academic performance was not quantitatively measured, the final reflections from students indicated a perceived improvement in understanding both phrasal verbs and the vocabulary from the unit. This insight aligned with the third objective: to assess changes in students' perceptions regarding grammar after the intervention.

Overall, the methodologies proved adaptable to the needs of a diverse group. By gradually moving from traditional instruction to a more playful and participatory format, the project demonstrated how innovation can enhance classroom climate without disrupting curricular goals. Research findings indicated that gamification and cooperative learning, when integrated in the correct way, can create a learning environment where students feel both challenged and supported, making grammar and vocabulary not only more accessible, but also more meaningful.

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## APPENDICES

### APPENDIX A – Didactic Sequence

<b>2nd TERM</b>	<b>UNIT 5: OUR VALUES</b>	<b>4th CSE B</b>
<b>Calendar: 18/02 – 06/03</b>		
<b>A JORNEY THROUGH VALUES: LEARNING TO MAKE A DIFFERENCE</b>		
<p>Students will explore English through meaningful reflection on human values, integrating grammar, vocabulary, reading, and listening in real-world contexts. Throughout the unit, they will discuss topics such as empathy, honesty, courage, and cooperation, while simultaneously improving their linguistic skills. The unit combines traditional materials with dynamic and gamified activities, like <i>Kahoots</i> and <i>Bamboozles</i>, to boost motivation and participation.</p> <p>The learning situation culminates in an Escape Room, where students must work in teams to recover stolen values by solving puzzles. This immersive experience reinforces both language content and ethical reflection, encouraging teamwork, creativity, and critical thinking.</p>		
<b>Number of sessions: 9</b>		
<b>Methodology:</b>	<b>Language focus (specific content):</b>	
Traditional methodology, Gamification, Cooperative learning, Game-based learning.	Vocabulary on values. Verb “to” + infinitive or <i>-ing forms</i> . Phrasal verbs.	

SPECIFIC COMPETENCIES	LEARNING OBJECTIVES	ASSESSMENT CRITERIA
<b>SC 1</b> - Value linguistic and cultural diversity to encourage language transfer and reject stereotypes.	Understand and use vocabulary related to human values to express personal opinions and reflect on real-life situations.	<b>1.2</b> Participate appropriately, empathetically and respectfully in intercultural situations.
<b>SC 3</b> - Express ideas clearly and engage in meaningful oral interactions.	Use appropriate grammar structures in both structured activities and spontaneous group tasks.	<b>3.1</b> Orally express clear and structured texts appropriate to the communicative situation.
<b>SC 5</b> - Write structured texts using strategies to communicate clearly and creatively.	Write coherent and structured texts using grammar correctly.	<b>5.1</b> Write texts with clarity, coherence and appropriateness.
<b>SC 10</b> - Use inclusive and respectful language to promote democratic coexistence and resolve conflicts through dialogue.	Use inclusive and respectful language when interacting with peers, particularly in cooperative tasks like the Escape Room or group discussions.	<b>10.1</b> Identify and reject discriminatory language use and power abuse through speech.
CROSS- CURRICULAR COMPETENCIES		ASSESSMENT CRITERIA
Citizenship Competency (CC) – 1, 2, 3		1.2, 1.3, 2.3, 3.3
Personal, Social and Learning to Learn Competency (PSL) – 1		1.1, 1.2
Entrepreneurial Competence (EC) – 1, 2, 3		1.2, 2.1, 2.2, 2.3, 3.1, 3.2
KNOWLEDGE		

- Analysis and appreciation of the foreign language as a tool for social participation and personal enrichment, in personal, social, and academic contexts, including social network and media.
- Analysis and use of common discourse genres in comprehension, production and co-production of oral, written and multimodal texts, according to communicative function, structure and context.
- Use of common strategies for planning, execution and revision in the production and comprehension of texts: summarising, collaborating, debating, problem-solving and managing challenging situations.
- Application of common strategies and tools for self-assessment and peer-assessment, both analogue and digital, to support the regulation and improvement of language learning.

### **VECTORS**

This didactic sequence deals with curriculum's universality vector, as all students are given the same opportunities to be successful during all activities. The vector of language education quality is also addressed, as students face a learning situation where they are required to speak in a foreign language.

## SESSION 1

TIMING	STAGES	ACTIVITIES & PROCEDURE	MATERIALS & RESOURCES	GROUPING
20'	Warm up	<p>Before starting the unit, students will be informed that I will be the one in charge of teaching this unit. Then, students will open the book Synchronize 5: Student's Book p. 56-57.</p> <p>Exercise 1. Discussion. What is happening, or has happened, or is about to happen in each photo? How do you think the people in each photo might be feeling? Why?</p> <p>There are 6 pictures, students describe the pictures and answer the questions mentioned above.</p>	Student's Book	Whole class
35'	Vocabulary	<p>This unit is about values. In p. 57, students will find the list of words that are important for this unit.</p> <p>Exercise 2 (oral). Go through the vocabulary list and make sure students know the meaning of all the words. Discuss which values they find more important and why.</p>	Student's Book Speakers Projector Computer Workbook	Individual or in pairs

		<p>Exercises 3 &amp; 4 (notebook). Watch the video attached to these activities twice. While watching it, students complete the exercises. After the second screening, check the answers.</p> <p>Workbook p. 38. Complete exercises 1, 2, 3 &amp; 4.</p>		
<p><b>ASSESSMENT</b></p> <p><b>Formative:</b></p> <p>+Teacher’s observations and notes taken while students were doing the exercises.</p>				

## SESSION 2

TIMING	STAGES	ACTIVITIES & PROCEDURE	MATERIALS & RESOURCES	GROUPING
10'	Reflexió & List	At 8:00 teacher must do the "Reflexió". It is a little discussion that you do not need to prepare, you will find it every day in the school's website. Going through the list is also required, as at 8:00 you need to register who will stay for lunch.	Computer Projector	
10'	Correction	Correct exercises 1,2,3 & 4 from Workbook p. 38.	Workbook	Whole class
10'	Warm up	Before introducing the grammar topic, we will discuss the different motivational quotes that the book presents in p. 58 of the Student's Book. While reading them, we will complete exercises 1, 2, and 3 orally. Some of the questions that will be asked are:  Do you know these people? Do you know if they are alive? What do you think this person meant when this quote was said?	Student's Book	Whole class

		Do you like motivational quotes? Do you use motivational quotes?		
10'	Grammar	Introduce the grammar topic: <i>-ING forms</i> & Infinitives with to. In the whiteboard, make a table and write the different rules that students will need to follow. With each rule, give one example and ask if there are any doubts. While explaining, we complete together exercises 6 & 7 from Student's Book p. 59.	Whiteboard Markers	
15'	Practice	Complete the following exercises: Student's Book p. 59: 8 & 9 (notebook). Workbook p. 40: 1, 2, 3, 4 & 5 (book).	Student's Book Workbook	Individual or in pairs
<b>ASSESSMENT</b> <b>Formative:</b> +Teacher's observations and notes taken while students were doing the exercises.				

### SESSION 3

TIMING	STAGES	ACTIVITIES & PROCEDURE	MATERIALS & RESOURCES	GROUPING
10'	Reflexió & List	At 8:00 teacher must do the "Reflexió". It is a little discussion that you do not need to prepare, you will find it every day in the school's website. Going through the list is also required, as at 8:00 you need to register who will stay for lunch.	Computer Projector	
15'	Warm up	To enhance student's participation and motivation, students will make a Kahoot to review the grammar theory that they learnt during the last session. Link: <a href="https://create.kahoot.it/share/ing-forms-vs-infinitives-with-to/7fa0efd7-dfaf-4d9c-9cfc-eb59c84447f3">https://create.kahoot.it/share/ing-forms-vs-infinitives-with-to/7fa0efd7-dfaf-4d9c-9cfc-eb59c84447f3</a>	Computer Student's laptops Projector Speakers	Individual
10'	Correction	Correct exercises 2,3, 4 & 5 from Workbook p. 40.	Workbook	Whole class
10'	Reading	Student's Book p. 60 → 5.3 Tell Me a Story. We read the text and stop at some points to make sure everyone understands everything. When the text is finished, make a little discussion about the text. Some of the questions than can be asked are:	Student's Book	Whole class

		<p>What are the first stories that you remember hearing?</p> <p>Do you like reading? Why? Why not?</p> <p>What type of stories do you like?</p> <p>Do you think those stories follow all the parts that the texts taught us?</p>		
10'	Exercises	<p>Complete the following exercises from Student's Book p. 60 &amp; 61:</p> <p>Book: 2 &amp; 5</p> <p>Notebook: 3 &amp; 4</p>	Student's Book	Individual or in pairs
<p><b>ASSESSMENT</b></p> <p><b>Formative:</b></p> <p>+Teacher's observations and notes taken while students were doing the exercises.</p> <p>+Teacher will specially focus on students' reactions, participation, and motivation after completing the Warm up section highlighted in pink.</p>				

## SESSION 4

TIMING	STAGES	ACTIVITIES & PROCEDURE	MATERIALS & RESOURCES	GROUPING
5'	Correction	Correct exercises 4 & 5 from the Student's Book.	Student's Book	Whole class
5'	Power up	Talk about phrasal verbs. Ask students if they have ever studied them, if they are familiar with them, if they would be able to define them, and some examples.		Whole class
30'	Grammar	<p>Student's Book p. 61 → Using the whiteboard, explain the rules for the separable and non-separable phrasal verbs. Give examples to students and clarify any doubt that may appear during the explanation.</p> <p>Exercise 9 (oral) → Discuss which phrasal verbs from the text are separable and non-separable.</p> <p>Exercise 10 (notebook) → Correct when finished.</p> <p>Grammar-practice quiz → It is a little game given by the book where students need to fill de gaps with the correct form of the phrasal verbs.</p>	<p>Student's Book</p> <p>Whiteboard</p> <p>Markers</p>	

15'	Practice	p. 41 exercises 6, 7, 8 & 9	Workbook	Individual or in pairs
<b>ASSESSMENT</b> <b>Formative:</b> +Teacher's observations and notes taken while students were doing the exercises. +Teacher will specially focus on students' reactions, participation, and motivation after completing the game played during the Grammar section highlighted in pink.				

## SESSION 5

TIMING	STAGES	ACTIVITIES & PROCEDURE	MATERIALS & RESOURCES	GROUPING
5'	Reflexió & List	At 8:00 teacher must do the "Reflexió". It is a little discussion that you do not need to prepare, you will find it every day in the school's website. Going through the list is also required, as at 8:00 you need to register who will stay for lunch.	Computer Projector	
10'	Warm up	To enhance student's participation and motivation, students will make a <i>Baamboozle</i> to review what they learned during the previous session about separable and non-separable phrasal verbs. Link: <a href="https://www.baamboozle.com/game/3015883">https://www.baamboozle.com/game/3015883</a>	Computer Projector (Whiteboard & markers)	Two teams
5'	Correction	Correct the exercises that we did not have time to correct in the previous session.	Workbook	Whole class
20'	Listening	Student's Book p. 62 & 63 → 5.4 Stand by Me. There are two videos of 2 minutes each to complete the listening.. While listening, students' complete	Student's Book Computer Speakers	Individual or in pairs

		exercises 2, 3 & 5 in the notebook. We will correct them and then we will move on to exercise 8.	Projector	
15'	Quizziz	Students will have a final review of Phrasal Verbs. Link: <a href="https://quizizz.com/admin/assessment/67c60bfb4e7306f7e273872f?source=lesson_share">https://quizizz.com/admin/assessment/67c60bfb4e7306f7e273872f?source=lesson_share</a>	Laptops	Individual
<p><b>ASSESSMENT</b></p> <p><b>Formative:</b></p> <p>+Teacher's observations and notes taken while students were doing the exercises.</p> <p>+Teacher will specially focus on students' reactions, participation, and motivation after completing the Warm up section and the Quizziz highlighted in pink.</p>				

## SESSION 6

TIMING	STAGES	ACTIVITIES & PROCEDURE	MATERIALS & RESOURCES	GROUPING
10'	Reflexió & List	At 8:00 teacher must do the "Reflexió". It is a little discussion that you do not need to prepare, you will find it every day in the school's website.  Going through the list is also required, as at 8:00 you need to register who will stay for lunch.	Computer Projector	
45'	Reading + Chain Story	As the Cambridge exams are approaching, we are going to practice the reading part of the exam. In p. 42 from the Workbook, there is a Cambridge type of reading that we will use. Students will complete exercises 1,2,3 & 4 (p. 43), and 1 & 2 (p.44). We will dedicate the last 10 minutes of class to correct.  While students complete the reading, they will be playing the "Chain Story", where each group will write one paragraph to create a collective story.	Workbook Chain story's paper	In groups of 5
<b>ASSESSMENT</b>				
<b>Formative:</b>				

+Teacher’s observations and notes taken while students were doing the exercises.  
 +Teacher will specially focus on students’ reactions, participation, and motivation while completing the Chain Story section highlighted in pink.

<b>SESSION 7</b>				
<b>TIMING</b>	<b>STAGES</b>	<b>ACTIVITIES &amp; PROCEDURE</b>	<b>MATERIALS &amp; RESOURCES</b>	<b>GROUPING</b>
10’	Group formation	Students are asked to be divided in 5 groups. I give each group one dossier with: Instructions, Answers sheet, Story of the Escape Room, and the Exit Ticket. I also will give them the first 3 coins. I explain them how the Escape Room works and the price for the winning group.	Dossiers Coins	
40’	Escape Room	Groups will receive a new puzzle each time they finish one. The puzzles consist of: <ol style="list-style-type: none"> <li>1. Put the letters in order and match the words with its meanings.</li> <li>2. Fill the gaps with verbs and values.</li> <li>3. Answer the questions and guess the correct phrasal verbs or values.</li> <li>4. Write the sentences in the correct order.</li> </ol>	Folders Puzzles Instructions dossier Coins Clues	In groups of 5

		<p>5. Complete the sentences using the correct words.</p> <p>6. Discover the hidden message.</p> <p>Each time students complete one of the first 5 puzzles, they will get a new clue for the 6<sup>th</sup> puzzle. Also, if they get one answer wrong, they will lose coins, so they will not be able to buy new clues.</p>		
5'	Exit ticket	Students complete the exit ticket. In the exit ticket, they assess how they felt during the Escape Room.	Escape Room dossier	In groups of 5
<p><b>ASSESSMENT</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>+Teacher's observations and notes taken while students complete the Escape Room.</li> <li>+Teacher will specially focus on students' reactions, participation, and motivation while completing the Escape Room.</li> <li>+Rubrics.</li> <li>+Exit Ticket.</li> </ul>				

## SESSION 8

TIMING	STAGES	ACTIVITIES & PROCEDURE	MATERIALS & RESOURCES	GROUPING
10'	Reflexió & List	At 8:00 teacher must do the "Reflexió". It is a little discussion that you do not need to prepare, you will find it every day in the school's website. Going through the list is also required, as at 8:00 you need to register who will stay for lunch.	Computer Projector	
20'	Exam review	Students sit in groups and complete the exam review from Workbook p. 44. When they finish, we will correct.	Workbook	In groups of 5
15'	Exit ticket + Final kahoot	Students complete the last exit ticket where they will explain how they felt during my implementation. When they finish they will complete a final Kahoot about the unit. Link: <a href="https://create.kahoot.it/share/unit-5-grammar/2d061d6d-ff0a-4240-9acf-4289803d312a">https://create.kahoot.it/share/unit-5-grammar/2d061d6d-ff0a-4240-9acf-4289803d312a</a>	Exit ticket	Individual
<b>ASSESSMENT</b>				
<b>Formative:</b>				

- +Teacher’s observations and notes taken while students complete the exam review and Kahoot.
- +Teacher will specially focus on students’ reactions, participation, and motivation while completing the Kahoot.
- +Exit Ticket.

**SESSION 9**

<b>TIMING</b>	<b>STAGES</b>	<b>ACTIVITIES &amp; PROCEDURE</b>	<b>MATERIALS &amp; RESOURCES</b>	<b>GROUPING</b>
55'	Exam	Students complete Unit 5's exam.	Exam	Individual

## *APPENDIX B – Online activities*

Link to the Kahoot about *-ing forms* vs infinitives with to:

<https://create.kahoot.it/share/ing-forms-vs-infinitives-with-to/7fa0efd7-dfaf-4d9c-9cfc-eb59c84447f3>

Link to the Baamboozle about phrasal verbs:

<https://www.baamboozle.com/game/3015883>

Link to the Quizziz about phrasal verbs:

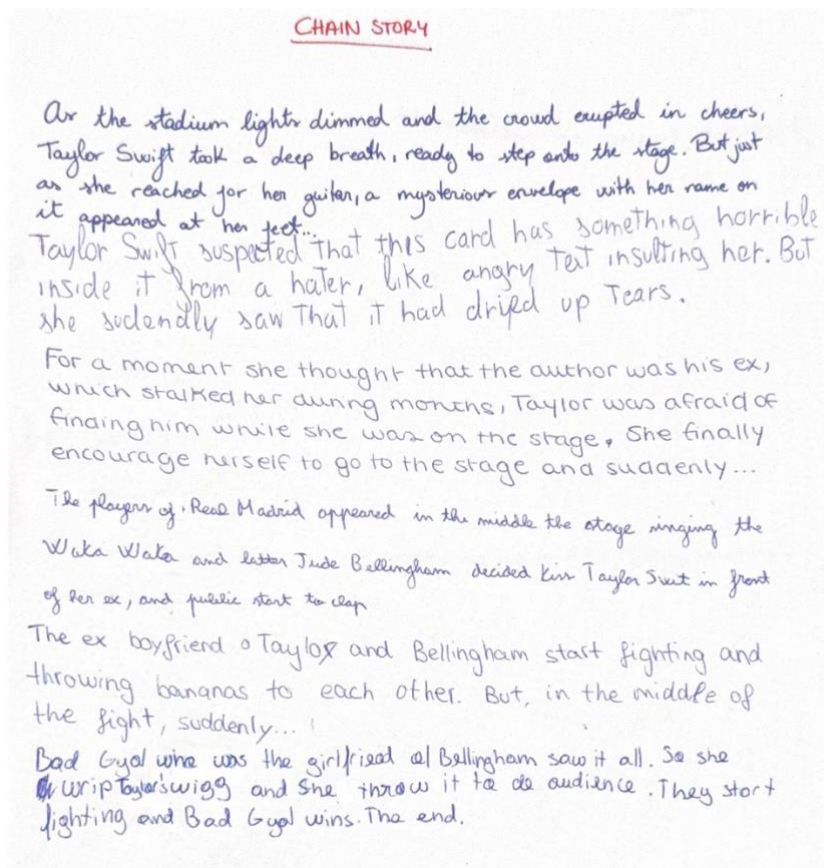
[https://quizizz.com/admin/assessment/67c60bfb4e7306f7e273872f?source=lesson\\_share](https://quizizz.com/admin/assessment/67c60bfb4e7306f7e273872f?source=lesson_share)

## APPENDIX C – Chain Story

Initial text given for the Chain Story:

*As the stadium lights dimmed and the crowd erupted in cheers, Taylor Swift took a deep breath, ready to step onto the stage. But just as she reached for her guitar, a mysterious envelope with her name on it appeared at her feet...*

Final product:



*APPENDIX D – Escape Room Materials*

Materials for the Escape Room:

Dossier + Coins:

# ESCAPE ROOM: THE TOWER OF LOST VALUES AND PHRASAL VERBS



**GROUP MEMBERS:**



# INSTRUCTIONS

1

Welcome, Team!

You are trapped inside the Tower of Lost Values, and the only way to escape is to complete all the challenges and prove your knowledge of phrasal verbs and values. You will need to work together, think critically, and use your language skills to solve puzzles and unlock clues.

2

Game Rules:

- **Coins:** At the beginning of the game, each team will receive 3 coins. You can use these coins to buy clues to help you solve the challenge.
- **Earning Coins:** You will earn extra coins as you complete challenges.
- **Using Coins for Clues:** If you get stuck on a challenge, you can spend coins to buy clues. Remember, you only have a limited number of coins, so use them wisely!
- **Losing Coins:** If you make a mistake or answer incorrectly, you may lose a coin. Be careful when making decisions, as losing coins can make it harder to buy clues later on!

3

Price for Clues:

C1: 1 coin

C2: 2 coins

C3: 3 coins

C4: 3 coins

C5: 3 coins

Final: 6 coins

4

Coins you will lose:

C1: 1 coin

C2: 2 coins

C3: 2 coins

C4: 3 coins

C5: 3 coins

5

Once you have completed all challenges and used your coins wisely (or carefully, if you lost a few!), you will have all the information needed to escape!

Good  
Luck

# INTRODUCTION

In a land not so different from ours, a mysterious tower looms over the Kingdom of Learning. Legends say that this tower once held the greatest values of humankind—honesty, respect, teamwork, kindness, and perseverance—but they were stolen by the wicked Shadow of Ignorance. With them, he took the knowledge of phrasal verbs, making communication between people confused and chaotic.

Brave heroes have attempted to climb the tower and restore what was lost, but none have succeeded... until now.

You are the last hope. Your team must solve the tower's challenges to recover the lost values and reclaim the Final Key to unlock the tower's highest chamber. But beware! The Shadow of Ignorance lurks, and every mistake will cost you precious coins.

Are you ready to break through the darkness and restore the lost values?

Your journey begins NOW!



# THE GATE OF HONESTY

As you approach the tower, the massive iron gate stands before you. A stone tablet reads:

"Only those who value truth may enter. Answer wrongly, and the gate will remain closed forever."



**Puzzle 1** - Unscramble values and match them with definitions. Write the words below:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



The gate creaks open, revealing a long, spiral staircase. Dust swirls in the air as you step inside. The walls are covered in strange symbols and hidden words. You hear a voice whisper: "Not all doors can be opened with a key... some require teamwork."

## THE HALL OF TEAMWORK

You enter a dimly lit hall where torches flicker on the walls. In the center, an ancient stone tablet glows with mysterious markings. You realize that only by working together can you decode the hidden message and light the path forward. Solve the second puzzle to light the torches and reveal the next passage.

**Puzzle 2** - Complete a short story by filling in the blanks with phrasal verbs and values.

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The torches burn brighter, revealing a massive wooden bridge stretching across a deep chasm. The air feels heavy, as if an invisible force is trying to push you back. Suddenly, words appear on the bridge:

"Respect the wisdom of those before you, and you will find the way."



## THE BRIDGE OF RESPECT

The bridge is unstable—every time you step forward, the wooden planks shake. The only way to cross safely is to follow the right path using the wisdom of past travelers. Somewhere in the ancient text, clues have been left behind.

**Puzzle 3** - Write the three mysterious words:

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You step onto the last plank, and suddenly, the bridge solidifies beneath your feet. A massive stone door blocks your path, and a deep, echoing voice fills the air:

"Kindness is the key to every locked door... but only if you can find it."

## KINDNESS

# THE DOOR OF KINDNESS

In front of the stone door, you see three locked chests, each with a different riddle. Only one chest contains the key of Kindness that will unlock the door. But choose wisely! The wrong choice will cost you three coins.

**Puzzle 4** - Write the sentences in the correct order. The first word is in bold. Remember that there is an extra word!

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The stone door grinds open, revealing the final ascent. A winding staircase leading up to the highest chamber of the tower. As you climb, you feel the presence of the Shadow of Ignorance growing stronger. You must not give up now!



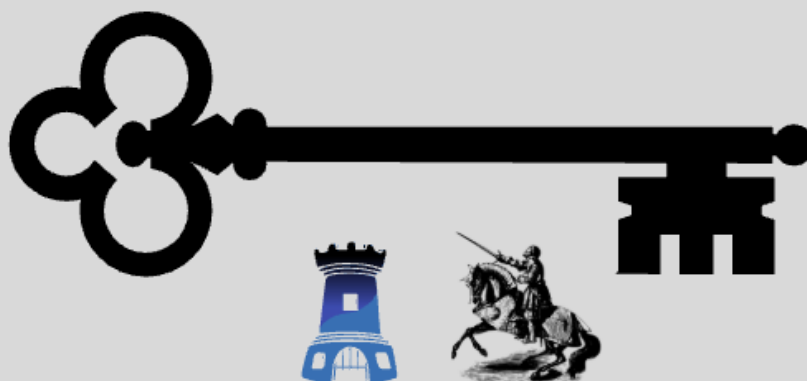
## THE SUMMIT OF PERSEVERANCE

At the top of the tower, you find a massive, ancient lock sealing away the Final Key. The lock is covered in strange letters, shifting and changing before your eyes. You realize that the only way to break the spell is by using your knowledge of phrasal verbs.

**Puzzle 5** - Write the missing words.

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# CONGRATULATIONS!!!

The lock shatters, and the Final Key floats before you. As you grab it, the tower begins to shake. The walls tremble, and the darkness that once filled the air starts to fade. A beam of golden light erupts from the tower's peak, spreading across the kingdom.

The values are restored. The world is bright once more. You have defeated the Shadow of Ignorance. And most importantly...

## YOU HAVE ESCAPED THE TOWER!

Your adventure in the Tower of Lost Values has proven that with honesty, teamwork, respect, kindness, and perseverance, anything is possible.

And along the way, you also mastered phrasal verbs—the true keys to communication!

Congratulations, brave adventurers! 🏆👑





How well did your team communicate and collaborate?

1 - Poorly | 2 - Okay | 3 - Well | 4 - Excellent

What strategy did your team use to solve the puzzles?

How do you feel after completing the challenge?

Excited | Motivated | Confused | Frustrated | Proud

Did you find this activity useful? Rank it from 1 - 5 (1 = Not useful, 5 = Very useful).

1 |  2 |  3 |  4 |  5

Would you like to do this type of activity more often?

Yes | No | Maybe



Puzzle 1:

<b>TAYIEVCREAT</b>	<b>NMMITCEMOT</b>
<b>NAESS FO DAIYRFAPL</b>	<b>YMHTPAE</b>
<b>THE ABILITY TO GENERATE NEW IDEAS</b>	<b>DEDICATION TO A CAUSE OR ACTIVITY</b>
<b>UNDERSTANDING AND SHARING THE FEELINGS OF OTHERS</b>	<b>ACTING WITH JUSTICE AND INTEGRITY</b>

Puzzle 2 + Clue:

**Complete a short story by filling in the blanks with phrasal verbs and values.**

We had to \_\_\_\_\_ help, but our \_\_\_\_\_ kept us going. We \_\_\_\_\_ the clues carefully, and our \_\_\_\_\_ helped us find the key. The puzzle was tricky, but we managed to \_\_\_\_\_ the answer. When a mistake was made, one of our teammates \_\_\_\_\_ to it, showing great \_\_\_\_\_. Despite the difficulty, we chose to \_\_\_\_\_ the challenge with \_\_\_\_\_ rather than giving up.

cooperation  
owned up  
courage  
do without  
work out  
honesty  
checked out  
face up to  
determination

Puzzle 3 + Clue:

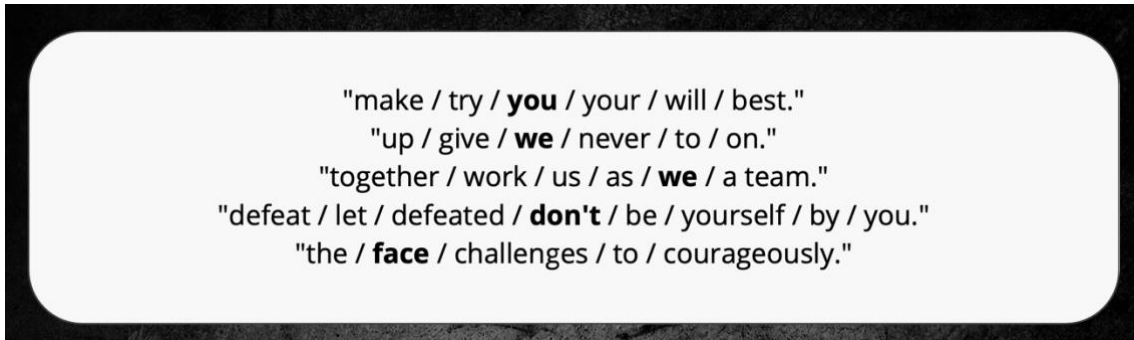
Which phrasal verb  
means 'to solve a  
problem'?

Which phrasal verb  
means 'to tolerate'?

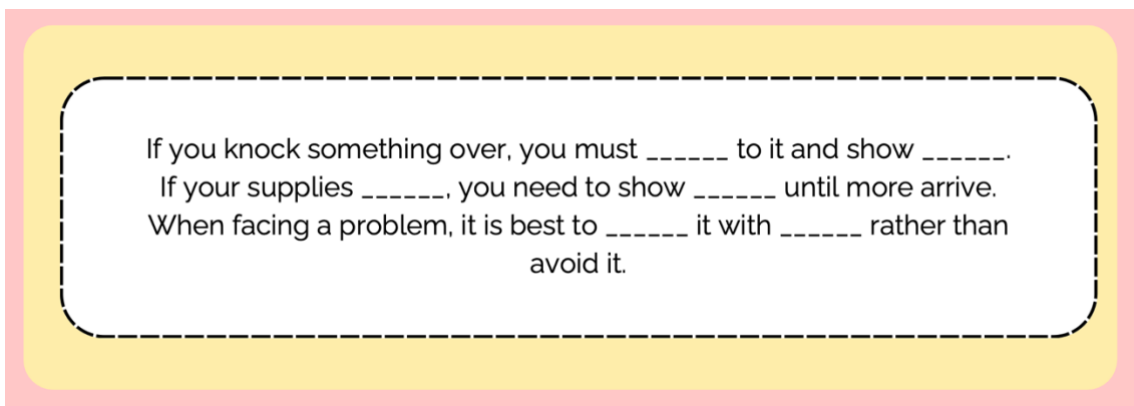
Which value means  
being truthful?

PUW  
H  
WO

Puzzle 4:



Puzzle 5 + Clue:




Final key + Clues (students could buy them):

The Final Key

ZPVS EPFS JT  
PQFO!

Group  
Number  
0001



Each letter is not quite right... Maybe  
it's one step ahead?

Look at the alphabet. What comes  
before "Z"?

Try shifting every letter back just one  
space.

Your solution starts with "Y" and  
ends with "N"

Escape Room Rubric

# ESCAPE ROOM GROUP 1

CRITERIA	NEEDS IMPROVEMENT (1)	ACCEPTABLE (2)	GOOD (3)	EXCELLENT (4)
<b>GROUP PARTICIPATION</b>	Few group members participate, with little collaboration or idea-sharing.	Some group members participate, but others need encouragement to engage.	Most group members participate, share ideas, and collaborate effectively.	All group members actively participate, contribute ideas, and support each other consistently.
<b>TEAMWORK &amp; COLLABORATION</b>	The group struggles to collaborate, with frequent conflicts or lack of cooperation.	The group works together with occasional communication issues or uneven contribution.	The group works well together, listens to each other, and resolves conflicts constructively.	The group collaborates seamlessly, communicates effectively, and encourages all members to contribute.
<b>PROBLEM- SOLVING SKILLS</b>	The group struggles to solve puzzles, relies heavily on external help, and lacks critical thinking.	The group requires assistance to solve puzzles and shows limited problem-solving skills.	The group solves puzzles with some support, showing logical thinking and cooperation.	The group demonstrates critical thinking, creativity, and solves puzzles efficiently as a team.
<b>GROUP ATTITUDE &amp; MOTIVATION</b>	The group shows little interest, disengages easily, and lacks motivation.	The group requires encouragement to stay motivated, with fluctuating engagement.	The group stays engaged and motivated, with occasional lapses in enthusiasm.	The group remains positive, motivated, and perseveres through all challenges.

Answers for the puzzles:

P1 Creativity → The ability to generate new ideas  
Commitment → Dedication to a cause or activity  
Sense of fair display → Acting with justice and integrity  
Empathy → Understanding and sharing the feelings of others

Clue (first letter of the words)

P2 Do without - determination - checked out - cooperation - work out  
own up - honesty - face up to - courage

Clue (card)

P3 Put up with  
Honesty  
Work out

Clue (card)

P4 You will make your best.  
We never give up to.  
We work together as a team.  
Don't let yourself be defeated by you.  
Face the challenges courageously.

Clue (give them the last word)

P5 own up - honesty  
run out - patience  
face up to - courage

Clue (card)

FINAL your door is open!

*APPENDIX E – Exit Tickets*

Escape Room’s Exit Ticket:

How well did your team communicate and collaborate?  
1 - Poorly | 2 - Okay | 3 - Well | 4 - Excellent

What strategy did your team use to solve the puzzles?

How do you feel after completing the challenge?  
Excited | Motivated | Confused | Frustrated | Proud

Did you find this activity useful? Rank it from 1 - 5 (1 = Not useful, 5 = Very useful).

1 |  2 |  3 |  4 |  5

Would you like to do this type of activity more often?  
Yes | No | Maybe

Final Exit Ticket:

1. Overall, how did you feel about the lessons over the past 6 sessions?  
Engaged and Motivated – Engaged – Neutral – Unmotivated
2. Which part of the lessons did you enjoy the most?
3. Do you think the use of games made you feel more motivated?  
Why?  
Yes – No – Sometimes
4. Would you like to receive more lessons with this type of methodology in the future? Why or why not?



## Escape Room's Exit Ticket

How well did you communicate and collaborate?				
	Poorly	Okay	Well	Excellent
Answer	1		2	2
What strategy did your team use to solve the puzzles?				
Cooperation				
Think				
Cooperation				
None				
Cooperation				
How do you feel after completing the challenge?				
	Excited	Motivated	Confused	Frustrated Proud
Answer		2		3
Did you find the activity useful? Rank from 1 - 5				
	1	2	3	4 5
Answer			1	2 2
Would you like to do this type of activities more often?				
	Yes	No	Maybe	
Answer	4		1	