

Gamification and Game-Based Learning as Methods to Motivate Students Learn English Vocabulary

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Contents

Abstract	4
1. Introduction	6
2. Expanding the target language lexicon: Answering the most common questions on how to best teach and learn vocabulary of other languages	10
2.1. Are there any words that should be considered before others when learning a language?	11
A) The usefulness of the term for the learner.....	14
B) The frequency of use of certain terms.....	15
C) The age of the learner.....	17
D) The time at which the learners live.....	19
E) The student’s level in the Second Language (elementary, intermediate, advanced).....	22
F) The proximity of the term to the learner.....	24
2.2. How can we make these words seem important to students?	25
2.3. How can we teach so many words in such a short time?	27
2.4. Why do we feel some words are easier to learn than others?	32
2.5. How can we help students remember words?	35
3. Teaching through game-based learning and gamification to motivate students learn English vocabulary	39
3.1. Game-based learning and gamification.....	40
3.2. A gamified didactic unit: “ <i>The Chef Recommends</i> ”.....	41
3.3. Games carried out in class.....	51
a) “What would you like to have for dessert?”.....	52
b) “Augmented reality”.....	53
c) “Kahoot & Jeopardylabs”.....	54
d) “Guess the dessert”.....	55
f) “Find the answer”.....	56
g) “Conditional vocabulary”.....	57
h) “A special cake”.....	58
i) “Play-Doh dessert”.....	59

4. Questionnaire given to students on games and gamification	60
4.1 Model questionnaire	62
4.2 Results of the questionnaire	63
5. Discussion and Conclusion.....	71
6. Bibliography	74
7. Appendices.....	79
Appendix 1: Didactic unit “ <i>The Chef Recommends</i> ”	79
Appendix 2: Model exam taken by the students	87

“Give a man a fish and you feed him for a day; teach a man to fish and you feed him for
a lifetime”

(授人以鱼不如授人以渔)

Old Chinese proverb

“Tell me and I forget. Teach me and I remember. Involve me and I learn”

Benjamin Franklin

1. Abstract

Among all the innovative and emergent methodologies related to teaching foreign languages, we could claim that teaching vocabulary of a Second Language through games could be rightly applied in the classroom, as it might help learners become more motivated and interested for their own learning. Games could also help them become more autonomous, life-long learners and to study the given vocabulary in a more fun and less anxious manner. Among all these methods, we can mention Game-Based Learning and Gamification.

Through this dissertation, I have tried to test the validity of the theory of how game-based learning and some of the features of gamification can provide students with situations where they can learn a Second Language in a less anxious, more comfortable and quicker manner, developing the skills necessary to become autonomous learners and to retain the vocabulary studied in their long-term memories. To test the validity of such theory, I have carried out a Learning Situation which shares both elements of game-based learning and gamification with a group of fifteen students who have taken a course on Hospitality (*Ciclo Formativo de Grado Medio de Restauración*) at a secondary school in the outskirts of Santa Cruz de Tenerife. As it can be seen in the answers of the questionnaire related to such didactic unit, which these students have completed, the results seem to be quite satisfactory, and seem to validate the theory that game-based learning and gamification can contribute to foster and expand the vocabulary which is learnt in class.

However, and as it will be explained in the results of the questionnaire, these results have been somewhat inconclusive due to a number of factors, such as the small amount of students who have taken the questionnaire and answers left unanswered. Nevertheless, it seems clear that both game-based learning and gamification, when combined properly, could provide students with environments where they become willing to learn and capable of remembering the lexicon studied, due to the engagement they experience when playing and competing. Through these teaching approaches, students learn to work in teams to reach a common objective, but they also learn to take greater responsibility for their knowledge, behaviour and motivations, developing skills such as curiosity, empathy, confidence, resilience and creativity among many others.

Using games in a Second Language classroom may help students become self-motivated and interested in their learning. Through game-based learning and gamification, vocabulary might be taught and learned in a more contextualised manner which mirrors the acquisition of new words in the first language.

Key words: Game-Based Learning; Gamification; Emergent & Innovative Methodologies; Life-Long Learners; Long-Term Memory.

1. Introduction

Teaching languages through games is not something new in education, there have always been teachers who have included games in their teaching methodology, as they may have become aware of the fact that playing games is an effective way to motivate students.

However, games are not only a motivational tool, as they can be created and adapted for students to learn the contents that must be taught, as well as the standards required in the curriculum. Gamification and game-based learning “have the power to amplify what happens in our class” (Matera, 2015, p.4) and it is indeed through both approaches that we may inspire students to investigate, explore, discover, perform, think, and feel interested in the target language, as through games and gamification we can create situations in which learners can produce the language and develop different abilities related to the skills and key competences they have to acquire.

The word “*game*” may appeal to every learner, regardless of their age and gender, because students no longer see learning as the using of a textbook and the meeting of certain standards and goals or rubrics; pupils see learning as something fun. Through game-based learning they perceive themselves with the freedom to build their own learning, to follow their own path, at their own pace, which gives them a sense of ownership of their own learning process, lowering possible anxieties they might feel when studying new vocabulary.

Gamification is a relatively new concept of much more recent origin than game-based learning. Burke (2014) quotes the British consultant Nick Pellis as having defined the term as “applying a game-like accelerated user interface design to make electronic transactions both enjoyable and fast” (p.5). This term was created by Pellis to describe the services of a start-up consultancy, but with time, the meaning Pellis envisioned for this term changed, the term survived and, nowadays, we still speak about gamification, though the definitions given to it vary depending on the author. This is due to the complexity of the term and a series of features to be briefly defined.

Merriam-Webster.com defines gamification as “the process of adding games or game-like elements to something (such as a task) so as to encourage participation”. But

gamification does much more than encouraging participation in class. Encouraging participation is, of course, one of the advantages, but when gamification is used in the second language classroom, it could have many more.

Dictionary.com claims that gamification is “the process of turning an activity or task into a game or something that resembles a game”. However, gamification does not necessarily have to include games, and in a class environment, teachers could gamify their classes without including games in their approach, because gamifying a class has to do with much more than turning tasks into games.

Burke (2014) tells us that gamification “implies the use of game mechanics and experience design to digitally engage and motivate people to achieve their goals” (p.6). This definition comes closer to what gamification implies, however, in a class environment it is not always necessary, productive or possible to “digitally” engage students, as gamification does not always require the use of technology in class.

Despite this lack of consensus about what gamification really implies and regardless of the similarities the definitions may share, the definition coined by Burke (2014) is the one that fits the most what I have done in class during my internship, though I have used gamification with the specific purpose of teaching vocabulary in an effective way.

Game-based learning and gamification, as I will explain later in this dissertation, can be regarded as two effective ways to teach and learn vocabulary, and when combined properly, may help students to retain English terms in their long-term memory. Thanks to this approach students’ learning process can be easily contextualised. Additionally, they are provided with a reason or purpose for learning new vocabulary (French, 1983). In this case the purpose is competition.

Students of a foreign language might have several reasons why they want to memorise certain words above others, as I will discuss below, but many adolescents find competition to be a reason why they would want to learn almost anything. Competition is about losing or winning, and most of them have been raised in a culture which is competitive. Many sports are competitive, jobs can also be competitive, businesses compete for clients and so students also learn to compete.

Even though competition can sometimes be seen as negative, there is no denying that it gives students a purpose for learning new words, and when competition is combined with what gamification implies, and gamification with the vocabulary which is being taught in the English classroom, students might show more predisposition to retain the terms they study in their long-term memory, developing the skills necessary to become life-long learners. This is, after all, what teachers seek.

Some teachers and educators might criticise game-based learning and gamification claiming that there is no educational rigour in it, that games are just for fun and students might not learn anything other than the skills necessary to compete and win games. It is important to note, however, that not all games ask students to compete. There are games in which students have to cooperate and there can only be one winner: the whole class. Others might affirm that games have no place in the classroom because “the entertainment of students is not a teacher’s responsibility” (French, 1983, p.25); and only those games which are related to the curriculum and contents of the subject should be integrated. Nevertheless, it could be claimed that teachers should entertain students and help them to become motivated in their learning, through games for instance, because if nothing is done to make them interested in the subject, hardly might they show any interest on their own. Conversely, not using games due to the negative effects competition can have on learners does not necessarily solve these educational problems. The grading system and the exams students take are also other ways to compete. The difference here is that most students find exams stressful, frustrating and time-consuming.

On the other hand, avoiding competition does not necessarily mean that students will stop being competitive. It might be true that the negative effects which competition implies, such as effusive behaviour, comparisons among students, celebrations which are arguably inappropriate in the context, disruptive behaviour, etc., can create undesirable situations in the classroom. Nevertheless, as teachers our duty should not be to avoid such situations, but to deal with the problems and issues that might arise in the classroom and solve them. We can and should teach students to compete in a healthy and more positive way. By avoiding competitive situations we are neither teaching students nor solving the problem.

For all these aforementioned reasons, I have based this research on three differentiated frameworks. The first theoretical framework tries to provide answers to the question of how second language (hence L2) vocabulary can be learnt in a more efficient and faster way in a foreign language classroom with the aid of the approaches and methods applied by teachers (especially game-based learning and gamification), the predisposition shown by students, and the features which certain vocabulary presents when compared to the lexicon in the students' mother tongue. The questions provided are the following:

1. Are there any words which should be considered before others?

Through this question I explore the usefulness of the term for the learners; the frequency of use of certain terms; the age of the learners; the time at which the learners live; the students' level in the language (elementary, intermediate or advanced) and the proximity of terms to the learners, to reflect on whether there are certain terms that should be considered and worked on before others. The research on *Teaching Vocabulary* by Nation (2001) will also be taken into account to provide answers to these questions as well as the Corpus of Contemporary American English (COCA) when explaining the frequency of use of the sample English terms provided as examples.

2. How can we make these words seem important to students?

Through this question I seek to explain how by means of games and competition a genuine need and desire to learn and acquire vocabulary is provided for students. Additionally, I have tried to show how with gamification learners are helped to retain the vocabulary learnt in their long-term memory.

3. How can a large number of terms be taught in such a short time?

The advantages and disadvantages presented by immersion in the foreign language classroom are taken into account in this question, as well as how game-based learning and gamification can help students recall past situations when vocabulary is taught in the target language. The research carried out by Nation and Yamamoto (2012) related to the application of the four strands of language learning is also taken into account to provide answers to this issue.

4. Why do we feel some words are easier to learn than others?

With the aid of this question we attempt to test how a mother tongue and other languages learnt can have an effect on the learning of a foreign language, and how L1

and additional language knowledge can help the learner learn vocabulary faster and more effectively.

5. How can we help students remember words?

Through this question I attempt to explain how through games and gamification we can help students remember the vocabulary studied so as to enable them to use it in other contexts and situations apart from that of educational institutions.

The second is related with the differentiation between game-based learning and gamification, and how through the use of both approaches in the classroom we might help students become more motivated and interested in learning the lexicon quicker and retaining it in their long-term memory. In this I will also describe the games carried out in a course on Hospitality (*Ciclo Formativo de Grado Medio de Restauración*) at a secondary school in the outskirts of Santa Cruz de Tenerife, and how these games seem to have been helpful for students to expand the given lexicon.

The third and last presents an analysis of the responses to a questionnaire presented to fifteen students who participated in the Hospitality course referred to above. Students have answered questions related to the game-based learning and gamification approach carried out through the didactic unit applied during my internship in the school centre.

2. Expanding the target language lexicon: Answering the most common questions on how to best teach and learn vocabulary of other languages

When we teach and learn vocabulary of other languages, there are many doubts that arise, as we want to learn the language in an easy, fast and comfortable way. As teachers, our duty is precisely to provide students with motivational situations which can help them learn and use the language, trying not to create anxiety and attempting to achieve a good classroom atmosphere. This is why we should reflect on the terms that deserve more attention and should firstly be studied, or reflect on whether we consider that some words are worth more scrutiny than others. We should also think about what we could do to motivate students to want to learn such words, what we could do to

make those words remain in the students' long-term memory, and whether there are some words that might seem easier for students to learn.

In this section, I try to provide answers to all these questions and I attempt to justify the teaching of vocabulary through games and gamification as a means for students to, not only learn words in a positive classroom atmosphere, but also help those words be retained in their long-term memory.

2.1. Are there any words which should be considered before others when learning a new language?

In most textbooks nowadays, the vocabulary which is taught is usually structured and organized, and it might be presented to students through matching activities where they are asked to match pictures and words, so they can see those words later on in sentences in a text. Sometimes the vocabulary is presented the other way, first in a text, in context, as a lead in, where students can guess the meaning by looking at the words that surround the vocabulary (or the pictures if the text is illustrated), so they can later match words and pictures.

This is the case of numerous publications of several textbooks to teach English as a L2, such as Oxford University Press series *Ace!* (Casey & Torres, 2013; Bilsborough, 2014) for primary schools, *Switch* (Davies & Falla, 2010; Quinn, 2014) or *English Alive!* (Wetz, 2008) for secondary schools, or the Burlington series *Trends* (Banes & Rodwell, 2015) and *Action Basic!* (McDonald, 2015) for secondary schools. Authors writing for Cambridge University Press have also followed this method, as can be seen in publications such as series *Kid's Box* for young learners (Nixon & Tomlinson, 2014), *English Vocabulary in Use* (O'Dell & McCarthy, 2013) for more advanced students (C1-C2) or the *Cambridge Objective* series such as Objective PET (Hashemi & Thomas, 2013) or Objective Proficiency (Capel & Sharp, 2013) which deals mainly with levels B1-C2 of the Common European Framework of Reference for Languages (CEFRL).

Through these visual teaching methods we can help students not to think in their mother tongue, either by associating pictures with the target language, or by guessing the meaning of certain words by looking at the words which surround them in a text,

making their L2 learning process more similar to the acquisition of their own language. But this is not the only reason why textbooks might make use of pictures. It is important to take into account that, as Bolitho (2016) points out:

many publishing houses try to produce mass-market course books designed to appeal to as many teaching and learning situations as possible, thus maximising their sales potential (p.3)

In other words, pictures and illustrations may contribute to making books more visually appealing and attractive to learners, and these illustrations might even sometimes be a decisive factor for teachers to choose a certain book for their learners instead of another.

Moreover, when teaching a foreign language there is often a correlation between the vocabulary which is studied and the structures that usually accompany such vocabulary, therefore, if we were to teach the present perfect tense to speak about experiences, the vocabulary taught would probably be related to travelling, food, or activities which belong to the field of the experiences we have had. Conversely, teaching specific vocabulary could require specific structures: If we were to teach vocabulary related to sports in English, it would be important to teach it together with common collocations such as “do”, “play” and “go”, establishing the difference of usage between the three of them, and teaching students strategies to learn when “do”, “play” or “go” are used and with which verbs, such as “play basketball”, “do yoga” or “go swimming”.

If several textbooks (like the aforementioned) present vocabulary this way, apart from the reasons previously mentioned, it might be due to the fact that in Europe there has been an attempt to homogenise the teaching of languages to meet certain and similar contents, standards and objectives. These are mainly related to the levels that learners can attain when learning a new language, such as the elementary (A1-A2), intermediate (B1-B2) or advanced (C1-C2) as established by the CEFRL, and to the four domains where students may be surrounded when using the target language, such as the personal, educational, occupational and social, as well as the curriculum, assessment criteria and learning standards, which not only serve as guides for students’ learning, but which ought to be taken into account too when designing manuals to teach foreign languages.

In this way, when students are asked to learn the present simple to speak about daily routines, they usually learn verbs together with adverbs of frequency, and vocabulary which is related to their daily routines and perhaps the daily routines of other people as well, for this reason, students would find sentences such as “*Kevin usually has orange juice and some toast for breakfast in the morning*”. Therefore, they would learn vocabulary related to the food which is commonly eaten in western countries in the morning together with the present simple tense and adverbs of frequency. Another example could be “*Sarah often has a shower before she goes to work*”. As we can see, vocabulary related to daily routines, present simple and adverbs of frequency are usually matched to teach a given lexicon and grammar structures.

When teaching the past simple irregular forms and past participles in English, for instance, there are many different methods to help students memorise them, one of them is by grouping verbs regarding their changes in form and their endings, so verbs with their past simple presenting an “o” and their past participle ending in “en” could be grouped together like: “*break-broke-broken*” or “*forget-forgot-forgotten*”; the same could be done with verbs which present a long /i:/ sound in their base form that changes to a /ε/ sound in their past simple and past participle forms, dropping one [e] in their written form, such as “*keep-kept-kept*” or “*sleep-slept-slept*”.

All this can be done to help students of a foreign language to learn the vocabulary in a quicker and more comfortable way, as well as to study it together with sentences and grammar structures where that vocabulary is used more often. However, when a language is acquired this does not occur this way, as the vocabulary is not presented to native speakers in blocks or topics, and there is no hierarchy between words that need to be learnt before, and words that should be left for later, neither do those who acquire a mother tongue consider to relate grammar structures and vocabulary in different units, topics or fields. When native speakers learn a mother tongue, they do not reflect on learning present simple, vocabulary related to food and/or daily routines and adverbs of frequency at the same time, they do not learn either past simple and past participle verbs by grouping them regarding their forms and sounds.

Some teachers or students, however, might consider that they can teach or learn foreign languages in a more comfortable, faster and less anxious manner by taking into

account some terms before others, or by grouping those terms in blocks or topics due to several factors such as:

- A) The usefulness of the term for the learner
- B) The frequency of use of certain terms
- C) The age of the learner
- D) The students' level in the language (elementary, intermediate or advanced)
- E) The time at which the learners live
- F) The proximity of the term to the learners

A) The usefulness of the term for the learner

Regarding the usefulness of certain words for learners of a new language, it could be said that the utility learners see in certain words could help them learn those terms in a quicker way. Nevertheless, when it comes to establishing which words are more useful than others, there can be certain disagreement.

For instance, it could be said that terms such as “*sword*”, “*cannon*”, “*shield*” “*armour*” or “*knight*” might not seem useful for a learner of a foreign language, as it can be affirmed that nowadays those items are rarely used in normal situations and that swords or cannons are not used any longer, but this does not mean that the words with which we name those objects have disappeared, or are no longer used, because those objects have not disappeared, they are only more commonly used nowadays for different purposes.

Similarly, words like “*daisy*”, “*bush*”, “*grass*” or “*rose*” could be regarded as useless due to their narrow field of use, however, according to the motivation of the students or the future domains that might surround them, terms such as “*sword*” and “*cannon*” or “*bush*” and “*daisy*” could acquire certain importance and utility, for instance, if students learnt a foreign language to apply for a job related to videogames or the selling of merchandise related to such terms, the gardening world, etc., in this case, students might see more necessity in learning some terms instead of others.

However, in the scale of importance which is given to the learning of terms, it is usually affirmed that there are terms that should not be taught at least in the early stages

of language learning because there are other terms which are more frequently used and which help students face real situations in the different domains they can be surrounded, like for example, terms such as “*water*” or “*food*”, which are elements that we need on a daily basis. As Nation (2001) states: “If the word is a low frequency word and is not a useful technical word and not one that is particularly useful for the learners, it should be dealt with as quickly as possible”.

But deciding which words students have to learn is deciding what their needs are, and when learning a new language, students might have different needs and motivations, and each of them might be very different depending on the student. On the other hand, languages are learnt not only to communicate with others, but also to understand what others say, so learners should find utility in terms not only in relation to the occupational domain, but also in relation to their personal domain such as their likes and dislikes. They may also be interested in learning certain terms as they appear in the films, games or books they like. For this reason we, as teachers, should not try to avoid teaching vocabulary taking into account its usefulness, because the utility of terms may differ depending on students’ motivations. We should, instead, learn what the motivations of our students are to take into account which words tend to seem more interesting and useful for them.

B) The frequency of use of certain terms

As regards the frequency of use of terms, it can be claimed that there are words in all languages that are used with more frequency than others, and that for this reason they might be taught before those words which are used less frequently. Goulden, Nation and Read (1990) state that Webster’s Third New International Dictionary is the largest non-historical dictionary of English, and have estimated that it contains around 114,000 word families in English excluding proper names. They have affirmed, however, that such a large number of terms is beyond the goals of most learners and that it is not needed to be able to interact with fluency when using a language.

To deal with the frequency of use of terms in the English language and its importance when selecting which terms should be taught and learnt, a reliable and up-dated corpus should be used. Here, we will be making reference to the 560 million word

Corpus of Contemporary American English (COCA) on this paper, taking into account the position in which lemmas can be found regarding their frequency of use (revised and updated in May 2018).

Words like “*breakfast*”(ranked in the position 200,007 due to its frequency of use), “*lunch*” (300,094) and “*dinner*” (48,141), which are related to daily routines, or terms such as “*table*” (167,139), “*window*” (64,072) , “*door*” (145,327) or “*chair*” (46,366), related to elements that can be found at a house or classroom, or vocabulary for the body parts like “*nose*” (27,952), “*lips*”(25,883), “*eyes*” (179,554) or “*hair*” (98,076) are terms that might stand above others when a foreign language is taught to low level students, and this is not only due to their frequency of use, but also because these terms are easily recognizable and tangible, whereas other terms, which are more abstract and less used, or which might be replaced by more frequently used synonyms, may be learnt and used in more advanced stages of the learning process.

If the intention of students is to learn a new language to be able to communicate in all domains: the occupational, social, personal and educational (as established by the CEFRL), it might be sensible to include words such as “*hair*”, “*door*” or “*breakfast*” in their glossary of words to remember, but if what elementary students needed was to learn specific vocabulary for a specific domain, which could be for example the occupational one, they might have to start with words that could be considered less frequently used or less universal, but extremely useful in the domain they are interested in. In this case, even though those words could be considered more difficult or advanced due to their abstraction, learners should learn them to be able to communicate effectively in such domain: A doctor may want to learn the organs of the body in the target language, regardless of the frequency with which these terms are used, or how abstract, specific or useless they might be considered for other basic learners of the language.

In fact, if we compare the frequency of use of some technical terms which designate organs of the human body with the terms aforementioned, we can see that for example words like “*lung*” (6,880), “*kidney*” (5,112), “*liver*” (7,485) or “*brain*” (45,299) rank up to 4-5 figures, whereas the general terms aforementioned reach up to 6. Furthermore, if we were to test the frequency with which more specific vocabulary

related to human organs occurs, we would claim that terms such as “*aorta*” (335), “*alveoli*” (59) or “*bronchi*” (48) are even less frequently used in the language.

The examples above could illustrate the implications of English for Specific Purposes (ESP) in which the teaching of vocabulary is presented in a more specified way, as it usually admits only those terms that the learner needs to deal with in situations related to a specific domain, in this way, terms related to cooking would not be likely to fit in an English for Administration course, and would perhaps be more likely to appear in a course on Hospitality.

Either way, as teachers, we should not only take into account the frequency with which certain lemmas appear in the target language, but also our students’ needs and motivations, so as to know which words they may use with more frequency depending on the situations they might have to face in their future.

C) The age of the learner

Some terms are taught, however, taking into account the age of the learner, as regarding their age, interests can vary, along with the topics that teachers should deal with in class. For instance, pupils in primary school can learn about animals, musical instruments, sports, feelings, foods, and vocabulary related to the class environment, but it would not be sensible to teach primary students vocabulary related to extreme and dangerous sports, poverty and hunger, natural disasters, adolescence, death, marriage, law or human rights, because the majority of these pupils might not show any interest and they would not have developed yet abstract thinking so as to deal with these topics. We would also have to take into consideration that some of the topics mentioned above are not appropriate for children. For this reason, topics that generate controversy and the lexicon which is related to them might work indeed in a classroom with adults, but it would not be sensible to work on them with young learners.

On the other hand, the strategies used to teach vocabulary to young learners might vary in relation to those applied when teaching adults. This is due to the fact that young learners might not only be learning new vocabulary, they are also learning how to read and write, as well as to interact with the world that surrounds them, to the extent

that they could be learning vocabulary of a foreign language and words which belong to their mother tongue at the same time, such as bilingual students would do.

For these reasons, it would not be advisable to ask young learners to infer the meaning of words they might find in a text taking into account the other words that surround them, because they might be learning how to read. Moreover, it might be complicated to teach young students terms whose abstraction, ambiguity or length can cause them anxiety or a wrong understanding of the meaning of such words, if that was the case, we could opt for translating those terms into their mother tongue to make sure learners have understood their meaning, as translations are “usually clear, short and familiar, qualities which are very important in effective definitions” (Nation, 2001, p.4).

To respond to all these needs, numerous textbooks to teach English as a L2 usually come with teachers’ resource packs and other elements to make young students’ learning more motivating and engaging, such as flashcards, word cards, posters, DVDs, or toys, and which often make reference to simple, clear, tangible and short-length vocabulary, so as to provide young learners with the confidence and autonomy needed when it comes to reading and writing such terms. This is the case of Cambridge manuals like series *Kid’s Box* (Nixon & Tomlinson, 2014), or Oxford series *Incredible English* (Grainger & Philips, 2012) and *Ace!* (Casey & Torres, 2013; Bilsborough, 2014) as well as Macmillan manuals *Academy Stars* (Ellsworth & Rose, 2017), or the lists of vocabulary young learners ought to learn so as to succeed in Cambridge examinations (Starters, Movers and Flyers) aimed at young learners and which can be found in publications such as Macmillan *Starters Practice Tests*, *Movers Practice Tests* and *Flyers Practice Tests* (Fox & Stephens, 2010) or Cambridge *Fun for Starters*, *Fun for Movers* and *Fun for Flyers* (Robinson & Saxby, 2016).

In the case of adolescents we could say that they might share some characteristics with young learners, however, we might affirm that as many adolescents should have learnt to read and write, the words they may have to learn might have ceased to be short-length. On the other hand, the strategies and methods used to learn the given vocabulary might also change, as these students have begun to develop abstract thinking and become capable of working with more complex terms which do not always have to designate concrete or tangible elements. Moreover, students have started to develop the necessary reflection in their own learning to make use of

metacognitive strategies, which might enable them to organise and improve their learning of English terms more efficiently.

Conversely, in the case of adults, the vocabulary which is taught as well as the strategies to teach and learn such lexicon might differ from what is used with adolescents, mainly because we would not usually find problems when dealing with certain topics that might not be appropriate for adolescents, and also because as teenagers, adults should have developed metacognitive strategies and the maturity necessary to learn complex terms and to organise their learning of vocabulary in an efficient way.

D) The time at which the learners live

When it comes to the time at which the learners live, we can say that if a student, for instance, learns a language with the purpose of travelling to a country where that language is spoken, or to apply for a job, the lexicon learnt might vary in contrast with a student who learns a language for other purposes. For a videogame producer, a film director, a writer, or even a child, the words “*sword*”, “*shield*” or “*knight*”, as we have seen before, could be as important as any other term, as there are lots of films, series, games, songs, shows or books inspired in the Middle Ages, when swords, armours and shields were frequently used.

In the case of children, many of them play with toy swords, shields, or board games in which these elements are present, which is why these words may seem interesting for them to learn, as they belong to their personal domain. For this reason, they become practical and needed terms to study for many, which at the same time can be taught and learnt in a contextualized manner, regardless of whether these tools are used for the same purposes than before or not.

The elements aforementioned exist and are still used nowadays, even though they might be used with different purposes, but this is one of the reasons why these terms have not disappeared from the usage of speakers of the language, nevertheless, it is important to state that if an element to which a term makes reference no longer exists, it might occur the same to that term.

If we analyse the following samples of archaic words: “*bridewell*”, “*gallant*” or “*peruke*”, taking into account their definition, the time when they were used with more frequency and their position in COCA, as seen below in table 1., we could affirm that these lemmas might have been used with frequency at the time when they were coined and the elements to which these terms made reference existed or were used on a regular basis, but nowadays, these words have lost their frequency of use as the elements to which they make reference are no longer regularly used.

Table 1. *Archaic terms which have lost their frequency of use in the English Language.*

Term: Bridewell /'brʌɪdw(ə)l/	
Definition	<i>“A prison or reformatory for petty offenders”</i>
Time where it was more frequently used	Nineteenth century
Position in COCA	31
Sources	Shorter Oxford English Dictionary
Term: Gallant /gə'lant/	
Definition	<i>“(of a man) charmingly attentive and chivalrous to women”</i>
Time where it was more frequently used	Nineteenth Century
Position in COCA	744
Sources	Google.Dictionary.com
Term: Peruke /pə'ru:k/	
Definition	<i>“used to designate the powdered wigs men used to wear in the 18th Century”</i>
Time where it was more frequently used	Eighteenth Century
Position in COCA	8
Sources	Werriam-webster.com & Google.Dictionary.com

On the other hand, when we compare these previous terms with lemmas such as “*surbate*”, “*houppelande*” or “*faldistory*”, as seen in table 2., we can claim that these terms are obsolete and have disappeared from the daily usage of the majority of

speakers of the English language, having been replaced by, for instance, other terms more commonly used.

Table 2. *Words no longer used in common speech of the English language.*

Term: surbate /'sə:beɪt/	
Definition	<i>“soreness of the hoofs or feet caused by excessive walking”</i>
Time where it was more frequently used	Eighteenth century
Position in COCA	No matches in the corpus for the following word
Sources	Shorter Oxford English Dictionary
Term: houppelande /'hu:plənd/	
Definition	<i>“An outer garment, with a long, full body and flaring sleeves, that was worn by both men and women in Europe in the late Middle Ages”</i>
Time where it was more frequently used	Fifteenth century
Position in COCA	4
Sources	Shorter Oxford English Dictionary
Term: faldistory /'fɔ:ldɪstəri/	
Definition	<i>“The seat or throne of a bishop within the chancel of a cathedral”</i>
Time where it was more frequently used	Fifteenth century
Position in COCA	No matches in the corpus for the following word
Sources	Shorter Oxford English Dictionary

The fact that these words have no relevance in the teaching of English as a foreign language can be justified as long as the learners are not readers of historic novels, historians of the English culture, linguistics, etc., in these specific cases, it would be sensible to learn such terms, and they might seem as useful as, and perhaps even more interesting, than common words which are used much more often in the target language.

Perhaps in previous times there was a more practical purpose to learn the aforementioned terms, as they made reference to elements regularly used. The same could be said about neologisms (new words or expressions coined in a language) or words that are used with new meanings and designate elements of our modern world. Words like “*google*”, “*download*”, “*e-mail*”, “*escalator*” or “*lift*” might stand above others when learning a new language nowadays, as they designate common and tangible elements frequently used by many people, but again, and as it has been claimed before, students may have many different motivations when learning a new language, which is why even the time when learners live should not be a decisive factor when learning terms of a foreign language.

E) The student’s level in the Second Language (elementary, intermediate or advanced)

The levels learners have in a L2 make the terms taught differ not only in the quantity students are asked to learn and remember, but also in the tangibility and necessity which those terms are considered to have by the learner, as well as the facility students might have to learn such words. Therefore, in elementary levels it could be claimed that students would learn more tangible and concrete words which are usually related to common situations and the speakers’ contexts, terms such as “*cloud*”, “*sky*” or “*sun*”, as they can be represented in all languages and cultures and are general terms often seen with frequency and easy to represent through pictures.

Similarly, and in case learners do not learn a L2 for specific purposes, those students who find themselves learning a new language for the first time might be taught terms that enable them to develop confidence and autonomy in the language, such as numbers (dates, times or prices), colours (to describe concrete objects in a simple manner), frequently used adjectives which can be used in different language domains and situations (“good vs. bad”, “interesting vs. boring” or “ugly vs. “beautiful”) or terms related to the personal domain (name, age, likes and dislikes, occupation, etc.).

In elementary levels synonymy would often be avoided in the sense that students do not have to learn how to designate or refer to the same or similar elements using different words, learners are often asked instead to learn how to face new situations in

the language with the few words they have learnt so they can later, in more advanced levels, learn new words which can be similar in meaning to other terms but with slight differences.

It is for this reason that in elementary levels the word “*thin*”, for instance, is much more often taught to refer to people who have “*little or too little flesh or fat on their bodies*” (*Google.Dictionary.com*) than “*skinny*”, “*scrawny*” or “*slender*” because students are allowed to make use of hypernyms: “a word with a broad meaning that constitutes a category into which other words with more specific meanings fall” (*oxford.dictionaries.com*).

Instead of using terms whose meanings are often narrow or specific, such as words like “*skinny*” which makes reference to “*an extremely thin person*”, “*scrawny*” which can be used to refer to “an unattractive and bony looking person” or “*slender*” which means “thin and delicate, often in a way that is attractive” as defined by *Dictionary.Cambridge.org*, learners would make use of the hypernym “*thin*” in elementary levels.

As students make progress in the level of a language, the terms which they learn may become less concrete and more abstract and they might attempt to learn words which share similar meanings to expand their vocabulary. If elementary learners would use “*thin*” even when making reference to “*skinny*”, “*scrawny*” or “*slender*” people, more advanced learners of the language would attempt to use the accurate terms when required rather than only having recourse to hypernyms.

At the same time, and due to the fact that terms may become less concrete and more abstract as learners progress in the language, pictures can begin to be replaced by definitions in the target language, as students would have learnt the necessary strategies and vocabulary to understand such definitions.

In the most advanced level of a language, learners should show that they master the vocabulary by being able to manipulate it and to use it in a similar way they would use words which belong to their L1. Learners should be able to use paralinguistic features, tone or pitch, to give extra meaning to words, showing for example, that they understand that the term “*quite*” in English can mean “*a little*” or “*too much*” depending

on the tone and intention of the speaker, and would also learn how to use words and designate elements with accuracy (they would use “*daisy*”, “*rose*”, “*tulip*” or “*violet*” instead of “*flower*” when they needed it).

We can see then how the vocabulary of a L2 can be learnt in a progressive manner, learning first terms that allow speakers to gain confidence and autonomy so they can use those frequently used terms in different contexts and situations, whereas in more advanced levels students should be able to show that they can use lexicon with more accuracy and flexibility, avoiding hypernyms and understanding the slight differences in meaning of certain synonyms.

In the case of secondary school students, while it may be true that in any group there might be students with different levels, these differences should not be as significant as those that might occur between a basic and an advanced learner. We could claim that in many cases the majority of students in secondary schools might fall between basic-intermediate levels. However, this would depend on many factors related to students’ motivations, how easy it might be for them to learn new languages, the vocabulary they have acquired in early stages of their learning, or the socio-economic and cultural context where the educational centre is located, its country, etc. For these reasons, most of these students conform heterogeneous groups whose levels may vary considerable in the English classroom. Therefore, in order to reach each student and understand the necessities such diverse group of learners might have, it would be helpful to use different methodologies to assist their different learning styles, making use of various instruments of evaluation to know how much vocabulary they might know in the target language.

F) The proximity of the terms to the learner

There may be terms that might not be taught in some places as they do not exist in the culture where speakers of that language live, and are used to be considered less important. The words “*motorway*”, “*lift*”, “*escalator*” “*computer*” or “*traffic lights*” might not be considered useful to learn in countries where there are no motorways, lifts, escalators, computers or traffic lights, because they would not belong to the students' surroundings. However, language and culture usually go together, and it might be

difficult to try to understand a language without understanding the culture of the speakers of that language, furthermore, languages are not learnt only to be practical or useful for the learners in their own countries, they are learnt for the students to be able to understand different cultures and acquire new vocabulary and communicate with speakers of other countries, even when the elements which that vocabulary represents may not exist where students live. For this reason, it should not be assumed that some words are more important than others due to the proximity they have to learners, because that would be deciding what vocabulary students need and want to learn.

We should take into account that the motivations students have to learn vocabulary of a language can be very different depending on many different factors, like among them, their likes or dislikes or their interests. It would also be sensible to take into consideration that in the case of English, which is Lingua Franca, students not always learn vocabulary to travel to countries where the target language is spoken by native speakers, or to designate elements which can only be found where they live, because English is a language which counts with more speakers who use it as a L2 than as a mother tongue (see for example Khodorkovsky, 2013), so the reasons why students might want to learn this language could vary depending on many factors. Therefore, when teaching a foreign language we should not avoid terms which designate elements that are not used or do not exist in the mother tongue of students who learn the target language, as they might need to learn them for several other purposes.

2.2. How can we make these words seem important to students?

Many of the students who learn a foreign language might have a reason, an intrinsic motivation (Deci, 1975), which can vary in a range of different interests, from understanding the songs they like in which the target language is spoken, watching films or series which have not yet been dubbed in their language, travelling, or to just become knowledgeable of the culture and customs of the people who speak that language, etc., whichever the reason is, as long as there is motivation, students will show predisposition to learn a language if they have a purpose.

In many state secondary schools, however, the type of students which can be found is usually heterogeneous and not all learners perceive the importance of learning a new language. One of the main reasons why people learn English and other languages

is because in the service sector it is a very important tool which helps learners find a job. Even though this might be a well justified reason to learn a foreign language and motivate students, some of them may still need an incentive.

On the other hand, warning students that it is necessary to learn languages because their future might depend on it is not a tool that can motivate them to learn a language. They may not see the importance of learning vocabulary by being warned about their future. Likewise, if students just want to pass exams, they might not be interested in using what they have learnt outside of school, which is exactly for which they are getting prepared.

For this matter, games are elements that can help students perceive the importance of learning English and acquiring English vocabulary, as many of the students will show competitiveness and willingness to win in games, so the terms they have to learn will become relevant and necessary for them. Moreover, as noted above, games and gamification can help contextualize students' learning process as they contribute to create situations similar to real spoken interactions and have "the power to engage people at an emotional level to motivate them" (Burke, 2014, p.23), which is highly relevant when learning vocabulary through games, role-plays or learning situations.

Many of the students in secondary education need a stimulus that provides an intrinsic motivation, as most of them may not be mature enough to see the value which learning foreign languages has. Perhaps, exams and the evaluation system might be factors which can motivate students to learn a certain amount of vocabulary, but the fact is that students are able to pass tests studying and forgetting vocabulary soon after they have finished the exams.

On the other hand, if we asked students to memorise words isolated from a context, text or situation, the effect could be highly demotivating as they might not see the utility of that vocabulary. The same could happen if we only used the textbook for the same reasons.

We could claim then that the motivating effect has to be contextualized and as close to them as possible, and that the approach with which teachers teach is really important, as in it, the interest that students show will be reflected, as well as their

concern for learning and their responsibility for retaining in their long-term memory the lexicon they have studied. Thus, the content and lexicon with which students are provided ought to be seen as a useful tool because “when students can't see any real-world connection or value to a particular subject, they question whether it is worth the investment and effort” (Burgess, 2012, p.62). Therefore we could say that game-based learning and gamification are two approaches that may play an important role in the students’ learning process, as it might help them not only to become motivated to learn the lexicon they have to study, but also because it provides learners with situations which can serve as an aid for students to recall such vocabulary. As Rollins (2016) points out:

games can provide opportunities for students to recall information or processes on the fly instead of regurgitating a lecture or filling in a bubble on a worksheet. The activity is still an assessment. Plus, students are pushed to move past recall into extended and strategic thinking. Students become aware of the tactics they are using and how to use them strategically to get ahead in the game. Students are then using metacognition and cross into true critical thinking (p.86)

To make words seem important to students, we should first provide them with situations and contexts which they can perceive as useful, valuable and motivational, developing learning situations which help them see the necessity to learn the vocabulary of the target language. This is where game-based learning as well as gamification play an important role. I attempt to test the validity of this approach in this study.

2.3. How can we teach so many terms in such a short time?

To answer this question, many are the methods that are commonly used in language classrooms so as to help students retain the lexicon they have learnt. Some of these methods may refer to the single use of the target language by the teacher without the aid of the L1, or what is called linguistic immersion. Such approaches could be considered as useful for the teaching of English vocabulary in a more efficient way and could help learners retain the terms in their long-term memory.

However, speaking in the target language all the time does not necessarily mean teaching it. There might be lots of students who, unmotivated, and not understanding what the teacher says in the target language, might stop paying attention and invest their time in other activities. Even if teachers used body language and made themselves understood among learners, this would not guarantee either students' capability in using the same sentences and words. Understanding does not always imply learning.

A clear example is the following: if a French teacher introduced himself in the first day of class to his students with the sentence: "*je m'appelle François, J'ai 34 ans, je viens de Bourgogne*" and accompanied his presentation with body language or even visual aid, students could have the false impression that they know how to speak French if they have understood the message, but if we asked students on the next day to tell us what the teacher said the previous day, most of them might use their native language to explain it, and those who attempted to say it in French might not do it as well as the teacher. We could claim then that languages are not learnt only by listening and understanding what someone says due to the context and body language, practice and time is also needed.

On the other hand, this type of linguistic immersion does not always imply immersion. Students do not have to be immersed in their learning only because they are listening to the target language all the time, if for example, they feel no interest in the lesson. The fact is that:

The way we teach a subject impacts how much students can learn. Asking them to passively learn by listening to lectures and reading content in textbooks is not efficient or effective for most children (Solarz , 2015, p.27)

Furthermore, linguistic immersion often requires students to be surrounded by people who speak the target language during a long period of time. For this reason, linguistic immersion is often compared to immigrating to the country where the target language is mainly spoken, as the learner would find more chances and possibilities to practice all skills of the language in real contexts.

However, linguistic immersion could also be carried out without asking learners to emigrate to countries where the target language is officially spoken, as there are programmes that attempt to bring the learning of foreign languages to an immersive

environment closer and more similar to the acquisition of a mother tongue, such is the case of CLIL programmes or the educational centres where the L1 is a language different from that officially spoken in the country. In Tenerife, for instance, we could mention educational centres such as The British School, Wingate School or the Lycée Français, nevertheless, we should also mention that not all students have access to programmes like CLIL, which is usually restricted to students' grades, and that the private educational centres abovementioned count with fees that not all parents might be able to afford, which is why even if this immersion works, it might not be available for everyone.

The context in most state schools is relatively different from those of the educational centres aforementioned, and does not usually favour linguistic immersion for all students, not only because of the scarce amount of hours taught in the target language (we refer only to the English subject), but also because most students tend to use their native tongue most of the time if they are not prepared to do the opposite, being the teacher the only one who would speak in the target language.

Moreover, there might be teachers who may be misled thinking that a communicative approach implies helping students understand the message by using only body language and context. When teaching the words “*open*” and “*close*”, instead of telling what the words mean in the students' L1 or through other approaches, teachers might use them in context, opening and closing a book or a door. Students might understand what those words mean, but that would not be communicative approach as students would be mere listeners, they would not be articulating words, they would not have been asked to use such terms, and thus, there would not be complete communication or interaction.

To learn the vocabulary of a target language in a more efficient way, “a well-balanced language course should have four equal strands of meaning focused input, meaning focused output, language focused learning, and fluency development” (Nation & Yamamoto, 2012, p.1). This means that all skills of the language should be taken into account when teaching and learning a new language, and that the same amount of time should be spent on these skills so as to help students learn vocabulary in a much more effective way. Therefore, teachers ought to provide learners with the situations needed for them to interact and practice all skills of the target language, and should also

facilitate learners with situations where those interactions were similar to reality. Games and gamification, applied properly and especially in classrooms where students are demotivated and uninterested, could help foster students learning and participation, as well as the interaction they need to learn vocabulary efficiently.

If linguistic immersion was not applied properly and taught by well-trained teachers, and learners were perceived as mere listeners of the target language, we might be able to guarantee neither their acquisition of vocabulary nor their immersion. As Solarz (2015) points out:

Children learn best by doing, by questioning and by figuring out solutions on their own. In this day and age when technology enables our students to find answers to their questions in seconds, we can serve them better by teaching them to ask better questions and empowering to discover the answers themselves (p.27)

Learners not only need to listen to the target language throughout the whole session in class, they also need to practice it through all skills of the language. If this could be problematic, the same could be said about other teaching approaches like, for example, the flipped-classroom, which asks students to look for information at home so as to be able to deal with that information later on in class, to debate and correct it. Basal (2015) describes this approach as a positive method to teach English as a foreign language because:

it serves the principles of personalised-differentiated learning student-centred instruction, and constructivism. It is personalised because each student learns at his or her own pace. It is student-centred because class time can be used to participate in engaging activities, while the role of the teacher changes to facilitator and observer, allowing students to be more active. It applies the constructivist approach in which students take responsibility for their learning; class time is free from didactic lecturing, allowing for a variety of activities, group work, and interactive discussion (p.29)

Nevertheless, taking into account students' interests and motivations, we could claim that these principles might not work for several reasons. Firstly, it can be said that flipped-classrooms might work in educational contexts where students have shown

responsibility for their own learning and willingness to do their homework, but if this was not the case, students might not work at home, so when they come back to class, they might not have anything to discuss. Likewise, if students have a low level of English, they might not be able to generate discussions in the target language, and this may lead them to use their L1 as a means to express their ideas with other students who speak the same language, therefore, we could claim that although the approach is student-centred, in a foreign language classroom this might be risky, as students might end up using their own language. Moreover, flipped-classroom may take for granted that all students have access to internet and computers or smartphones at home for them to watch the videos or read the required information on the sites assigned by the teacher, but there are still several students who find it difficult to cope with the expenses that internet and technology imposes. Furthermore, Flipped-classroom asks to students to work at home, and most students might have already been at school for six hours (at some schools even more if we take into account extra activities, or the fact that they can be offered to have lunch at the canteen, etc.), for this reason, they might want to spend their free time doing other activities instead of homework. Likewise, if all students are asked to work at home and meet deadlines, somehow they cannot follow their own path or rhythm and all of them are treated as equal, when their learning styles might be not similar, for this reason we could say that this approach does not seem to be a personalised way of learning.

Flipped-classroom could encourage students to learn vocabulary faster, as they are asked to invest their time at home, while at school they can spend time solving doubts and asking questions or correcting activities (interacting), but the fact is that this provides students with certain responsibility which not all of them have to possess. This teaching technique could even have the contrary effect if students did not spend any time at home doing homework, as they would not be supervised by a teacher, and there would not be situations the teacher could create to contextualise learning so as to enable students to interact with their classmates and learn vocabulary, as students would not have done anything at home. There are also issues for the teacher:

The major problems of using flipped classroom approach include teachers' considerable workload of creating flipped learning materials, and students' disengagement in the out-of-class learning. Students (might) not familiarize with this new learning approach and skip the pre-class activities. In some

flipped courses, a substantial amount of pre-class preparation efforts has caused students to be dissatisfied with the flipped classroom approach (Chung Kwan & Khe Foon 2017, p.2)

Again, the situations provided by the teacher could help learners to remember vocabulary, as students would not only see words in context, but they would also be able to use their long-term memory to remember the situations where those words were learnt.

For all these reasons, it could be claimed that the classroom should be a place where words ought to be practiced in a contextualised way, through teacher-student or student-student interaction, and with the aid of games and gamification, as both approaches could help foster students' learning of English words through all skills of the language, helping them not only to remember the lexicon learnt, but to use it in different situations and domains in their future.

2.4. Why do we feel there are easier words to learn than others?

There are many researchers and linguists who try to reach an agreement on what is called the Critical Period Hypothesis (CPH), as Montreal neurologist Wildfer Penfield (2016), who first coined the term in his book *Speech and Brain Mechanism* or Eric Lenneberg (1972), who popularized the term with his work *Biological Foundations of Language*. Both affirm that there is an age in the first years of life of a person to acquire languages effectively, being more difficult and complicated to learn a language after that period. When learning a foreign language this can be observed in accent, if learners studied the language after this Critical Period, they might show an accent which might share characteristics with the pronunciation of their mother tongue.

But this can also be seen in the acquisition of vocabulary, because for many natives it may be easier to use English vocabulary with more flexibility, fluency and proficiency, as they have had more time to put it into practice and interact with other speakers in various contexts where the target language is spoken and used.

By definition, a student who learns a L2 has to have learnt a first one. When we study a second or third language, we do it being aware of our own language, having

acquired a first one, so we can use metalinguistic strategies to learn the target language, something which can hardly be done when acquiring a L1 as a child.

A second language learner is different in many ways from a young child acquiring a L1 or an older child learning a second language. This is true in terms of both the learners' characteristics and the environments in which the language acquisition typically occurs (Lightbown & Spada, 2013, p.34)

For this reason, it can be affirmed that depending on the mother tongue learners have, and the language they study, their learning can result in a more or a less complex task, being asked to use different methods or approaches to remember vocabulary. We could claim that a target language is easier to study if we can make connections and analogies with our mother tongue and other languages we have learnt, the more similarities we can find between them, the easier it might be to remember the vocabulary.

To illustrate this hypothesis, we could deal with the colours in different languages, particularly: German, English, French and Spanish, languages which share the same Indo-European root, appreciating similarities between all of them. In contrast, we could compare them with a Sino-Tibetan language like Mandarin Chinese, where there is no similarity at all. As it can be seen in table 3., there are more similarities between French and Spanish, which belong to the Romanic subdivision of the Indo-European, and more between German and English, as they belong to the Germanic subdivision.

It is necessary to take into account that the objective of this analysis is not to deal with the historic evolution of words, or whether these terms are borrowings from other languages, neither do we try to explain why some terms are similar whereas other terms are not. The goal of this analysis is to reach a conclusion of which words can be easier to learn depending on the mother tongue of students or the languages they have learnt, taking into account the pronunciation of words and their written form as well as an analogical approach to the language, using the L1 and the languages they have learnt as supportive elements to learn a new one.

Table 3. Analogies between colours in different languages.

Colours in different languages					
	English	German	Spanish	French	Mandarin Chinese
1	red	rot	rojo	rouge	<i>Hóng</i> (sè) 红(色)
2	green	grün	verde	vert	<i>Lǜ</i> (sè) 绿(色)
3	yellow	gelb	amarillo	jaune	<i>Huáng</i> (sè) 黄(色)
4	black	schwarz	negro	noir	<i>Hēi</i> (sè) 黑(色)
5	white	weiß	blanco	blanc	<i>Bái</i> (sè) 白(色)
6	blue	blau	azul	bleu	<i>Lán</i> (sè) 蓝(色)
7	orange	orange	naranja	orange	<i>Jū</i> (sè) 桔(色)
8	grey	grau	gris	gris	<i>Huī</i> (sè) 灰(色)
9	brown	braun	marrón	marron	<i>Zōng</i> (sè) 棕(色)
10	pink	rosa	rosa	rose	<i>fěn hóng</i> (sè) 粉红(色)

Through this table we can affirm the following:

- English and German share many characteristics in pronunciation and written form 7/10 being yellow-gelb, black-schwarz y pink-rosa the terms which do not present evident analogy.
- French and Spanish present 7/10 too, being amarillo-jaune, azul-bleu y naranja-orange those terms which do not share visible similarities.
- Spanish and English only share two analogies 2/10, being only rojo-red and gris-grey the terms which seem to be more similar.
- When comparing Spanish and German there are only 3/10 coincidences, adding rosa-rose to the list.
- If we compare French and English there are 4/10 similarities and French-German 5/10.

Through this analysis it could be affirmed that there are more similarities between English and German (which belong to the same Germanic subdivision of the Indo-European) and Spanish and French (which belong to the same Romanic subdivision).

Finally if we compare these four languages with a language with different roots (Mandarin Chinese) we can see that there are no similarities, neither in there Romanised writing (Chinese characters converted to the writing system of the Roman Latin Script) nor in the pronunciation of the terms.

Of course there is more to languages than colour terms, but if we were about to say which words could be easier to learn for learners of a foreign language using this analogical approach, we could claim that for Spanish speakers it would be easier to, at least, recognize French vocabulary and vice versa, and for German speakers it would be easier to recognize English words and vice versa. For none of those speakers would be easy to recognize any of the colours in Mandarin Chinese (Anthony, 1952).

Due to all this, there are many learners who claim that once a L2 is learnt, it is often easier to learn new languages, due mainly to the analogies and connections that they can make among them, but this would only work if those languages shared features or the same root, as the language examples above, but even though we learnt many languages with the same characteristics Indo-European languages share, none of them might help us learn vocabulary which does not share those characteristics, at least when taking into account this analogical approach to terms.

Conversely, It is clear that not all learners learn the same way, and that the amount of connexions which students can make regarding the target languages can be limited to their Intelligence Quotient (IQ), their needs or interests, etc. Therefore, students who can establish more connections with their mother tongue or other languages might find it easier and faster to learn vocabulary of other languages, especially if they have the chance to practice the language in class and outside of it. Precisely, many of the methods which guarantee Spanish speakers a fast acquisition of English vocabulary are based on true cognates (words that look similar to words of another language and which mean the same) as for example: “*actor*”, “*admirable*”, “*alcohol*”, “*chocolate*” or “*invisible*”, among others.

For all these reasons aforementioned we could say that this analogical approach could facilitate the acquisition and expansion of the vocabulary which is learnt when studying a foreign language.

2.5. How can we help students remember words?

The frequently used methods to teach vocabulary of a foreign language might refer to showing pictures for students to learn terms, providing them with definitions or

asking them to repeat certain words. But these methods might not be enough for students to remember terms in their long-term memory.

In the case of definitions, as we have previously said, students would have to have acquired a certain autonomy in the language to understand them in the target language. On the other hand, if we asked learners to just repeat words, that might not help in the long term and would not be really motivating for students. The use of pictures could be risky as well, as learners could associate images in a wrong way, due to the fact that some terms are prone to be ambiguous and difficult to be represented through images.

Perhaps terms such as “*sun*” and “*moon*” are easy to be represented in pictures or through definitions, and there might not be ambiguity in their depiction or understanding, but if we take into account terms such as “*hurry*”, “*fast*”, “*run*”, “*urgency*” or “*speed*” all of them could be represented through the same image (a person running) moreover, adjectives like “*shy*”, “*timid*”, “*self-conscious*”, “*hesitant*”, “*insecure*” or “*nervous*” could also show the same issue and pictures might not work.

For students to understand and remember properly the accurate meaning and use of such terms they should be provided with contexts where those words are used. Terms like “*shy*” or “*nervous*” could be used, for instance, to make reference to the feeling people might have when meeting or talking to people they like, such as in the sentence: “*Maria liked Jack and she often felt (nervous – shy) when she met him*”. Even though both terms convey slight differences in meaning, both of them could be used in such sentence. However, “*shy*” would hardly fit in a sentence in which we wanted to express Maria’s fear for staying at home alone, in that case, we would use only “*nervous*” instead: “*Maria felt (nervous – ~~shy~~) when she stayed at home alone*”.

We see how the term “*nervous*” here implies two different meanings depending on the contexts where it is used, and whereas “*nervous*” can be used in both sentences, “*shy*” could only be used in one of them. This creates an ambiguity that could lead in students’ misunderstandings of the meaning of such terms if we were to teach them only through the use of pictures. Therefore, all these methods, even if useful in certain contexts and situations, might not be helpful for students to understand the meaning of

such terms, retain them in their long-term memory or use them in different contexts in their future.

For those terms to be remembered in an efficient way, students should be provided with engaging situations where they were allowed to explore, create, cooperate, compete, discover, and interact. Moments where students could take possession of such vocabulary, feeling the necessity to learn such terms.

It is here where gamification and game-based learning play a relevant role, because it is through both approaches that we might be able to create contexts where students can develop and expand the acquisition of their vocabulary, taking possession of it and becoming capable of using it in new and different situations.

On the other hand and even though I consider that games can be an effective approach to teaching a foreign language, I do not try to state through this research that game-based learning and gamification are the only valid and practical methodologies, as I recognise the importance of other methods which could adjust better to students' needs, their learning styles, motivations and interests: storytelling to explain the etymology of some words could be useful as well, for instance, to introduce and explain to students the meaning of some words. When students learn the character 国 /guó/ in Chinese as a foreign language (Ciruela, 2014), they could learn that it represents a walled city, and that this wall protects the emperor. The outer strokes represent the walls or boundaries of the kingdom, and the strokes which can be found inside, the jade or emperor. Therefore the meaning of this word is “*country*”, because a country ought to protect the emperor by means of walls and boundaries. Through this explanation we might facilitate students' understanding of this word, helping them to remember it.

When teaching Spanish as a foreign language we could tell them that the days of the week “*lunes*”, “*martes*”, “*miércoles*”, “*jueves*”, “*viernes*”, “*sábado*” and “*domingo*” share roots with Roman Gods: “*lunes*” would be the day of the *moon*: “*luna*”; “*martes*” the day of *Mars*: “*Marte*”; “*miércoles*” the day of *Mercury*: “*Mercurio*”, etc., and we could explain that in the case of English the days of the week share roots with Norse Gods: “*Wednesday*” for Odin, the Raven God, sometimes known as Woden; “*Thursday*” for Thor, god of strength and storms, etc., There might be countless of examples to this approach, like for instance, the word “*astronaut*” which comes from the greek ἄστρον

(ἀστρον, “*star*”) and ναύτης (naútēs, “*sailor*”) which literally means “*sailor of the stars*”, is the form that has been used to designate someone who travels space, because that is somehow what astronauts, among other things, usually do. We could claim then that through storytelling and the explanation of etymology of some words we could also help student to learn English words, as both could be an approach which might help some students, depending on their learning styles and interests, to become motivated in the learning, understand better the meaning of some words, and retain such lexicon in their long-term memory.

On the other hand, when teaching students adjectives to describe feelings, such as “*angry*”, “*happy*”, “*sad*”, “*excited*”, “*scared*” or “*bored*” we could ask students to write those adjectives on a piece of paper at the same time they act out the feeling, so students who write “*angry*” might press hardly the point of their pens on the paper, or write it first and then crumple the sheet. Those writing the word “*sad*” could draw some tears beside the word, and those writing “*happy*” could draw flowers or butterflies surrounding the word. Moreover, if we had to teach the nouns of these adjectives “*anger*”, “*happiness*”, “*sadness*”, “*excitement*”, “*fear*” or “*boredom*” perhaps to more advanced students, we could provide students with word cards that they could stick somewhere on their clothes, for them to act that feeling out during the lesson. The student representing “*fear*”, for instance, would have to pretend to be scared during the whole lesson and might sit in the back. Additionally, to develop empathy among students we could ask them to work in pairs telling them that each of them is going to observe another classmate during a period of time, perhaps during a week or a month, and each student is going to write how they think the student they observe feels everyday by filling a sheet provided by the teacher. For example, Student-A would write that student-B felt “*angry*” on Monday, “*happy*” on Tuesday and Wednesday, and “*shy*” on Thursday, etc.

Likewise, if students were asked to learn vocabulary related to food, we could create learning situations through game-based learning and gamification for them to learn and practice such vocabulary. Instead of asking pupils to study the words by matching pictures and terms using their books, we could create a “restaurant” in the classroom taking different foods to class and assigning different roles to students (waiters, chefs, guests, etc.) Through this approach, we could ask students to smell and

taste such foods, and interact in the target language uttering sentences where that vocabulary is used. This might be helpful for them to remember the words learnt, because they would not only count with visual aid, they would also use all other senses such as taste, touch, hearing and smell. This is one of the many ways we could help learners to interiorize, practice and remember the words given.

In the next section of this research, I try to justify the use of both game-based learning and gamification in the English classroom through the use of a Gamified didactic unit which I have carried out in a course on Hospitality at a secondary school in the outskirts of Santa Cruz de Tenerife, and through the description of the games I have conducted in the class. I will also explain the differences between game-based learning and gamification and how their different elements might help students learn vocabulary in a more efficient and quicker way.

3. Teaching through game-based learning and gamification to motivate students learn English vocabulary

In the first theoretical framework we have tried to answer the most common questions on how to best teach the lexicon of a L2 so as to help students learn in a more comfortable, easier and faster way. It has been said that in relation to learners, elements like age, their level in the target language, the time at which learners learn vocabulary, the proximity of terms to the students' mother tongue and culture, as well as the abstraction of terms, all play an important role when it comes to teaching vocabulary of a foreign language, reaching the conclusion that there are no terms in a language that should be learnt before others, as the learning of these terms depends mainly on the interests of the students, as well as the linguistic domains by which they might be surrounded in the future.

However, if there is something that should be taken into account when teaching E.S.O. Students is motivation, as it provides students with reasons to develop an interest to learn vocabulary of other languages. Moreover, teachers should also create situations where students can practice the lexicon learnt, environments where students can explore, discover, think and feel in the target language, becoming masters of the lexicon studied and interiorizing it, in a way that they would use the terms learnt the same way and with the same frequency they would use other terms of their mother tongue.

It is here where game-based learning and gamification play an important role, because it may be through both methods that we might not only motivate students, but also create situations which might favour the acquisition of the terms they are asked to remember.

3.1. Game-based learning and gamification

Game-based learning (as it has been previously said) is not a new approach in education, and there might be many teachers and language teachers who have used this approach in their lessons to motivate students to learn not only vocabulary, but any other aspects related to the contents of the subjects, the curriculum or the standards students have to meet.

Games may help students to understand elements related to the competences they have to acquire in a more fun and engaging manner, and students no longer see the learning process as a compulsory activity, or the high school as a place where they do not want to go, games might have the power to change the way students usually perceive School. However, and even though all the advantages that game-based learning and gamification presents when teaching a language, it raises some criticism because it is not considered to meet the standards in the curriculum, and it is said not to have educational rigour in it.

Moreover, while games can be well regarded in the first learning stages with young learners, once students start secondary education the situation often changes, not only because of what has been mentioned above, but also because it is usually assumed that games should only be aimed at children, as adolescents are usually regarded to be mature enough to become motivated by them. Therefore, many lessons in secondary schools tend to make excessive use of textbooks, and classes usually become teacher-centred, where lectures predominate and students' participation diminishes. This should not happen in a language classroom because for students to learn and retain the target vocabulary, and for them to be able to use it in different contexts and sentences, they should be provided with the necessary situations to practice it.

On the other hand, gamification has also met some criticism together with game-based learning, especially because of the amount of features it implies. Quintero González, winner of the prize for the 2017 best teacher at secondary schools in Spain,

and who has applied gamification in her classroom with a group of Second E.S.O. students during year 2017-2018, observes that when teaching through game-based learning and gamification, many teachers meet the incomprehension of colleagues who do not understand these new approaches to teaching and consider games are not useful for students to meet the objectives they should accomplish. For this reason, she affirms that teachers who try to innovate using these methods can feel alone facing this new type of gamified experience.

Nevertheless, even though this might frequently occur with innovation or emerging methodologies, and the changes they can imply, teachers who have applied game-based learning and gamification in the classroom often agree in recognizing that these two approaches help motivate students to change their behaviours, feel interested in their learning, and develop the necessary skills to become full members of society, (see for example, Burgess, 2012; Matera, 2015; Solarz, 2015 & Rollins, 2016).

3.2. A gamified didactic unit: “*The Chef Recommends*”

The main difference between game-based learning and gamification is that in gamification there is no need to include games. Games are an optional element in gamified classrooms, and they may belong to the gamified experience or not depending on the students’ needs and the teacher’s criterion. Another difference is that gamification attempts to develop three different aspects in students: “changing behaviours, developing skills and driving innovation” (Burke, 2014, p.37) and this does not have to be present in game-based learning. Either way, and though there might be substantial differences, in this study I have tried to demonstrate the efficiency of these methods, when applied together, to learn vocabulary of other languages in a less anxiety-provoking and more engaging manner.

I have been able to implement both methodologies in the classroom through the use of a didactic unit (“*The Chef Recommends*”) which I prepared for use in class with a group of fifteen students who have taken a course on Hospitality. The didactic unit includes elements of both game-based learning and gamification, and as it can be seen in the results of the questionnaire which students have answered (on page 63), both approaches seem to have been useful for them to learn the target vocabulary.

For the didactic unit I drew on the published hospitality studies resources such as *Ready to Order* (Iñiesta, Iglesias, & Baude, 2002); *English for Restaurant Workers* (Talalla, 2008) and *Table for Two* (Arancon, 2011). The didactic unit can be found in Appendix 1: didactic unit “*The Chef Recommends*” on page 79.

In this unit, the core vocabulary students have had to learn is related to desserts. But they have also had to study where some desserts come from, their prices, and their ingredients, as well as the utensils used to prepare them and the step-by-step instructions on how to make them. This is necessary for these students as they are being trained to become waiters and waitresses in the future, and it is one of the main reasons why they are learning English: to be able to communicate with people who come from different parts of the world and use it as a means of communication. Therefore, they have to show they are able to communicate to customers the ingredients foods have, as well as to give recommendations, understand customers’ complaints or speak about how foods are prepared, etc.

The words students have had to learn are the following:

baklava – mochi – gelato – sachertorte – koeksisters – crème brûlée – crème caramel – mousse – ice cream – cake – cookies/biscuits – yoghurt – milk shake – apple pie – pancake/crêpe – brownie – waffle – jelly – lychee – fruit salad

There is another section of vocabulary where students have had to learn words related to the utensils they need to prepare desserts, the words are:

Bowl – mould – wire whisk – wooden spoon – grater – frying pan – saucepan – skimmer – ladle – colander – scissors – chef’s knife – potato peeler

A way to deal with such words through game-based learning would be related to the creation of games which could contribute to motivate learners and to provide them with reasons to learn such terms. These games may be more traditional, like the “hangman” (a word game in which a player has to guess a word another player has thought of by guessing the letters in it) or more modern and using technology in class, like “augmented reality” (a technology that superimposes a computer-generated image on a user’s view of the real world, thus providing a composite view, as defined by *Google.dictionary.com*).

Through these games students could feel interested in learning the given vocabulary, however, for some teachers who implement gamification in the classroom, games might be only a means to an end, as gamification does not only imply games and it covers many more elements which, used with intention and the right justification, can help students feel involved in the learning of such terms. Burgess (2012) argues that designing gamified lessons “empowers students to become life-long learners, avid readers, and voracious seekers of knowledge, (and that this) has an impact that reverberates for a lifetime and beyond” (p. 78). He further contents that the desire to learn will continue throughout their lives. Through gamification we can create experiences, motivational contents and unforgettable situations either by designing new contents or transforming those which already exist (Matera, 2015), immersing students in the world which has been designed, such as videogames attempt to do with players.

To design the gamified experience, I have taken into account the manual students had been using throughout the term, and I have applied many of the elements present in gamification, elements like *theme, environment, voyage, characters, and rewards* (Matera, 2015 & Quintero Gonzalez, 2018), to the didactic unit I have carried out during my internship. However, some of the elements have not been completely covered due to the level of the students in the target language or the time with which we have counted to develop the didactic unit in class. It has also been considered that perhaps due to the amount of features gamification has, it might not have been sensible to apply all of them in such a short time, as it might have caused problems for the students’ understanding of the terms they had to learn. Furthermore, often and “in gamified solutions, the player experience is designed as a journey and takes place in a play space that may encompass both the physical and the virtual worlds” (Burke, 2014, p. 80). However, this feature has not been fully developed either because of what is aforementioned. Justifications for these decisions are provided below in the features which have not been covered:

- **Theme:** the theme is the point of departure from which the gamified experience is created and developed. In the case of the didactic unit “*The Chef Recommends*” the frame of the story is based on the television programme “*Master Chef!*” To develop the theme students are divided in teams of four or five each and are told they are going to compete to create an original and innovative dessert, having to

present it to the rest of the class at the end of the unit, and to vote for the best and most innovative dessert.

The theme provides the background for the activities carried out in class, as well as the levels, badges, rewards, challenges, etc., which are all connected to the English terms students have to learn.

- **Environment:** the environment refers to the tangible elements with which students interact daily in class and which become part of the theme, for instance, if the theme is about the television programme “*Master Chef!*” and the unit related to desserts, students could begin to call the toilet the “*wire whisk*” and they would need a “*mould*” (permission slip) to be able to go there. The teams could also be given a name related to the vocabulary students have to learn, such as “*The Sachertorte Team*” or “*The Wooden Spoon Team*” and the teacher could be called “*the Chef*”. However, even though this approach might be useful for advanced students to learn and use vocabulary in a more engaging manner, I have considered that because of the level of these students in the target language was low, it was not advisable to ask them to start naming the elements in the class in a different way, as this could have created misunderstandings or a wrong understanding of such terms, so classroom objects and the elements which surround the school centre have remained with their original names, however the teams have been given names to differentiate them from others so as to learn vocabulary from the Unit in a more contextualised way (students chose the name for the team they thought best represented them).
- **Voyage:** the voyage is the trip or mission students have to accomplish. Here we find the objectives students have to meet as well as the competences they have to acquire and which can be found in the curriculum. All the learning standards may be dealt mainly through games (which can be based on competition, cooperation, exploration, discovery, etc.), but other activities should be done to make the learning process as holistic as possible, working on all the skills of the language. In this voyage students move forward developing new skills and learning new vocabulary and structures by solving the tasks and challenges provided by the teacher. It is also important to take into account that students’ voyage must provide them with possibilities to follow their own learning path to achieve their goals, we have to empower students with the possibility to choose, as Solarz points out:

Empowered students are encouraged to make choices throughout their day. Choice can mean allowing students to sit anywhere in the classroom during most activities and use any materials or technology they need to support their purposes. Making good choices is an important skill to develop [...] students need guidance and support in making wise decisions (p.236)

In this didactic unit, students have been asked to work on the four skills of the language to complete the tasks they have been required to do, usually in teams, and they have done it mainly through the games carried out in class that are described on pages 52-59 of this research.

- **Characters:** in gamified experiences students usually take an avatar that will represent them often throughout a term or the whole year. This character will have different characteristics and skills that students might be able to develop through the accomplishment of certain tasks or missions. In the didactic unit implemented in the classroom, students have had their characters digitally created by using an app called “ClassDojo”, where I have been able to provide them with real-time feedback and the rewards they have achieved. Creating a persona that represents students can be advantageous for them not only because it provides learners with responsibilities towards their avatars, but also because students see themselves with the freedom necessary to make progress in their learning by being able to choose different paths related to their learning styles and needs, just like it would occur with the characters of many videogames. However and again, I have not covered all the features related to this gamified element because this might work better with students whose names the teacher already knows: students have not changed their names because I was learning their real ones, neither the avatars they have chosen have upgraded their skills to exchange them for prices, their avatars have been used to keep track of the rewards they have obtained. This has been done this way because in such a short time, applying all elements of gamification could have been too much for them to assimilate, and could have finished in students not learning the given vocabulary.
- **Rewards:** One of the elements which has been more present in my gamified didactic unit is rewards. We could affirm that in most gamified lessons, rewards

might be very important, as they often provide learners with a feeling that what they do is worth doing, recognising students' achievements and thus having positive effects towards the way they conceive their learning process. It might have been mainly through the badges given to students that they have learnt the core vocabulary and changed some of their behaviours. By naming the badges given to our students after the vocabulary which is taught during our lessons, learners have dealt with that vocabulary without having the feeling they are studying or revising it, which might have helped lower their possible anxieties towards the given vocabulary and become more motivated to learn the words they are asked to learn. Conversely, the rewards are not only related to the lexicon they have to learn, but also to the educational project of the centre and its annual plan: One of the biggest concerns the educational centre has, and which I have been able to witness in class, is absenteeism (of an average of 25 students who had been enrolled in the course, only 15 have assisted regularly to class during the academic year). Students are also used to using their phones, not participating in activities or disrespecting each other and the teachers. For this reason, I have tried to change aspects of their behaviour through one of the many features that gamification contains: rewards.

- a. For coming to class, students are given an “*ice-cream*”, which they can exchange later in the exam for +0.1 in the writing part.
- b. For participating students are given a “*cake*” which they can exchange for questions they can ask the teacher when taking the exam (they can only collect three).
- c. For winning in games they are given a “*brownie*” which they can exchange for +0.1 in the vocabulary section of the exam.
- d. A “*lychee*”, which they can exchange for +0.1 in grammar, is given if they do not use their phones.
- e. And a “*smoothie*” is given if they behave properly and which can be exchangeable for a +0.1 in the reading part of the exam.

These rewards are stickers given to students. The sheet with these instructions can be found on page 79.

It is important to emphasize that these badges reward the efforts students make in a positive way. These rewards are always positive. No penalties or punishments are

given to students using rewards and they cannot be removed either. Once these badges are acquired by students they belong to them. The only punishment with this reward system is precisely not getting the badges because students have not done what they were asked to.

Conversely, the badges have been created to help mainly those students who present more demotivation and low levels in the class, providing them with points for not using their phones or coming to class: In a gamified classroom, objectives “must be realistic, achievable, explicitly stated and include metrics for success” (burke, 2014, p.107). Taking into account those students whose levels are low or students whose levels are very high is really important when it comes to use any reward system, as Solarz (2015) explains:

points, badges and rewards can feel great-when you're earning them. But not all students earn enough points or badges or rewards to feel like they have won. [...] In a classroom filled with extrinsic motivators, these students get worn down. [...] in contrast, students who receive high marks despite low effort learn that school is easy, in their minds, focusing on improvement is unnecessary (p.81)

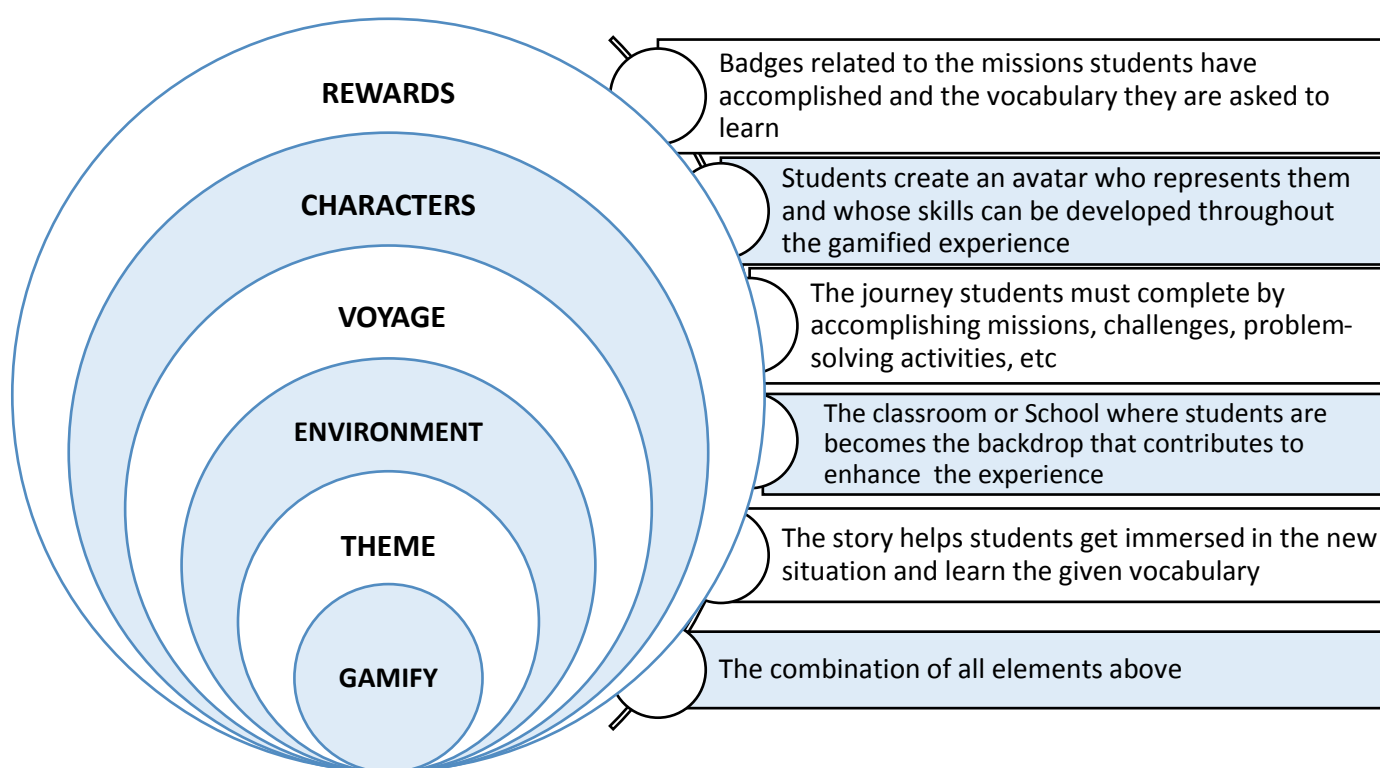
On the other hand, the badging system does not only promote the changing of students' behaviours or their motivation: “badges can represent a roadmap of students' achievements similar to a résumé” (Matera, 2015, p. 97). This might become really helpful as an instrument to assess students' through a formative evaluation.

Another important aspect to point out is that through these badges students have been able to learn certain vocabulary seen in the unit, as words such as “*ice-cream*”, “*brownie*”, *cake*”, “*lychee*” and “*smoothie*” all belong to the core vocabulary they have been asked to learn. It could also be affirmed that most of the students have changed their behaviours, as most of them have used their phones with much less frequency, have participated more often in class and have attended to class more regularly. Moreover, I believe students have been “*engaged on an emotional level thanks to gamification*” (Burke, 2014, p.23) as at the end of my internship I have been given a real “brownie cake” which was one of the desserts they could exchange for more points in the exam. All this could also help validate the theory that vocabulary can be learnt through game-based learning and gamification, as both approaches could help

students change behaviours by means of emotional engagement and motivational experiences which could remain in their long-term memory.

The graphic in table 1., summarises what has been previously mentioned, and attempts to justify the use of gamification as a way that might help learners not only to acquire words in a more motivating and natural way, but also to retain those words in their long-term memory, being able to use them in different contexts and situations in their future.

Table 1. *Description of gamification elements.*



As teachers, we could either use the textbook to teach vocabulary and ask students to memorise it, or we could “build coursework through the eyes of a game designer and provide (ourselves) with the insight necessary to create a new world of learning” (Matera, 2015, p.12) developing stories which could help learners immerse in situations where words are learnt in a more natural way, contributing to the contextualization and integration of the given lexicon in a way which might be comparable to the acquisition of their mother tongue.

Even though I have argued that some teachers and educators do not perceive educational rigour in games and gamification, as they may believe that the use of the textbook, tests or exams should be present in every class so as to help students meet the standards in a more mature and efficient way, the fact is that both games, books and exams share characteristics similar to those of game mechanics: both have points, levels, cheats, and allow students or players to develop over time through completing challenges or activities successfully (Matera, 2015).

Points are not only found in games as, for example, the EXP or Experience Points used in role-playing videogames (RPGs) “to quantify a player's progression through the game” as defined by *technopedia.com*, they are also obtained in exams and the tasks and activities students are assigned to do, or developed in a clear and specific way in the objectives established in the rubrics teachers and educators use to assess students.

The levels acquired in a language, usually differentiated in elementary, intermediate and advanced, can be achieved through, for instance, the effort made and the time spent by learners, something similar to the upgrading system of videogames, where players level up due to their persistence and accomplishment of certain missions or tasks. Similarly, we could claim that both players and students usually progress in the game and their learning process in a gradual manner, acquiring the skills and experience needed to continue in the following stages in a more comfortable and less anxious way. This is often taken into account by videogame developers, as they might not provide players with all the elements they must know and interact with in games at the first stages, because they understand this could result in players' disengagement and demotivation, giving up on the game and investing their time in other activities if they feel they cannot be successful no matter how hard they try. This may be also borne in mind by teachers who care about their students' progress. For instance, we could claim that learners should know the past participles of verbs so as to be able to use them in third conditional sentences, because if learners had not acquired such experience or skill, they might find it difficult to use them in such sentences. This could also happen with vocabulary, as learners of a foreign language might find certain difficulties when interacting with other speakers if they had not learnt the terms they need to do so. We could say that it would be difficult to give someone directions if we had not studied

terms such as “*left*”, “*right*” or “*straight*”, or we could find problems when informing doctors where we feel pain if we had to speak to them on the phone and had not learnt the parts of the body.

Moreover, when students of a foreign language acquire a new level, they can obtain a certificate to prove so, which recognizes the student as an elementary, intermediate or advanced user of the target language, something of which learners can be proud and at the same time use to “exchange” for a reward, like for instance, the application for a job or a university. In this sense, the learning of a language can be compared with a game, due to the fact that players also level up and obtain rewards, a compensation which they can also exchange for something they long for in the game.

Regarding the “cheats” in videogames as well as in the learning of languages, there are different ways in which players and learners can use “shortcuts” or “tricks” to make their learning of a language easier, more fun or quicker. It has been previously mentioned that when a L2 is learnt, we can use our L1 to make analogies and establish connexions to learn terms of the target language faster and in a less anxious manner. That might be considered as a “shortcut”. But there may be other “tricks” or “cheats” in English, for example, it is usually explained that the utilisation of “*since*” and “*for*” together with the present perfect can show certain patters which are usually repeated, as their use often depends on the adverbs which appear on a sentence. This way sentences which have the term “*last*” will go with “*since*”, whereas sentences which contain “*weeks*” or “*ages*” will use “*for*” as in the following sentences: “*I haven't seen you since last night*” or “*we haven't eaten for ages*”. Students could use such rule or trick when facing a multiple choice or fill in the gaps activity.

Moreover, students are told that with the present simple tense affirmative verbs take an –s or –es when they are used with pronouns *he*, *she* or *it*. This could be a trick students could learn when asked to fill in the gaps or choose from multiple choice activities, even though it might be criticised for being a mechanic action, it might help lower anxieties in some students. Furthermore, they could also learn that verbs do not take this –s or –es if they are followed by a modal verb, such as a “*can*” or “*might*”, this way, students would know that in a sentence like “*he speaks many languages*” the verb in the first sentence takes an –s whereas in the sentence “*he can speak many languages*” the verb does not take an –s as it is followed by a modal verb. When

teaching this, we could again refer to the students' L1 if it shared these characteristics with the target language, and we could make the necessary analogies if they helped students understand these rules, claiming that for instance, in both Spanish and English a verb followed by a modal verb is not conjugated and takes the base form, just as it does in Spanish: “*Él habla muchas lenguas*” vs. “*Él puede hablar muchas lenguas*”. Perhaps, comparing both languages, such as in this case, might help students understand better how the target language works and thus, it might help learners to learn the language in a more comfortable and less anxious manner.

For all these reasons we could affirm that both tests or textbooks and videogames share many characteristics, as both have points, levels, cheats, and allow students or players to develop over time through the successful completion of challenges or activities. We could affirm that it is through exams, final grades, teachers' feedback, the use of the portfolio or the own reflection of students that they might see an improvement in their progress as learners, but that this progress might be similar to the progress a player undertakes in a videogame, as both games and books share these characteristics and similarities.

After all the aforesaid, it could be claimed that the contents of the book, the objectives of the curriculum and the learning standards might be taught through games as they might be easily be implemented in class without affecting negatively the learning needs of the students: “teachers can be the fun teacher and teach (students) great content. They can have rigorous instruction taking place in a fun classroom” (Rollins, 2016, p.9).

3.3. Games carried out in class

The games applied in the classroom have been done to engage students in the learning of the vocabulary that appears in the didactic unit “*The Chef Recommends*”, which counts with terms related to the desserts and the utensils usually used to prepare them as well as the verbs needed to describe the actions carried out to prepare such desserts. The games are described on the following pages:

a) “Would you Like to Have a Dessert?”

Title	<i>“Would you Like to Have a Dessert?”</i>
Time	20 minutes.
Description Of the game	<p>In groups of four or five, students sit around a table, except for one who becomes the waiter or waitress, the rest are the guests. Like in a restaurant, the waiter or waitress has to ask the guests what they want to have for dessert. Guests must ask what is on the menu and reply saying they either don't like an ingredient of a dessert or are allergic to it. Waiters then have to recommend a different dessert or explain to guests that certain ingredients can be changed.</p> <p>The students are given a model example like this one:</p> <p>Waiter: <i>Would you like to have a dessert sir/madam?</i> Guest 1: <i>Yes, what do you recommend?</i> Waiter: <i>Our homemade tiramisu is fantastic!</i> Guest 1: <i>But tiramisu has amaretto in it and I don't like amaretto</i> Waiter: <i>If you don't like amaretto I suggest you try our homemade brownies</i> Guest 1: <i>Ok, thanks!</i> Waiter: <i>and you sir/madam?</i></p> <p>All students (guests) would have to participate interacting with their waiter or waitress.</p>
Key Competences	Linguistic competence (spoken interaction), social and civic competence, cultural awareness and expression.
Rewards	Students are given a cake if their participations in class are meaningful and if they make no important mistakes when speaking (as they have had the chance to prepare what they are going to say).
Game methodology	Role-play (students behave as if they were at a restaurant ordering desserts) Cooperative (students do not compete to see which team performs better).
Vocabulary	<p>The vocabulary is related to the desserts and taken from the book <i>Ready to Order (Iñiesta, Iglesias & Baude, 2002)</i>, However we have taken into account desserts of other countries so as work on their cultural awareness.</p> <p>The vocabulary is the following:</p> <p><i>baklava – mochi – gelato – sachertorte – koeksisters – crème brûlée - Crème caramel – mousse – ice cream – cake – cookies/biscuits – yoghurt – milk shake – apple pie – pancake/crêpe – brownie – trifle – jelly – cheese – fruit salad</i></p>

b) “Augmented Reality”

Title	“Augmented Reality”
Time	20 minutes.
Description of the game	<p>This game has been played in teams of four or five students. One member of the team has been asked to download “HP Reveals” in the mobile phone. An app necessary to play the game.</p> <p>Numbered cardboards have been placed around the walls of the classroom, with encrypted messages like the ones below:</p> <p>1 ♦□□♠♣ ■ ♦□□□■</p> <p>2 ♦✕□♣ ♦≈≈✕•&</p> <p>3 ○□◆●♠</p> <p>Students, in groups, have had to put their phones next to the cardboards to see a picture “popping out” in their phone screens. This vocabulary game relates to augmented reality, “a technology that superimposes a computer-generated image on a user’s view of the real world, thus providing a composite view” (Google.Dictionary.com.) After that they have had to recognize the picture and write it down in a given worksheet. In the example above the students would see pictures representing the words “wooden spoon”, “wire whisk” and “mould” on their phone screens, which are related to the utensils they need to learn as vocabulary for the unit.</p>
Key Competences	Linguistic competence (reading and writing), digital competence, social and civic competence.
Game methodology	Cooperative (students need to help their teams to write all the words in the worksheet and guess the pictures correctly) competitive (students compete against other classmates to write all the words first) and learner-centred (students find the answers working cooperatively without asking the teacher doubts during the game).
Rewards	The winners get a brownie and all players a lychee (a brownie for winning in the game and a lychee for using their phones with educational purposes only). They are also given an ice-cream for coming to class and a smoothie if they behave properly.
Vocabulary	Related to utensils needed to elaborate desserts and taken from the book <i>Ready to Order (Iñiesta, Iglesias & Baude, 2002)</i> : Bowl – mould – wire whisk – wooden spoon – grater – frying pan – saucepan – skimmer – ladle – colander – scissors – chef’s knife – potato peeler

c) “Kahoot and Jeopardylabs”

Title	<i>“Kahoot and Jeopardylabs”</i>
Time	15 minutes each time (“Kahoot” was played twice and “Jeopardylabs” once).
Description of the game	<p>“Kahoot” is an online classroom game that students join using their smartphones to answer questions which can be previously designed by the teacher.</p> <p>“Jeopardylabs” on the other hand transforms the class into a quiz show, in which students have to answer questions related to categories provided by the teacher (desserts, past simple, spelling, utensils, countries, etc.) This app gives groups points for each correct answer, giving more points as questions become more difficult.</p> <p>The “Kahoot” activity has consisted on providing an image with four options to answer, a multiple choice exercise where students have had to answer correctly to show they know the word for the picture.</p> <p>“Jeopardylabs” on the other hand, has been used to test all the vocabulary and grammar structures students have seen in class, and has been done a day before the exam so as to help them revise the contents on which they have worked.</p>
Key Competences	Digital competence, social and civic competence, linguistic competence (reading and spoken interaction).
Game methodology	Cooperative (students work in their teams) competitive (students compete against other teams) learner-centred (the teacher does not often provide help letting students discover knowledge on their own).
Rewards	The winners get a brownie and all players a lychee (a brownie for winning in the game and a lychee for using their phones with educational purposes only). They are also given an ice-cream for coming to class and a smoothie if they behave properly.
Vocabulary	All the vocabulary students have had to deal with in the learning situation as well as new verbs related to cooking such as: <i>stir - peel - cut - strain - bake - whip - grate - serve - skim - mix</i>

d) “Guess the Dessert”

Title	<i>“Guess the Dessert”</i>
Time	24 minutes (6 minutes for each of the 4 groups).
Description of the game	<p>Students are given a set of different flashcards with a picture of a dessert in it. In teams of four or five, one student is asked not to see the flashcard and guess the dessert by understanding the definitions the other members of the team provide. In turns, each team has to explain the dessert to the team member who has not seen it. They are given two minutes and at least three members of each group have to participate.</p> <p>Students can say where the dessert comes from, the price they are usually given, its ingredients, its colours, the way they taste or smell, whether they are healthy or unhealthy, the utensils used to make them etc., but they cannot say its name or mention ingredients if those ingredients are part of its name (for example apple pie).</p>
Key Competences	Social and civic competence, linguistic competence (listening comprehension) cultural awareness and expression.
Game methodology	Cooperative (students work in their teams), competitive (students compete against other teams) and learner-centred (the teacher provides help to students who need it).
Rewards	The winners get a brownie. They are also given an ice-cream for coming to class and a smoothie if they behave properly.
Vocabulary	<p>The vocabulary is related to the desserts students are asked to learn and taken from the book <i>Ready to Order (Iñiesta, Iglesias & Baude, 2002)</i>: <i>baklava – mochi – gelato – sachertorte – koeksisters – crème brûlée - crème caramel – mousse – ice cream – cake – cookies/biscuits – yoghurt – milk shake – apple pie – pancake/crêpe – brownie – trifle – jelly – cheese – fruit salad</i></p> <p>In this game we also include vocabulary related to Canarian desserts like: <i>Bienmesabe - Frangollo - Rapadura – Mousse de Gofio – Trucha Canaria</i></p> <p>As they are desserts students have to know and be able to speak about because they are related to the occupational domain or job for which they are getting prepared.</p>

e) “Find the Answer”

Title	<i>“Find the Answer”</i>	
Time	10 minutes (the countdown is projected on the board).	
Description of the game	Students are given a worksheet with 10 sentences which are related to other 10 sentences that are found in pieces of cardboard. In teams, students have to find the two pairs of sentences that match and write them down on the worksheet.	
	The sentences they have to match are the following:	
	1 Good evening! Are you ready to order?	Yes, we’d like to have a tiramisu please!
	2 I’m allergic to nuts!	If you’re allergic to nuts, you shouldn’t eat our walnut pie
	3 What about you madam? Our homemade ice-creams are very good	I can’t eat them, I have lactose intolerance
	4 Enjoy your desserts! I’ll be back with the coffee!	Thank you!
	5 What is that?	That is a dessert trolley. Some restaurants display non-frozen desserts like cakes there for the guests to see them and make their selection
	6 If you like chocolate you should try our speciality of the house, Sachertorte	Ok, but I don’t like Sachertorte, it’s got lots of chocolate
	7 Where is the spoon?	It’s on the table in front of you, are you blind?
	8 How much is the Hazelnut Crème Brûlée?	It’s 5.50 euros, please!
	9 What’s the problem?	There is a hair in my soup!
10 Where are the toilets?	Over there, opposite the kitchen	
Key Competences	Social and civic competence, linguistic competence (reading comprehension)	
Game methodology	Cooperative, competitive and learner-centred approaches to learning.	
Rewards	The winners get a brownie. They are also given an ice-cream for coming to class and a smoothie if they behave properly.	
Vocabulary	Vocabulary they have already learnt and seen in context. This activity is carried out as revision of the contents students have previously seen and is one of the last activities of the didactic unit.	

f) “Conditional Vocabulary”

Title	“Conditional Vocabulary”
Time	20 minutes.
Description of the game	<p>A sentence using zero conditional (a sentence structure students can learn so as to give recommendations to customers) is written on the board. The sentence is related to the didactic unit students are dealing with. It is also analysed syntactically in a simple manner. Like the example below:</p> <p style="text-align: center;"> If <u>you like strawberries</u>, I can recommend <u>you our strawberry cake</u> subject - verb - object subject verb object1 object2 </p> <p>Each student is asked to change only one element of the sentence, subject, verb or object, but always trying to make meaningful sentences. If the next student changed strawberries for chocolate, like this:</p> <p style="text-align: center;"> If <u>you like : chocolate</u> I can recommend <u>you our strawberry cake</u> subject - verb - object subject verb object1 object2 </p> <p>The next student could either change the object “strawberry cake” for “chocolate cake” or change the verb into the negative form “don’t like” so as to make sentences like:</p> <p style="text-align: center;"> If you <u>don't like chocolate</u> I can recommend <u>you our strawberry cake</u> subject - verb - object subject verb object1 object2 </p> <p style="text-align: center;"> If you like : <u>chocolate</u> I can recommend <u>you our chocolate cake</u> subject - verb - object subject verb object1 object2 </p>
Key Competences	Social and civic competence, linguistic competence (reading comprehension).
Game methodology	Cooperative (students do not compete but try to make as many sentences as possible) non-competitive (there are no winners).
Rewards	Students are given a cake for participating in the game and an ice-cream if they come to class. They can also obtain a smoothie if they do not misbehave.
Vocabulary	Students show they understand the vocabulary they have learnt by using it in context.

g) “A Special Cake”

Title	<i>“A Special Cake”</i>
Time	15 minutes (we use a smartphone to play a countdown as the board is being used to play the game).
Description of the game	<p>This game is based on the popular and traditional game “<i>Hangman</i>” but students are asked to build a cake with layers made with cardboard and stick them on the board. Each group is given a space to do so on the board. As in the game “<i>hangman</i>” students have to guess letters of a word until they discover what the word is.</p> <p>In groups of four or five, one student stays next to the board where he/she builds the cake, the others remain seated and try to guess the word by saying letters. Each team says a letter. For each letter a team guesses, they can place one layer of their cake. If a team guesses the complete word, they can either place two layers on their cake or take out a layer of another group. The winners are those who complete the cake by building ten layers.</p> <p>The teacher will choose the word students have to guess and will also stay on the board to write the letters students guess.</p> <p>No help is given by the teacher and students are asked to respect other teams’ turns.</p>
Key Competences	Social and civic competence, linguistic competence (spoken interaction, reading comprehension and spelling).
Game methodology	Collaborative (in their groups students have to decide which letter they will say and agree on the word it is if they think they know) competitive (students compete against the other groups) learner-centred (the teacher does neither participate in the game nor help students guess the word, but if students had a problem guessing one word, the teacher could help them only by telling them on which page of the book that word can be found).
Rewards	The winners get a brownie. They are also given an ice-cream for coming to class and a smoothie if they behave properly.
Vocabulary	This activity is an open-book activity where students can look at the vocabulary of the unit to guess the word, so all the words that appear in the unit are valid and can be worked on, even though they have not dealt with them yet, as it is another way to learn new vocabulary.

h) “Play-Doh Dessert”

Title	<i>“Play-Doh Dessert”</i>
Time	Two lessons (55 minutes each) One lesson is dedicated to work on the dessert and another to explain the characteristics of the dessert to the other students.
Description of the game	<p>For the learning situation students have been asked to prepare a dessert speaking about its ingredients, the utensils used to prepare such dessert, step-by-step instructions on how to make them, and other aspects of it they might want to mention. It must be an original dessert, with an original name given to it, and students have been also asked to say where it comes from and price it. To do all this students have been asked to look for information about other desserts on the internet in order to create theirs, and have had to write the desserts they have researched and which have inspired them.</p> <p>The activity has been carried out in groups, assigning various tasks to the members of the groups. The members of the team take up roles such as: chef (in charge of sculpting the dessert with Play-Doh plasticine), waiters (in charge of writing about the dessert) and dishwasher (in charge of organizing the information, helping the other members of the group and creating a power point with information about the dessert, projecting pictures about it and explaining its main characteristics to the other students). At the end students have been asked to vote for the most original and best made dessert. The worksheet provided to students to do this can be found on page 86.</p>
Key Competences	Linguistic competence (all skills) social and civic competence, sense of initiative and entrepreneurship, digital competence, cultural awareness and expression.
Game methodology	Collaborative (students work in teams to make their desserts) competitive (students compete to become the Master Chef of desserts).
Rewards	All students are given sweets and candies as rewards for their work. Winners get two brownies for winning in the game instead of one.
Vocabulary	Ins this final task students have to work with all the vocabulary they have been dealing with during the unit.

4. Questionnaire given to students on game-based learning and gamification

This questionnaire has been given to a group of fifteen students of Hospitality in a secondary school in the outskirts of Santa Cruz de Tenerife, where I have implemented my didactic unit.

As it can be seen it is a mixture of a quantitative and qualitative questionnaire, where students have been asked to choose from multiple choice questions and at the same time justify some of their answers. The questionnaire has questions related not only to the use of games in class, but also to other questions which give plenty of feedback to teachers and could change their teaching approach, as well as students' behaviour.

The first two questions demand students about which skills of the language they consider are practiced less in class and which skill they consider should be practiced more often. The answers could serve as a feedback for me to change my methodological approach and use games in a more holistic approach.

The second question asks students which of the main games practiced in class has been more interesting and motivating for them to learn vocabulary. The answers to these questions may provide insight on which types of games can be more successful in class to teach vocabulary, either games where they have to write, competitive games, games where they have to cooperate, practice their listening skills, kinaesthetic games or visual games.

The third question asks students whether they think games are helpful for them to learn best vocabulary. Through students' answers we could analyse and reflect on why games may contribute in the students' learning of English terms with more efficiency.

The fourth question is related with the features of gamification which have been carried out in class. In the questionnaire students are asked whether they think the system of points they get for their accomplishment of certain tasks or their changes in behaviour can motivate them to learn better. The results of these questions might help validate the theory that gamification could have the power to change behaviours and motivate students to learn in a more positive classroom atmosphere.

The fifth question asks students about the tasks that have been more difficult for them to accomplish. This serves them to reflect about their own behaviour and interests,

and it might be useful for teachers to get to know better how students are in class and what they are most interested in.

The sixth question is related to a skill which might be important to be developed in class, working in groups. As I have been able to observe in class, many students have been reluctant to work with some of their classmates as they affirmed they did not get on well. These questions are useful for students to reflect on the importance of working in groups and for teachers who want to use games in class, as working in groups while playing games may contribute in the developing of multiple intelligences (Gardner, 2006) such as the intrapersonal and interpersonal intelligences, or key competences like the social and civic one.

The seventh question is also related to game-based learning and gamification in the sense that most games ought to be carried out in a learner-centred classroom, following a constructivist methodology, which is why students have been asked if this approach appeals most to them among three other methods that have been dealt with in this research: flipped-classroom and a more expository approach or teacher-centred method.

The eighth question demands students if they have found any problems when the didactic unit has been carried out in class, giving them possible options to choose from.

Finally the ninth question is an open question where students are asked to write any comments for the teacher to improve.

This questionnaire has been provided to students two days before I have finished my internship, when the didactic unit had already been implemented, and it has been written in Spanish, for the students, all of them Spanish speakers, to be able to understand and answer properly.

The open questions have been answered by students in Spanish, but a translation into English is provided between brackets.

The model questionnaire and an analysis of students' answers can be found on the next page, and on the following pages, I deal with each question in detail and analyse the percentages among the options students have chosen as well as their answers, providing explanations with my own reflections taking into account what I have observed during my internship, and the results they have obtained in the exam for the unit.

4.1 Model questionnaire

<p>1-. De las cuatro destrezas de la lengua (reading, speaking, writing o listening) ¿Cuál consideras que suele practicarse menos en tu clase? Elige solo una y escríbela en la casilla de abajo</p>			
<p>•</p>			
<p>¿Cuál crees que debería practicarse más? Escríbela en la casilla de abajo. Razona tu respuesta:</p>			
<p>•</p>			
<p>2-. De los juegos que se han hecho en clase durante esta unidad ¿cuál te ha gustado más? Elige solamente uno</p>			
<p><input type="radio"/> “Kahoot” and “Jeopardylabs” (actividad que se llevó a cabo usando las app “Kahoot” y “Jeopardylabs” para aprender vocabulario relacionado con la unidad)</p>	<p><input type="radio"/> Augmented reality (actividad en la que se debía usar el móvil para resolver mensajes encriptados viendo la imagen relacionada con el vocabulario)</p>	<p><input type="radio"/> A special Cake & Parachute Game (juegos basados en el ahorcado. En A special Cake el objetivo ha sido construir una tarta de 10 pisos mientras que en el Parachute Game el objetivo ha sido mantener al paracaidista el máximo de tiempo en el aire)</p>	<p><input type="radio"/> Play-doh Dessert (actividad en la que los estudiantes deben crear un postre único y moldearlo con plastilina)</p>
<p>3-. ¿Consideras que los juegos motivan al alumnado a aprender vocabulario en inglés? Elige 1 si no estás nada de acuerdo, 2 si no estás de acuerdo, 3 si estás de acuerdo y 4 si estás muy de acuerdo.</p>			
<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4</p>			
<p>4-. ¿Crees que el sistema de pegatinas para recompensar al alumnado funciona para motivarlo a hacer las tareas, comportarse bien, no usar el móvil, venir a clase y aprender vocabulario? Elige 1 si no estás nada de acuerdo, 2 si no estás de acuerdo, 3 si estás de acuerdo y 4 si estás muy de acuerdo.</p>			
<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4</p>			
<p>5. ¿Qué tareas te han costado más hacer? Elige dos</p>			
<p><input type="radio"/> 1 comportarte <input type="radio"/> 3. No usar el móvil <input type="radio"/> 5. Participar en los juegos</p> <p><input type="radio"/> 2. Venir a clase <input type="radio"/> 4. Participar en clase</p>			
<p>6.- ¿Consideras que los alumnos deben aprender a trabajar en grupo independientemente de con quién les toque? Elige 1 si no estás nada de acuerdo, 2 si no estás de acuerdo, 3 si estás de acuerdo y 4 si estás muy de acuerdo.</p>			
<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4</p>			
<p>7.- ¿Qué tipo de enseñanza-aprendizaje te gusta más y cual consideras mejor para adquirir vocabulario? Elige una</p>			
<p><input type="radio"/> 1 Expositiva: El profesor explica los conceptos durante la clase y los alumnos/as atienden</p> <p><input type="radio"/> 2. Constructiva: Los alumnos trabajan durante la clase (normalmente en grupo) con las herramientas que da el profesor. El profesor tan solo ayuda cuando es necesario y guía al estudiante</p>		<p><input type="radio"/> 3 Flipped-classroom: El profesor envía tarea a los estudiantes para casa, para que la tarea pueda ser corregida en clase y pueda debatirse sobre la misma también en clase.</p> <p><input type="radio"/> 4 Una mezcla de todas las anteriores</p>	
<p>8.- En esta unidad didáctica ¿Qué consideras que ha podido afectar negativamente a que se haya podido llevar a cabo eficazmente? Elige solo una</p>			
<p><input type="radio"/> El profesorado <input type="radio"/> El alumnado <input type="radio"/> Otros (escribe cual)</p> <p><input type="radio"/> El tiempo <input type="radio"/> El aula <input type="radio"/></p> <p><input type="radio"/></p>			
<p>9. - Escribe cualquier aspecto que consideres debe ser mejorado</p>			

4.2. Results of the questionnaire

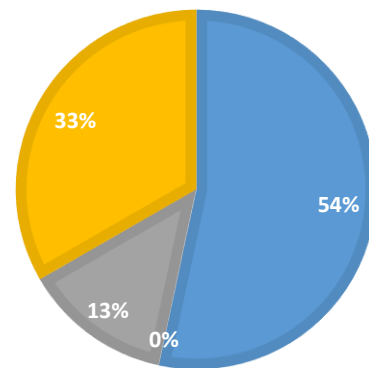
1. To question number 1.a): *which language skill (reading, writing, listening or speaking) do you think students practice the least in the English class?*

8/15 students have answered listening (54%)
5/15 students have answered speaking (33%)
2/15 students have answered writing (13%)
0/15 students have answered reading (0%)

As it can be seen in the chart, most of the students in this group (53%) claim that listening is the skill they practice the least followed by speaking (33%). This might happen in this class maybe because listening is one of the skills that can cause much anxiety if not worked on well, and could lead to disruptive behaviour due to the anxieties that might cause to students. Another reason not to work listening in class can be related to bad acoustics in the classroom or the malfunctioning of some tools used to work on it. Whatever the reason is, we can claim through the students' answers that they give more importance to the skills related to spoken interaction (listening and reading), and that this might happen because they know that the job for which they are getting prepared might require them to be able to interact more often when dealing with customers or guests in the future.

SKILLS PRACTICED

■ listening ■ reading ■ writing ■ speaking



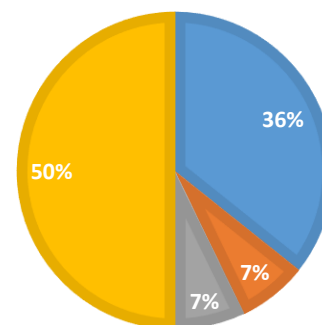
To question 1.b): *which skill do you think should be practiced more in class?*

7/15 students have answered speaking (50%)
1/15 students have answered reading (36%)
5/15 students have answered listening (7%)
1/15 students have answered writing (7%)

We can affirm then that even though most of the students claim that listening is the skill they practice the least, they think they should practice speaking more often. This might be due to the fact that they understand

SKILLS WHICH SHOULD BE PRACTICED MORE OFTEN

■ listening ■ reading ■ writing ■ speaking



that for the job they are getting prepared they might find more situations in which they ought to use the language orally, as they are being formed to become waiters and waitresses in the future. For this reason they might feel the skill they need to practice the most is speaking.

To justify their answers only 6 students have given their opinions:

5/6 students have answered that speaking should be practiced more in class, claiming the following:

- “Porque me parece más importante saber hablar y escucharlo” (I think it is more important to know how to speak and listen).
- “Se me quedan más las cosas” (I get things easier).
- “Porque me quedo más con las cosas” (Because I understand things easier).
- “Lo veo más útil para el futuro” (I see it more useful for the future).
- “Para practicarlo hablando” (To practice it through speaking).

1/6 student has answered to the question saying that listening should be practiced more because:

- “Solo lo hemos practicado en dos ocasiones y creo que hay que hacerlos más para desarrollar el oído y hacernos al acento” (We have only practiced it in two occasions and I believe we have to do them more to train the ear and understand the accent).

2. To question number two, related to the games played in class: *Which game have you enjoyed the most?*

Students have answered:

“Kahoot” & “Jeopardylabs” 8/15 (53%)

Augmented Reality 3/15 (20%)

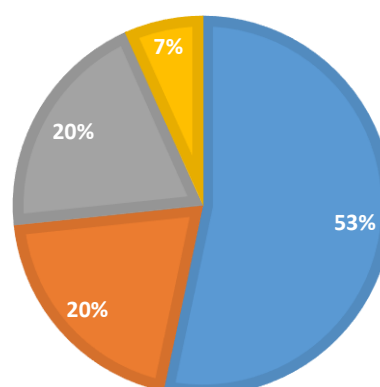
Play-doh Dessert 3/15 (20%)

A Special Cake 1/15 (20%)

We could affirm then that students seem to have enjoyed more modern games with which they have had to use their smartphones and compete against each other. This might be because this has not

GAMES ENJOYED

■ kahoot & Jeopardylabs ■ Play-Doh Dessert
■ Augmented Reality ■ A Special Cake



only been innovative for them, but also because for some it might have been attractive to see the use that technology can have towards learning.

3. To question number 3: *Do you consider games help student learn more vocabulary in English?*

Students have replied:

Seven strongly agree 7/15 (47%)

Seven students Agree 7/15 (46%)

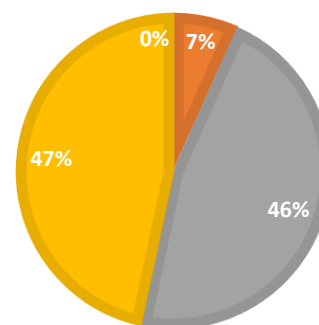
One student disagrees 1/15 (7%)

No students strongly disagree 0/15 (0%)

With this data we could affirm that most students believe they can learn vocabulary through the use of games in class. This data could help validate my theory that these two approaches, gamification and game-based learning might have a positive effect towards students when approaching the vocabulary they have to study

DO GAMES HELP TO LEARN VOCABULARY?

Strongly disagree Disagree
Agree Strongly agree



4. To question number 4: *Do you think the system with stickers to reward the student is useful to motivate them and learn more vocabulary?*

Students have answered the following:

Strongly agree 11/15 (69%)

Disagree 3/15 (19%)

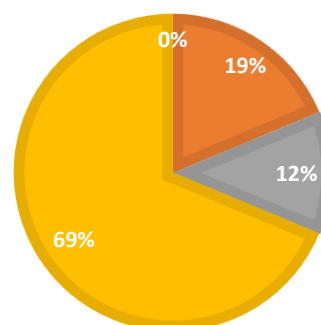
Agree 2/15 (12%)

Strongly Disagree 0/15 (0%)

Taking into account students answers we could say that most of them agree that the reward system can help to motivate them to learn English vocabulary in a more natural and contextualised way. This might have happened because they can have enjoyed the lessons and felt they have improved and changed their behaviours.

ARE REWARDS USEFUL TO LEARN VOCABULARY?

strongly disagree disagree
agree strongly agree



5. To question 5: Which task has been more difficult for you to do? (Choose two)

Students have claimed:

Not to use the phone: 8/30 (27%)

Come to class: 8/30 (27%)

Participate in class: 6/30 (20%)

Behave: 4/30 (13%)

Participate in games: 4/30 (13%)

We can see with the aid of this question that the tasks which seem to have been more difficult for students to accomplish are “coming to class” and “not using their smartphones”. Students might have answered this way because most of them have shown certain demotivation when it comes to learning English, claiming that even though some of them might need it in the future, in most occasions they might end up serving coffees and snacks, and they have said they would not be required or forced to know all the vocabulary or structures they are asked to learn if they are going to end up serving coffees.

The reason why it might have been difficult for them no to use their phones in class might be because they are still adolescents and may not see the importance of paying attention so as to learn the given vocabulary. Also, they might find more attractive what they see on their smartphones that what is being explained in class, if they do not work in a more learner-centred and engaging manner.

6. To question 6: Do you consider students have to learn how to work in groups even when they don't get on well?

Students have answered:

Agree: 6/15 (38%)

Strongly agree: 5/15 (31%)

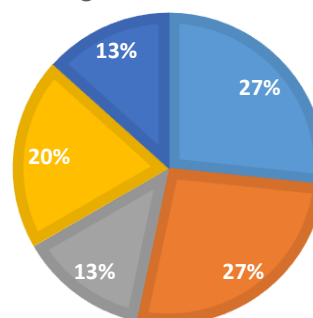
Disagree: 4/15 (25%)

Strongly disagree: 1/15 (6%)

Through the analysis of students' answers we can see how most of them agree on the importance of learning how to work in groups. Nevertheless, even though the majority of them agree on this

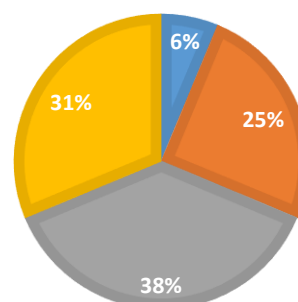
WHICH TASK HAS BEEN MORE DIFFICULT TO ACCOMPLISH?

- no to use the phone
- come to class
- behave
- participate in class
- participare in games



IS IT NECESSARY TO LEARN TO WORK IN GROUPS?

- strongly disagree
- disagree
- agree
- strongly agree



importance, most of them have had problems with working in groups. This might have happened due to several reasons, like competition, disruptive behaviour or because some students might not get on well with others.

7. To question number 7: Which teaching approach do you think is best to learn?

Students have answered:

Constructivist: 7/15 (53%)

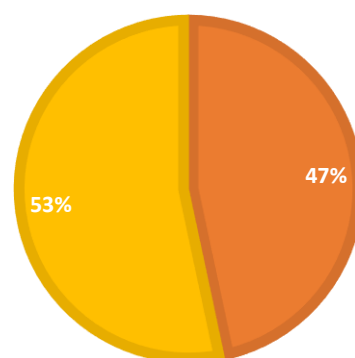
Expositive 0/15 (0%)

A mix of all of them: 8/15 (47%)

Flipped-classroom: 0/15 (0%)

WHAT TYPE OF TEACHING METHOD IS MORE USEFUL?

■ expositive ■ constructivist
 ■ flipped- classroom ■ a mix of all of them



Through the answers of students we can see how most of them agree in choosing a mixture of all methods as a way to learn English vocabulary, which is precisely what might be achieved through games and gamification, as both approaches as it has been previously said, make use of several ways of teaching so as to enable students expand their vocabulary in a more comfortable and less anxious way.

8. To question 8: What do you think might have had a negative effect during the learning situation?

Students have answered:

Student: 7/15 (47%)

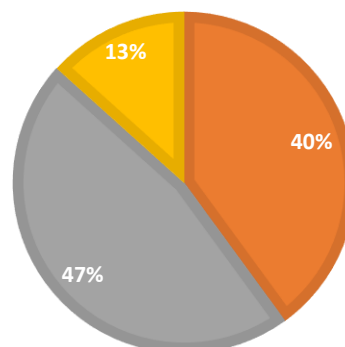
Time: 6/15 (40%)

Class: 2/15 (13%)

Teacher: 0/15 (0%)

WHAT CAN HAVE HAD A NEGATIVE EFFECT IN CLASS?

■ teacher ■ time ■ student ■ class



This question may serve two purposes. First it might help us to know which might have caused negative effects during the application of games in class, and second it has meant some feedback for students to know which aspects related to education ought to be changed.

9. Finally and to question number 9: Write about aspects you consider should be improved by the teacher

Only 6/15 have answered to the question while the rest 8/15 have written they have nothing to say.

Those who have written have claimed the following sentences

- *“El profe tiene que controlar la clase por ejemplo cuando hablan los alumnos y no se callan el profe tiene que decir algo” (The teacher should manage the class for example when students speak and aren't quiet the teacher should say something).*
- *“Estoy de acuerdo con todo me ha gustado como ha dado la unidad 10 enhorabuena Tex” (I agree with everything and I have liked the way the teacher has taught unit 10 congratulations Tex!).*
- *“Más exposición oral” (More oral exposition).*
- *“Deberíamos cambiar el comportamiento en clase para poder prestar más atención” (We should change students' behaviour in class so we can pay more attention).*
- *“La disposición por parte de los alumnos” (The disposition that students show).*

We could affirm that through the results of this questionnaire and the answers given by the students we may validate the theory that both approaches might be helpful when it comes to the teaching of vocabulary of a foreign language, as it may be through game-based learning and gamification that we can drive innovation (students have created a genuine dessert, speaking about its characteristics, its flavours, ingredients, prices, origins, etc., and have introduced it to the rest of the class); change behaviours (as by means of the badges students were asked to acquire they have used their phones with less frequency, have collaborated and competed in games and have participated more often and assisted more regularly to class) and develop the necessary skills in the language through a holistic approach (we have tried that students work the four skills of the language taking into account the key competences they have to acquire so as to become autonomous learners and full members of society).

Nevertheless, such a questionnaire may be inconclusive for several reasons. Among them we can affirm that many students have not answered all the open questions in the questionnaire, and thus, we do not count with enough data so as to generate and validate

the hypothesis. Moreover, perhaps not all students have interpreted what questions meant correctly or might not have given the questionnaire the importance so as to be honest with their answers. On the other hand, the only a small number of students who have taken the questionnaire, and the fact that some students have taken it when they have not attended the lessons regularly when the didactic unit was carried out, might not give their answers total validity. To be able to make a closer and more viable analysis, perhaps we ought to apply various instruments of evaluation such as the teacher's observation in class, students' results in the exams, or students' answers in the questionnaire.

If we analyse students' marks in the exam they took, which can be found on page 87, we could claim that a high percentage of them achieved outstanding marks (9/15 students got 9 and 10 out of 10); whereas others got very good marks (4/15 got 7 and 8 out of 10) and only two obtained a just passed (2/15 students got 5), however, such exams are only another assessment tool to check that students have learnt the given vocabulary, for this reason they may not be taken into account as a feasible method to show that learners have retained the vocabulary in their long-term memory or that they are able to use it in different situations in their future. Among the issues that exams present we can mention the following:

1. Due to the methodology which students followed since the beginning of the course, they took an exam which counted with the same exercises and activities found in the unit, without any type of modification. For this reason, some students might learnt the answers for some exercises by heart being able to answer correctly to fill in the blanks or multiple choice questions without much reflection.
2. The duration of the exam was 55 minutes, therefore, the exercises that can be found in it may not reflect all what was seen in class. The didactic unit was worked on 7 sessions (six hours and twenty-five minutes) for this reason, we cannot affirm that this instrument of evaluation is useful to tell how much vocabulary students learnt. This is just a summary of what students might have learnt.

3. Students took the exams in pairs, so those students who have a low level might have obtained good marks taking into account the partners they have taken the test with
4. The marks have been calculated adding up the points obtained through the badges, so we could claim that the mark in the exam does not reflect students' actual mark, but the combination of the marks they got in the exam and the points they obtained with the badges. For all these reasons the exam might not be a feasible method to validate this theory.

To improve the feasibility of students' results we should first see the exam as another tool to evaluate students. In order to know how much and how well students have learnt the given vocabulary we could do the following:

1. Change the model exam: The competency-based approach tells us that for students to be competent they have to be able to apply their knowledge to different situations. This might be difficult to achieve if students face exams which have activities that are identical to those done and corrected previously in class.
2. Change the duration of the exam if necessary: The exam could be taken in two sessions so as to be able to include more and different exercises than those students have practiced in class.
3. Supervise the exam taken in pairs and allow students to take it individually: It might not be sensible to perceive exams as the only instrument to assess students. As teachers, we might want to make use of a more formative evaluation. When taking exams in pairs, some students might help and explain exercises to others, pair-work may be really helpful when students help each other. Therefore, even if students obtain the same mark on the exam, if other instruments of evaluation are used and are given the same importance, students might obtain a different final mark.
4. Use more than one assessment tool: The most important way to know how much vocabulary students might have learnt may be precisely related to the using of more than one instrument to evaluate students. The final marks have been calculated taking into consideration not only students' marks on the exam, but also the points they have obtained through the badges acquired. These badges can be regarded as an example of formative evaluation, because

they are a résumé of students' progress and improvements, and so, they might and should be taken into account when grading students as well.

For all these reasons we could claim that through the observation in class, the results of the questionnaire, and the students' results in the exams they have taken after having completed the unit, I believe that both approaches (game-based learning and gamification) might have been useful to help the majority of students to learn English vocabulary.

5. Discussion and Conclusion

Throughout this research we have seen various methods which could enable students to expand the vocabulary of the English language learnt in class, taking into account the usefulness of terms for learners, the frequency of use of certain terms; the age of the learners; the time at which the learners live; the students' level in the language and the proximity of terms to the learners, as well as the importance which many learners might give to certain words, the time with which teachers usually count in the English Classroom to teach such terms, and the easiness with which some words might be learnt, in relation to the analogies that can be made between the target language and the L1 or other languages learnt by the speaker. We have reached the conclusion that both gamification and game-based learning could contribute to a more holistic, effective, motivational and faster way to learn the vocabulary of a target language, due mainly to the motivating effect which both approaches can have towards the teaching and learning process of the lexicon in English.

It might be through games and gamification that we can help the students to explore, cooperate, compete, discover, participate, change behaviours, improve certain attitudes and develop skills such as empathy, confidence, creativity, curiosity, interaction, etc., without forgetting, of course, that these approaches might also help learners to learn and expand their vocabulary in a more comfortable, fun, engaging, faster and less anxious manner. This might happen because through games we can make use of several teaching approaches, such as the constructivist approach, in which students learn by building and scaffolding their own knowledge. There are many key competences that could be developed through this approach as well, such as the social

and civic competence, as long as students are taught how to work and collaborate in groups properly. Additionally, students might find in these lessons more possibilities to interact and use the target language, which is highly important in a L2 classroom.

However, we might claim that depending on students' motivations, interests or their learning styles, the way they might respond to game-based learning and gamification might be different from one another. Among the fifteen students who have taken the course, we could mention a few for which games have not been motivational, especially those students who have shown certain reluctance to playing games. This might have happened because of the perception that some students may have about games, which might be similar to that of some teachers and educators as well and which describes games as just for fun. It can also occur because to participate in most games students have been asked to work in groups, to solve problems and socialise in teams. Perhaps they have not been used to this teaching approach or some of them did not want to work with people they did not get on well.

On the other hand, even if it is true that some elements of gamification might have served to change students' behaviours and drive innovation, for some students the badging system has not seemed to be enough to become motivated. Some of them have affirmed that instead of obtaining stickers which represent desserts, they should have been given real desserts. Moreover, even though badges have had the purpose to improve students' marks in the exam, some of them have not seemed to be convinced by the utility of them, as they did not show any initiative to get good marks since the beginning.

Perhaps this lack of motivation is due to the fact that this subject does not present any challenges for students, as they are not required much effort to succeed in it. The exams students have taken so far show the same activities which can be found in the unit they have dealt with, and such exercises have been corrected in class, so in theory, rote learning should have been sufficient for most students to pass exams without much effort. On the other hand, taking into account that exams have meant for these students the evaluation tool which allows them to pass the course, they might have only been concerned with passing the exam but not with their learning process. Likewise, this lack of motivation might have also been seen in students' affirmations

when they say that they do not see any utility in learning so many English terms if they are going to end up serving coffees and snacks are bars or restaurants.

It is necessary, therefore, to recognise the fact that even if it is important to try to reach all students, there are certain aspects that may be beyond teachers' control, such as the context where students live, the situations they might live with their families or their personal experiences, as well as their motivations and the way they perceive the utility of their learning, which can have a greater impact on the way they behave and the way they respond to teaching and learning.

In the case of this educational centre we could claim that students make up a very heterogeneous group, and that students who have taken the course on hospitality come from very different social, economic and cultural backgrounds, ages, and levels of English. For this reason, reaching all students through these approaches have been a difficult task and in some cases might have not worked successfully.

For these reasons, we could claim that both game-based learning and gamification, applied properly in class, might foster and expand the vocabulary of a foreign language in most students, thanks to the creation of situations which serve as an aid for students to be able to recall the vocabulary learnt in class and retain it in their long-term memory, enabling students to use the acquired lexicon in different situations in the linguistic domains they could be surrounded in the future. Nevertheless, it is important to acknowledge the fact that this course on hospitality is somewhat limited to the occupational domain of the language, therefore, we are not able to demonstrate that students are capable of using the vocabulary learnt in different domains. Conversely, we could claim that game-based learning and gamification are not approaches that can reach and seem useful for all students because, as it has been previously commented, students' predispositions and motivations are highly affected by situations that might be beyond our control. In general terms, however, we could say that both approaches seem to have helped the majority of students to change some of their behaviours and learnt the lexicon given

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7. Appendices

Appendix 1: Didactic Unit “The Chef Recommends”

Write your name here: _____					
Para la tarea de speaking final y para las actividades grupales durante la unidad 10, se harán grupos de 3 ó 4 personas. Escribid vuestros nombres en las casillas de abajo (los grupos serán siempre los mismos)					
Group members:					
	If this picture is next to an activity, this activity is likely to appear in the exam				
Stickers					
Stickers	CAKE	SMOOTHIE	BROWNIE	ICE-CREAM	LYCHEE
					
	For participation	For being polite in class	For winning games	For coming to class	For not using your phone
	Participate in class raising you hand and answering correctly the questions You can only collect one per class and three during the whole unit	The teacher will give students these stickers when they behave properly. You can collect only one per class	The teacher will give students one when they win a game You can collect as many as you can	If you come to class, the teacher will give you an ice-cream	If you don't use your phone (unless you use it for educational purposes) the teacher will give you this sticker
Ask questions in the exam	+ 0,1 reading	+0,1 vocabulary	+ 0,1 writing	+0,1 grammar	
Stick your stickers below					
Si en el examen tuvieras la máxima nota en alguna destreza, por ejemplo un 3 en vocabulario (siendo 3 la máxima nota), y te sobran stickers, se usarían para subir la nota final, pero cada una pasaría a valer la mitad (0,05)					
Por favor, conserva esta hoja hasta el examen y tráela siempre a clase o no podrás usar estas ventajas					

Culture: desserts in the world

Unit 10



The chef recommends Desserts

1.a) Read the texts below and choose the dessert and country it refers to

The best dessert in 8 countries all over the world

Crème Brûlée – Baklava – Mochi – Sachertorte – Koeksisters – Dragon Beard Candy – Gelato - Tarta de Santiago

Spain – Japan – Turkey – France - Italy – China – Austria – South Africa

1	It is a candy characterized by a "rich, sweet flavour" with a threaded, chewy texture. Its appearance resembles that of a white cocoon or pillow shape. It has a high sugar content. This candy has a very short shelf life. Many people eat it as a snack in some parts of Asia
2	It is a style of ice cream that originated in Italy. It is made with a base of milk, cream, and sugar, and flavoured with fruit and nut purees and other flavourings. It is generally lower in fat than other styles of ice cream
3	Also known as burnt cream or Trinity cream, it is a dessert consisting of a rich custard base topped with a contrasting layer of hard caramel. It is normally served at room temperature. The custard base is traditionally flavoured with vanilla, but can have a variety of other flavourings.
4	It is a rich, sweet dessert pastry made of layers of filo filled with chopped nuts and sweetened and held together with syrup or honey. It is characteristic of the cuisines of the Levant, the Caucasus, Balkans, Maghreb, and of Central and West Asia.
5	It is a traditional dessert in South Africa made of fried dough infused in syrup or honey. The name derives from the Dutch word "koek", which generally means a wheat flour confectionery, also the origin of the American English word "cookie", and the word "sister"
6	It is an almond cake or pie from Galicia with origin in the Middle Ages. The Galician name for cake is Torta whilst it is often referred to Tarta, which is the Spanish word. The filling principally consists of ground almonds, eggs, and sugar, with additional flavouring of lemon zest, sweet wine, brandy, or grape marc, depending on the recipe used.
7	It is a specific type of chocolate cake, or torte, invented by Austrian Franz Sacher in 1832 for Prince Wenzel von Metternich in Vienna, Austria. It is one of the most famous Viennese culinary specialties.
8	It is Japanese rice cake made of mochigome and rice. The rice is pounded into paste and moulded into the desired shape. In Japan it is traditionally made in a ceremony called mochitsuki. While also eaten year-round, It is a traditional food for the Japanese New Year and is commonly sold and eaten during that time.

Dessert	Country	Dessert	Country
1	China	5	Tarta de Santiago
2		6	
3		7	
4		8	

1.b) Put the stickers next to the right word

Gelato Baklava Sachertorte
 Mochi Koeksisters Crème Brûlée



2.a) Watch the scene and choose the right option



https://www.youtube.com/watch?time_continue=21&v=tGxxl7LOe_4

1. Where are the people?
a) at a café b) at a park c) at the beach
2. The waiter suggests
a) raspberry sorbet b) strawberry sorbet c) chocolate sorbet
3. The woman wants something
a) sour b) light c) sweet
4. Only one man has
a) a moustache b) a shirt c) trousers
5. The woman wants to have a bit of
a) a lemon sorbet b) Thomas's tiramisu c) Sachertorte



2.b) Listen again and write T for true and F for false

- | | |
|---|--------------------------|
| a) Sachertorte is an Italian strawberry cake | <input type="checkbox"/> |
| b) The raspberry sorbet is refreshing and light | <input type="checkbox"/> |
| c) The tiramisu is an Italian speciality | <input type="checkbox"/> |
| d) The tiramisu contains amaretto | <input type="checkbox"/> |
| e) The customers have different desserts | <input type="checkbox"/> |



Look at the box and learn
dishes

Recommending

If you	like	Soup	I (would) suggest	The onion soup
		Cheese	(you try)	The cheese sauce
		chocolate	I (can) recommend	The chocolate mousse



3.a) Play the vocabulary game



(<https://play.kahoot.it/#/k/4e4bf0a9-319b-4c67-bad6-ade295acebf0>)



3.b) Complete the sentences with the right words below

fruit salad – yoghurt – brownie – ice cream – cheese

1. If you like healthy food I would recommend the _____
2. If you don't like milk, you shouldn't try the _____
3. If you like chocolate, I can recommend you the _____
4. If you like something cold, you should try the _____



3.c) Read, choose the right option and follow the example

1. Jan would like something without milk
a) ice cream b) raspberry sorbet c) milk shake
→ Example: if you don't like milk, you should try the raspberry sorbet
2. Ian doesn't like chocolate
a) Sachertorte b) brownie c) nuts
→
3. Ian would like something light
a) lemon sorbet b) strawberry cake c) cheese
→
4. Jan is allergic to nuts and apples
a) apple pie b) pistachio ice cream c) vanilla ice cream
→



3.d) Match the sentences. There is one example.



- | | |
|---|---|
| 1. If you are allergic to nuts <u>c</u> | a) You should go for our strawberry sorbet |
| 2. If you don't like chocolate ___ | b) You shouldn't eat the tiramisu |
| 3. If you don't like liquor ___ | c) You shouldn't eat our peanut mousse |
| 4. If you like strawberry ___ | d) You shouldn't eat our trifle made of cookies |
| 5. If you don't like biscuits ___ | e) You shouldn't try our Sachertorte |
| 6. If you like something fresh ___ | f) You should try our pinna colada |

4 a) Match the words in the box to the picture




Crème caramel – mousse – ice cream – cake – cookies/biscuits – yoghurt – milk shake – apple pie – pancake/crêpe – brownie – waffle – jelly – lychee – fruit salad

						
1.	2.	3.	4.	5.	6.	7.
						
8.	9.	10.	11.	12.	13.	14.

4.b) Write the words in the correct sentence

Pancake – sorbet – ice cream – fruit salad - cake



- | | |
|---|---|
| 1. Lots of people have a _____ at birthday parties |  |
| 2. I'm trying to lose weight, that's why I usually eat _____ as a dessert | |
| 3. Lots of people have _____ in the USA in the morning | |
| 4. This dessert is really light and refreshing. I love _____ | |
| 5. I love _____ but I never eat in Winter. Only in Summer | |

5. Watch the scene and choose the right option

https://www.youtube.com/watch?v=tGxxl7LOe_4&t=11s 

- | | | | |
|-----------------------------------|----------------------|----------------------|-------------------|
| 1. What's Ms Doubtfire doing? | a) cooking | b) sleeping | c) singing |
| 2. She isn't wearing any | a) shirt | b) gloves | c) skirt |
| 3. What's her problem? | a) she wears glasses | b) wrong ingredients | c) the food burns |
| 4. She asks for take away food at | a) Osaka | b) China East | c) Valenti's |



6.a) Ian asks Louis, the pastry cook, for a dessert recipe. Listen and fill in the gaps

Jan	Louis could you give me the recipe for a single _____ (1)? Something that's easy to prepare. It's for a dinner.
Louis	What about _____ (2)?
Jan	Tiramisu? Some customers had that last night.
Louis	And what did they think? Did they like it?
Jan	They said it was _____ (3) and they didn't leave any. Is it easy to prepare?
Louis	Yeah. I can give you a simple recipe using American measuring cups. How many is the dinner for?
Jan	Just for two.
Louis	Ok, I see. You'll need mascarpone _____ (4), whipping cream, sugar, amaretto, espresso, sponge cake and cocoa powder. Combining the mascarpone cheese, the cream, the sugar, the _____ (5) and the espresso in a large bowl and then whip it all until it thickens
Jan	What about the sponge cake?
Louis	Put it at the bottom of the mould and then cover it with the cream mixture. Finally, you put another layer of sponge-cake on top. Then _____ (6) for one hour and serve with cocoa powder on top. Does Rosa like tiramisu?
Jan	I hope so. How did you know it was Rosa?

6.b) Answer the questions about the text

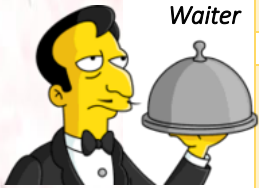
What are they going to prepare? _____ How long does it have to be in the refrigerator? _____

Is tiramisu easy to prepare? _____ What type of cheese do they need? _____

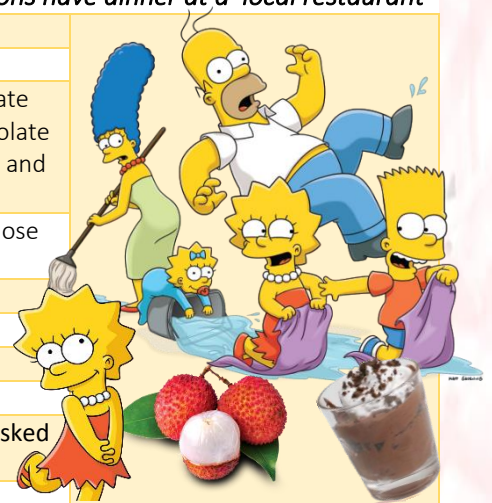
Serving Dessert

7. Read and answer the questions below. Write yes, no or doesn't say

The Simpsons have dinner at a local restaurant



Waiter May I take your dessert order?
Marge: Just an espresso for me, thanks!
Homer: I'd like to have the espresso too, well, and two chocolate doughnuts, the strawberry trifle, the mooncake, and the chocolate crisps with mint, s'il vous plait! Ah, and the chocolate mousse, and the doughnut ice-cream.
Marge: Homer, I don't think we have so much money for all those desserts... We only have 20 euros with us now!
Lisa: For me a lychee sorbet, please, how much is it?
Waiter The lychee sorbet is only 3.50 euros.
Bart: I'm going to have the crème caramel. How much is that?
Waiter Nice choice sir! It's 3.50
Marge: Wait a second... How much is what my husband has asked all together?
waiter Here is the menu with the prices ->



1. Did Marge order a chocolate mousse? _____
2. Did Lisa order a Lychee sorbet? _____
3. Did the desserts melt? _____
4. Did Lisa get angry? _____
5. Did Homer order a lemon sorbet? _____
6. Did Bart order a Crème caramel? _____
7. Do they have enough money to pay? _____
8. Did the waiter praise Bart's choice? _____
9. Did Homer ask for more than five desserts? _____
10. Did the waiter give them the menu? _____

Dessert Menu

- Espresso: 1.50
- Chocolate doughnut: 1.70
- Strawberry trifle: 3.50
- Mooncake: 5.00
- Chocolate crisps: 1.25
- Chocolate mousse: 2.50
- Doughnut ice-cream: 3.40
- Lychee sorbet: 3.50
- Crème caramel: 3.50



Look at the box below and learn

Past simple irregular

These verbs are irregular because they never take -ed in the past form

Examples:

Affirmative	She bought the cake for your birthday
Negative	She didn't buy the cake for your birthday
Interrogative	Did she buy the cake for your birthday?

Study the past forms of these ten verbs

	present	past		present	past
1.	(be) Is / are	Was / were	6.	Bring	Brought
2.	go	went	7.	Ring	Rang
3.	Have	had	8.	Say	Said
4.	put	put	9.	Choose	Chose
5.	make	made	10.	buy	bought



8.a) Choose the right answer and write the verbs in the correct form in the past

Louis So, how (go) _____ the dinner _____ (1) yesterday?

Jan a) Don't ask! It was a disaster! b) I'm fine, thank you! c) I don't like it

Louis (have) _____ You _____ (2) any problems?

Jan a) Yes! Rosa brought someone with her b) I'm fine, thank you! c) It was ok

Louis No way! Who (be) _____ (3) it?

Jan Susan, the Head Waiter! There I (be) _____ (4), all ready for a romantic dinner: I (put) _____ (5) candles and flowers on the table and choose _____ (6) Spanish music for the perfect atmosphere. And then the bell (ring) _____ (7) and there (be) _____ (8) the two of them: Rosa and my boss!

Louis a) I hate your boss! b) But what was the tiramisu like? c) Where did you go?

Jan I (not / try) _____ (9) any because I only (make) _____ (10) enough for two people. But they said it was delicious!

Louis So, what's the problem? Your dinner was a success!



8.b) Order the sentences

a) brought – Rosa – someone – with her

b) didn't buy – the ingredients – Adam – on Monday

c) weren't – in the kitchen – Maria – and Jane

d) two guests – had – Peter – instead of one

e) made – three cakes – yesterday – Sarah



8.c) Write these sentences in interrogative

a) She chose a raspberry sorbet

b) They read the instructions really quickly

c) He went for an ice cream

d) you put the dishes on the table



70

Kahoot!



9.a) Play the vocabulary game

(<https://play.kahoot.it/#/k/d62b14ca-69c3-44a8-9f7a-373dc6e2b525>)

9.b Write the numbers next to the corresponding word

Bowl [] – mould [] – wire whisk [] – wooden spoon [] – grater [] – frying pan [] – saucepan []
– skimmer [] – ladle [] – colander [] – scissors [] – chef's knife [] – potato peeler



9.c) Match the words to the pictures.

- Stir []
- Peel []
- Cut []
- Strain []
- Bake []
- Whip []
- Grate []
- Serve []
- Skim []
- mix []



9.d) Watch the video and tick the utensils you can see

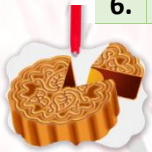
(<https://www.youtube.com/watch?v=Mo3e0DVy71E>)



1.	bowl	
2.	Frying pan	
3.	Baking tin	
4.	Wooden spoon	
5.	Sauce pan	
6.	colander	

What do you think dough is?

What is seed? What is steam?



10. Read the text and see how this dessert is prepared. Then create your own recipe following the instructions on the next page

A step by step guide for making mooncake, a traditional Chinese dessert typically eaten during the Mid-Autumn Festival for good luck

Ingredients

For the dough flour

100 g, all-purpose variety
Alkaline water 1/2 tsp, available at Asian grocers

For the filling

Lotus seed paste 420 g
Rose-flavoured Cooking wine
1 tbsp., available at Asian grocers

For the egg wash

Egg Yolk 1
Golden syrup 60 g
Vegetable oil 28 g
Egg yolk 6 each, salted
Egg white 2 tbsp.

Info box

Preparation time: 1h
Cooking time: 10 min
Recipe category: dessert
Recipe cuisine: Chinese

FOR THE DOUGH | MOONCAKE RECIPE

To prepare the Chinese mooncake dough use a large bowl, mix the golden syrup, alkaline water and oil well. Use a spatula to combine all the ingredients. Don't over-stir. Cover with film wrap and rest for 40 minutes.

Mix egg yolks with wine. Wipe the yolks dry with kitchen paper. Cut each into two halves. Set aside. Roll the lotus paste into a long tube.

Cut into 12 equal portions of 35 grams.

Roll each portion into a ball shape. Set aside and preheat the oven to 180°C.

FOR THE EGG WASH | MOONCAKE RECIPE

Whisk the egg yolk with the egg white. Sift through a fine sieve (colador)

FOR THE FILLING | MOONCAKE RECIPE

Divide the dough into 12 equal portions. Roll each portion into a small ball shape. Cover a dough portion with a plastic film and roll into a thin disc. Then take a lotus paste ball and poke a hole in the middle with your finger.

Place the egg yolk inside and roll and shape into a ball. Wrap and seal the lotus paste ball with the dough disc.

Spray the mooncake mould and place the stuffed mooncake into the mould. Lightly press the mould handle, then remove the mooncake from the mould. Transfer the stuffed mooncake onto a lined baking tray.

Repeat this step to finish the remaining dough and lotus paste.

Bake in the preheated oven for about 10 to 12 minutes. Brush the mooncakes with egg wash, at about five minutes, before removing from the oven. Continue to bake until the pastry turns golden brown. Remove from oven and leave to cool on a wire rack. Store in an air-tight container. The pastry will become soft and shiny in one or two days: the mooncake recipe is ready to be enjoyed

Final task: Prepare an original recipe and then read it to the rest of the class

Group members:		
Name (Chef):		
Name: (Waiter)		
Name: (Waiter)		
Name: (Dishwasher)		
1. Name of the dessert // why is it called like this? // Where does the dessert come from? How much is it?		
Name(s):		
2. Ingredients of the dessert and utensils		
Name(s):	INGREDIENTS	UTENSILS
3. Step-by-step instructions		
Name(s):		

Appendix 2: Model exam taken by the students

Unit 10 Desserts

Name _____ Date _____

Reading (3 points)

1. Write the verbs in the past simple

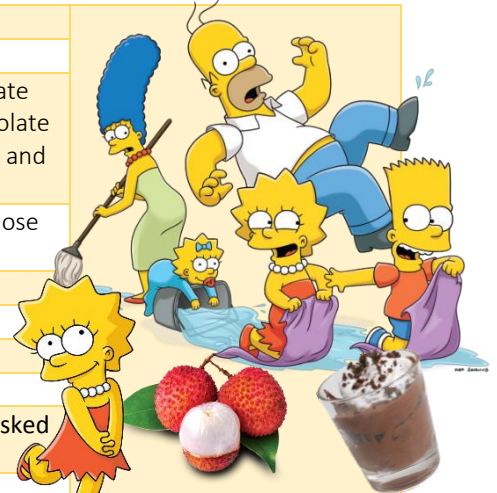
Louis	So, how (go) _____ the dinner _____ (1) yesterday?
Jan	Don't ask! It was a disaster!
Louis	(have) _____ You _____ (2) any problems?
Jan	Yes! Rosa brought someone with her
Louis	No way! Who (be) _____ (3) it?
Jan	Susan, the Head Waiter! There I (be) _____ (4), all ready for a romantic dinner: I (put) _____ (5) candles and flowers on the table and choose _____ (6) Spanish music for the perfect atmosphere. And then the bell (ring) _____ (7) and there (be) _____ (8) the two of them: Rosa and my boss!
Louis	But what was the tiramisu like?
Jan	I (not / try) _____ (9) any because I only (make) _____ (10) enough for two people. But they said it was delicious!
Louis	So what's the problem? Your dinner was a success!

2. Read and answer the questions below. Write yes, no or doesn't say

The Simpsons have dinner at a local restaurant



Waiter	May I take your dessert order?
Marge:	Just an espresso for me, thanks!
Homer:	I'd like to have the espresso too, well, and two chocolate doughnuts, the strawberry trifle, the mooncake, and the chocolate crisps with mint, s'il vous plait! Ah, and the chocolate mousse, and the doughnut ice-cream.
Marge:	Homer, I don't think we have so much money for all those desserts... We only have 20 euros with us now!
Lisa:	For me a sorbet lychee, please, how much is it?
Waiter	The lychee sorbet is only 3.50 euros.
Bart:	I'm going to have the crème caramel. How much is that?
Waiter	Nice choice sir! It's 3.50
Marge:	Wait a second... How much is what my husband has asked all together?
Waiter	Here is the menu with the prices ->



1. Did Marge order an espresso? _____
2. Did Homer speak in French? _____
3. Did the desserts melt? _____
4. Did Lisa get angry? _____
5. Did they order five different desserts? _____
6. Did Bart order a Crème caramel? _____
7. Did they have enough money to pay? _____
8. Did the waiter praise Bart's choice? _____
9. Did Homer ask for more than five desserts? _____
10. Did the waiter give them the menu? _____

Dessert Menu

Espresso:	1.50
Chocolate doughnut:	1.70
Strawberry trifle:	3.50
Mooncake:	5.00
Chocolate crisps:	1.25
Chocolate mousse:	2.50
Doughnut ice-cream:	3.40
Lychee sorbet:	3.50
Crème caramel:	3.50

Vocabulary (2 points)

3. Write the words below the corresponding picture

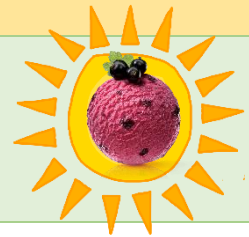
Milkshake - Crème caramel – mousse – ice cream - yoghurt -



4. Write the words in the correct gap

Pancake – sorbet – ice cream – fruit salad - cake

- Lots of people have a _____ at birthday parties
- I'm trying to lose weight , that's why I usually eat _____ as a dessert
- Lots of people have _____ in the USA in the morning
- This dessert is really light and refreshing. I love _____
- I love _____ but I never eat them in Winter. Only in Summer



5. Write the words in the correct gap

Bowl [] – mould [] – wire whisk [] – wooden spoon [] – grater []



6. Write the meaning of these words in Spanish

Stir:

Peel :

Cut:

Strain:

Bake:

Grammar (2 points)

6. Write the sentences in order

a) brought – Rosa – someone – with her

b) didn't buy– the ingredients – Adam – on Monday

c) weren't – in the kitchen – Maria – and Jane

d) two guests – had – Peter – instead of one

e) made – three cakes – yesterday – Sarah

7. Write these sentences in interrogative

a) She chose a raspberry sorbet

b) They read the instructions really quickly

c) He went for an ice cream

d) you put the dishes on the table

e) They bought all the ingredients

8. Match the following conditional sentences

- | | |
|---|---|
| <p>1. If you are allergic to nuts ____</p> <p>2. If you don't like chocolate ____</p> <p>3. If you don't like amaretto ____</p> <p>4. If you like strawberry ____</p> <p>5. If you don't like biscuits ____</p> | <p>a) You should go for our strawberry sorbet</p> <p>b) You shouldn't eat the tiramisu</p> <p>c) You shouldn't eat our peanut mousse</p> <p>d) You shouldn't eat our trifle made of cookies</p> <p>e) You shouldn't try our Sachertorte</p> |
|---|---|

9. Write the words in the correct column

fruit salad – yoghurt – brownie – ice cream – almond pie	
1. If you like healthy food I would recommend the _____	
2. If you don't like milk, you shouldn't try the _____	
3. If you like chocolate, I can recommend you the _____	
4. If you like something cold, you should try the _____	
5. If you like something with nuts, I can recommend you our _____	

Writing (3 points)

10. Write a recipe for a dessert

4. Name of the dessert // why is it called like this? // Where does the dessert come from? How much is it?	
5. Ingredients of the dessert and utensils	
INGREDIENTS	UTENSILS
6. Step-by-step instructions	