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# **THE USE OF AUDIOVISUAL MEANS OF ENTERTAINMENT FOR ENGLISH**

**LEARNING** (El uso de los Medios de Entretenimiento Audiovisuales  
para el aprendizaje del inglés.)

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## **ABSTRACT**

This paper deals with the use of the entertainment media as a way of motivating as well as teaching English to the students. Many findings have demonstrated the positive effects of media entertainment ways, others just criticise them as a distracting element. TV programmes and series and music and podcast have proved to be valid in many studies, but will videogames, with many critics, prove to be tremendously beneficial to the English teaching at the same time as it will encourage demotivated students and will help the teacher? For that purpose I, as a trainee teacher, have investigated a bibliographical framework and made a few tests to check the effect of media entertainment means on real students in the context of my trainee period High-school.

En este documento se hablará del uso de los medios de entretenimiento como una forma de motivar al estudiante a la par que enseñarle inglés. Muchos estudios han demostrado los efectos positivos del uso de formas de entretenimiento, mientras que otros los han criticado duramente y los han identificado como un elemento que distrae más que ayuda. Los programas de televisión y las series y la música y los podcast han demostrado ser válidos en muchos estudios. Los videojuegos, con muchos críticos a la hora de aplicarlos de forma práctica ¿Podrán ser tremendamente beneficiosos para la enseñanza del inglés al mismo tiempo que motivan a los alumnos con notas más bajas y ayudan al profesor a contrarrestar la desmotivación del alumnado? Por ello mismo yo, como profesor en prácticas, he decidido hacer una investigación bibliográfica y una serie de cuestionarios para probar el efecto en estudiantes reales de los medios de entretenimiento en el contexto del Instituto de mi periodo en prácticas.

## 1. INTRODUCTION

The current educational system in Spain is based on the first Industrial Revolution system, which at a first stage produced many workers for industries. Then further university studies came with the apparition of universities like Bologna's one, the oldest university in the world.

Science and technology have developed massively in the last 2 decades, thanks to the huge development of further studies centres – universities. However, thousands of theories about education have been developed, written and published, but ignored or not applied correctly. In fact, if we compare photos of how classes were 100 years ago, and their structure nowadays in Spanish high-schools, the changes are not very significant: students still sit in vertical rows next to their mates (due to a space problem caused by the great number of students per class); although a digital blackboard has been added, very few teachers use it because of their low computing knowledge, the maintenance of the devices or the negative consideration of the new technologies by some teachers.

It is evident that we face a structural problem of the classrooms in Spain, but does it happen the same when teaching English? The number of students per classroom is a very well-known problem which has neither been solved nor improved, but worsen along the years. Besides, the decrease of salary and the increase of the number of hours of teaching cause among other effects the burnout teacher effect, that is, the mental and physical exhaustion that causes a decrease of teacher's motivation, the other cornerstone to the teaching together with the students, who maintain a bidirectional flux of knowledge with demotivated teachers.

So, why not using something students and teachers love in order to make students learn English? Entertaining industry (games, videogames, films, songs) is one of the most profitable industries in the world. Most of the students usually play videogames, read books, listen to songs and watch many films and series; which are a source of real language (realia) and culture at the same time they are dynamic and reinforce the pronunciation, listening and reading. The inclusion of something they like may arise the interest and motivation of the topic that will be dealt with, at the same time that resource make students acquire information more easily. These contents must be graded for the students, if ever adapted and providing them with a specific purpose, since without a clear purpose, all the activities proposed will be worthless. These activities can be related either to linguistic skills or to cross-curricular issues.

Why to choose entertainment means? Entertainment means, as Huizinga (1938) says in his work *Homo Ludens* about games that they provide an environment of security, confidence, and environment where mistakes do not lead you to a life failure, but to a learning through dynamic activities which empower students' motivation. Furthermore, it reduces anxiety and

allows students to evade from daily routines and worries. These factors would lead to a more motivated classroom, which would ease burnout teachers, increasing their motivation and them to be more creative when preparing activities, searching for materials, dealing with difficult or non-common topics, etc.

## 2. OBJECTIVES

### 2.1. GENERAL OBJECTIVES

The main purpose of this paper is to **develop students' linguistic competence** and other cross-curricular elements through audio-visual and interactive means of entertainment. This competences are included in the curriculum elaborated by the correspondent Ministry of Education, and particularly the one present at BOJA (Official Bulletin of the Andalusian Autonomous Government) detailed in the article 4.2 of the Statutory Order 111/2016 of the 14<sup>th</sup> July 2016, related to the Foreign Language: English for Secondary Education (ESO and Bachillerato).

This purpose will be tested with a series of questionnaires, which will vary depending on the skill wanted to be developed and the kind of material, in order to evaluate their knowledges about certain linguistic and cross-curricular topics, e.g. a diagnostic test, a test after the activity purposed (watch a film/series, listen to some songs and playing videogames) and the explanation of the vocabulary/grammar feature; and finally another test a week after the second test in order to see the level of acquisition of the knowledge; that is, the analysis of the results of these tests will be useful to determine if this media entertains at the same time that teaches, or if they can distract students from getting profit of these activities.

### 2.2. SPECIFIC OBJECTIVES

Besides, apart from linguistic competence development, these means will have three secondary objectives:

- To **test the level of conscious learning** the activity provides through the use of ICT or other external devices.
- To **raise the motivation of the students** by analysing the level of motivation with some tests.
- To **encourage creativity in students** by collecting data with several tests detailed in the methodology.

### 3. THEORETICAL FRAMEWORK

#### 3.1. ICT MEANS IN HIGHSCHOOL

It may be something obvious to say that not providing enough amount of adapted input to the students has negative effects on their motivation. This should be as obvious as the fact that the teacher should maintain the attention of their students by leaving the comfort zone and exploring alternative activities that keep students' attention and motivation as high as the teacher can. However, the low maintenance of the gadgets in classroom due to the very little investment on maintenance makes this duty something very difficult because the students neither find the students' book really motivating nor some activities really innovative.

ICT introduced in the classrooms is the first step to the innovation in technological means and to an innovation in methodologies, which have to be adapted to these new means, present everywhere in people's lives. ICT have a polyvalent use which can be used either for audio-visual aids or complete didactic units not using the books at all. The main question which may arise to someone who is being introduced to teaching or someone who has just had ICT installed in their centres is how effective is it?

According to BECTA (2002), the definition of impact of ICT is the result of an intervention, aiming to reach an underlying policy, target, etc. ICT will impact differently to teachers and learners. ICT, in the case of learners, will be measured with respect to their achievements and to a series of factors like motivation, skills (attitude and aptitude) and some moral values like teamwork. In the case of teachers the spot will be focused on some teaching factors like enthusiasm, efficiency, cooperation among teachers, planning, etc. and the pedagogical and practical application of the use of ICT with students.

It is still difficult to establish up to what extent ICT has improved the achievements of the students, but according to a 2006 study of European Schoolnet Framework made in the UK ICT gains are not very significant, but the greatest gain among students aged from 7-16 is made during English subject. This paper has also revealed that e-maturity, that is, a quality acquired through a homonymous model of teaching through assessing their capability of electronic educational technology; is fundamental to increase the speed of this gain. And subsequently there will be a relation among the amount of investment on technological devices to favour teaching and the increase on the results of the English subject, the main focus of my document.

The paper made by the European Schoolnet Framework includes many other sources, among them the University of Newcastle (2002), which states that interactive whiteboards improve the performance of lower-level students when writing. According to another study

done in 224 schools in Norway (8000 people) in order to find out the popularity of ICT, two out three teachers recommend it and the 52% assured that increased their performance.

Regarding the impact of ICT on learners, it must be highlighted the positive effect on “behaviour, motivation, communication and processing skills” (The ICT Impact Report, 2006, p. 31). In fact the assessment made for this study reveals multimedia and interactive elements displayed in the digital whiteboards are, as I previously mentioned in the introduction, not only engaging, but also motivational, especially at early ages of the high school, thanks to the great stimulation caused by its presentation, which achieves to keep the attention of the students who were paying attention and increases the attention of those students who were not. The Ramboll Management (2006) e-learning study, included in this huge study, also highlights the creativity that these technological means can provide to students, whose tools to manipulate information are greater in number.

Another issue on the impact of ICT on learning is the independence acquired by the student: it is usually said that ICT enhance student-centred learning approach. In fact e-learning Nordic 2006 study ratifies it: ICT allows the teacher to fulfil the different needs of the students. With this technology the teacher can not only encourage students to pay attention, but through a series of readings or listening exercises on a computer they can be passed on to do it on their own at their homes, fulfilling some of the student needs at the same time they are encouraged. However, this must be used wisely to avoid digital divisions due to the different socio-economical classes.

Finally, the last issue to take into account when speaking of the impact of Information and Communication Technologies is the promotion of teamwork, useful not only for educational purposes, including peer-assessment and teaching, but also for their own labour life. Among the studies including in this European Schoolnet Framework the ImpaCT2 states that: “teamwork between students is greater when they use ICT for project work”, since computers, in a ‘suitable’ environment is a very powerful tool if we can compare when providing students individually a computer.

So, once it has been seen through several studies the positive effects that ICT can have in students, it is now turn to find out what is the impact on teachers. The BACTA study (2003) reveals that ICT means like the digital whiteboard can arise the enthusiasm of the teachers, who see how their work charge in order to prepare exercises has been reduced, allowing students to be introduced materials like audio, video or games (with whom this paper will deal with after), increasing students efficiency and cooperation among teachers, and enhancing the student data management experience.

Apparently, ICT has wonderful effects on either teachers or students, but there may be some barriers for the development of efficiency on both sides. Some of the greatest problems are the teacher barriers with respect to the lack of skills and confidence using the ICT, and the school barriers due to the absence of infrastructure or the poor quality of it (in terms of hardware and software) and the limited access to it. Besides, there is also a lack of project based experiences. Finally, the system-barriers, related to the rigid structure of the educational system, which requires a traditional assessment, a restrictive curricula, and a very restricted organizational structure.

Summing up, ICT have a potential benefit for either students or teachers whenever the teachers', students' and system barriers are more or less overcome. ICT means like the digital whiteboard allows teachers and students to have on their hands huge amounts of information in a few seconds and to be able to play videos and audio recordings, and to play games that may reinforce teamwork (Kahoot) at the same time their motivation increases and they revise vocabulary and grammar, dealing curricular or cross-curricular issues.

From the end of this theoretical framework on, this paper will deal about how the ICT used to reproduce real audios, videos and some games (previously selected according to the level of the students) can achieve all the effects previously mentioned: greater grades, better listening comprehension, better reading comprehension, efficient teamwork and a vast arise of motivation. But, why real material instead of some material prepared on purpose for a topic or a grammatical/lexical unit? It has a really easy answer: the content is not only comprehensible in both, but in the real video is more authentic, which attracts the student, and it might be more relevant. For example, showing a 4<sup>th</sup> ESO student an extract of Game of Thrones is more inappropriate – due to the violent content – but, it is far more productive than introducing them a video in which a person in a forced context mostly speaks with the same tense and the same vocabulary.

Even if the video provided by an editorial or any other reliable source is more politically correct, providing the same information, structures and vocabulary; maybe the extract of any fashionable series like it is the case of Game of Thrones, can be more relevant, so it attracts the student increasing the motivation of the students, and it is comprehensible, if selecting the extract and if possible subtitling the extract.

### 3.2. AUDIO-VISUAL MATERIAL

Now is turn to wonder about the effects of videos played on ICT for exploiting listening, oral, reading and writing skills. Gómez (2003) study states that television, through films, series and other programmes can have a great innovative educational and motivational power, which



can be reflected on the skills of listening comprehension, oral production and communication and written production. Nevertheless, she warns that for this achievement it is necessary to provide a clear context with an adapted and comprehensible input which has been previously selected and studied deeply by the teacher. Besides, teachers have to ensure that the content can be available for anyone at any moment, avoiding a socio-economical differentiation when accessing to the audio-visual materials.

Gómez (2003) also highlights that the incoming demand of series and films adapted to all the publics (including deaf people) in the 1980's produced the mandatory subtitles of the private channels in America, which years after was used by Smith & Spanos (1990) for English learning for adults. Nowadays, subtitles have been expanded even to commercials or films. But is it effective the subtitling for watching movies or series? According to Bean & Wilson (1989), it has been tested that students using subtitles for watching movies can improve their reading and speaking comprehension and their writing production. Furthermore, this study demonstrates that students' motivation towards reading also increases.

As Howard & Savage (1992) say the video applications in a foreign language class can be used in different contexts (a huge variety of topics can be dealt with this material), Bello, Fassey, Johnston, Stemplesky (1999) and Gómez (2000) say, the video combines two stimulating elements: the visuals and the audio, making accessible to all those students who does not really understand well a foreign language, and making them hint some words by suggestion. For this purposes all the videos are valid whenever they are comprehensible, stimulating (motivating), real, as Florez (1998) indicates, (the materials must include a strong element of veracity to acquire some relevance to them, an element that the students would compare with their own personal knowledge and experience) and the most important thing, they must contain a clear educational purpose.

However, some questions may arise from this question: are there any criteria? Of course there are, but which criteria? Arcario (1992), Johnston (1999) and Stemplesky (1992) indicates that some factors had to be taken into account in order to select the materials:

- Inspiration, Motivation and Interest of the materials and content provided by it.
- Culturally appropriate content.
- Clarity of the Message, that is, the message in the content must be comprehensible.
- Pacing of the speakers present in the video material. Even if the message is clear, accent and pace while speaking must be appropriate for students' level of input.
- Clarity of the sequences and graphics shown in the materials.

- Length of the materials: between two and three minutes. Stemplesky (1992), states that this length could be enough for developing an hour class.
- Independence of the sequence: the sequence must be contextualized to be comprehensible.
- Availability and quality of the materials: materials have to be the best quality as possible, since a deficient sound or a pixelated image won't help the students to understand neither the context, the speech nor will be able to comprehend the sequences. Besides, this contents should be available to ensure that the learner can access to them whenever he or she wants to revise or to even understand a sequence the learner might have not understood.
- Use of Videos: according to Thomas et al. (1992) videos should be easy to understand also in terms of story line and characters. If not, they should be avoided.

Audio-visual material is a very powerful tool. Amilburu (2010), in fact, has developed a whole book with didactic units suggestions – with video materials – following the different most common patters in the different classrooms she suggested.

Furthermore, videos are not just to be understood as a visual mean which reinforces certain skills and allows students to learn new vocabulary or review a grammar topic. It is also used, as Taggart (1996) indicates, as an assessment method in which producing a video becomes an assessment through the memorisation of a script, which they have produced and they would repeat when recording the video material.

Overall, are videos positive or negative? Gómez (2003) states that it has advantages like the possibility to stop as many times as you want. Furthermore, they are presented in a zero linguistic anxiety context with a real accent. Besides, they are motivating and stimulate debates and provide a background knowledge. In addition, the subtitling provides a third dimension in which there is an audio-visual aid which together with them, they can improve the reading comprehension and lexical acquisition. However there may be some drawbacks with the use of videos: one of the main problems is related to the quality of the video or subtitling, another problem is the lack of trust in videos, regarded as direct enemies to reading, encouraging the passive thinking rather than active, solved by the production of pre-activities and post-activities.

So, summing up, watching videos, adapted to the level and the needs of the students, in English are a dynamic and complementary tool to reinforce the reading and listening comprehension and oral and writing production if prepared previously by the teacher. But even if many videos are allowed, they must be motivating, relevant or contemporaneous to them.

The fact of receiving so much information with the visual and subtitle aids is very positive for students, who see how their stress is reduced drastically. Videos also provide a strong context of the language thanks to the clues the image part provides to the audio part. If ever, they are also helped by subtitling that helps even more to linguistic comprehension. Furthermore, videos are also a perfect opportunity to deal more deeply some cross-curricular issues such as: bullying, recycling, rights of women, racism, etc. But as Gómez (2003) concludes, to reach a great success, the video must be worked previously, while and after to avoid being passive and to achieve a great result.

### 3.3. AUDIO MATERIALS.

As it has been said before, audio-visual means of entertainment can be very positive for the students to learn a foreign language. Audio-visual material such as films and series have proved to be valid for this purpose when adapted and planned for a specific purpose previously. But what about the audio material (precisely songs)? According to the AIMC (2017) – Spanish Means of Communication Investigation Association – study of the technical audiences of the radio in Spain in 2017, Spanish citizens listen 103 minutes on average the radio at the week. This study also reveals that the use of podcast has increased 384000 people, that is a 1,6% listeners. But radio is not only the main source of music a student can have, one of the most profitable networks together with Facebook group that provides music in a free version (with advertisements) and a premium version is Spotify, which overcomes the radio not only in number of listeners but also in minutes listened: 229 minutes a week.

It is clear that this entertainment mean also provides a great interested audience<sup>1</sup>. Ethnomusicology, has said to be a great linker with diverse issues, and being related to education and learning. Various authors like Castilla (2010) and Merriam (1964), who registered how the different cultures work with music in many aspects such as education, have worked with this topic. However, it is Fonseca & Toscano (2012) who ensure that there are other studies which relate songs and learning process and education.

Amador, Andrade Molina & Barba Ayala (2017) state that the learning and improvement of a language implies a complex process of permanent practising of skills in a context which is usually lacked by students. Aguirre, Bustinza & Garvich (2015); Chuan Lin & Lee (2015) and Engh (2013) suggest that to tackle this problem music is an affordable solution, which get the linguistic environment closer to the students. In fact, Amador, Andrade Molina & Barba Ayala (2017) have developed a study in which they focused the activity related to the song with a specific context and vocabulary using the Direct Method.

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<sup>1</sup> Students interested in music

This approach together with other approaches like the Communicative, used with the learning and teaching process with songs have led to new paradigms and strategies for teaching that without forgetting the main purpose of these kind of exercises (practice and reinforcement of language) tries to increase motivation, changing any possible negative regard of the students toward a second language learning (in this case English).

Music is not only related to education as a mere way of doing some listening, or reading (in the case of the lyrics), but it is related because there is a narrow relation between language and music in terms of encoding meanings through symbols or express certain feelings. Applied linguistics is in charge of the study of this. In fact, some medical studies made by Mithen (2005) and Patel (2003) showed up that with the help of a magnetic resonance it is possible to see how the neurological substratum the linguistic and musical substrata are overlapped.

Richards (1969) and Jolly (1975) have demonstrated the advantages of the use of music to acquire a foreign language because it has a motivating power in the students. Like it is the case of the audio-visual materials, student can hear extracts or full songs regarding to an issue, which in most cases is cross-curricular. Motivation, if the song is comprehensible or lyrics aids are provided will lead to relevance and veracity, which mixed up with a correct planning of the activity (pre, while and post activity) and a clear didactic purpose will lead to success.

#### 3.4. INTERACTIVE MATERIAL

Spain is the fourth country in consuming videogames in Europe: a 41% of the Spanish population is considered gamer. According to newspaper Ticbeat (2017), Spanish citizens play videogames an average of 5,8 hours a week. This number of hours is highly superior to the time Spanish people devote to films, music and podcasts all together a week. The age slot where most gamers are found is between 11-14 years old (78% of people is a gamer), but it is really curious the fact that the generational leap who raised together with the arcade machines of the 80's and 90's has increased again to a 37%. The gender preferences are not very clear since men and women gamers have more or less the same numbers in gamers among the population (55% in the case of men, 45% in the case of women). The use of this mean of entertainment is obvious, but will it have the same potential effect on the students?

Huizinga (1938) defined game like an action developed within a definite special and temporal limits according to mandatory rules freely accepted. This action includes implicit feelings with an unproductive result. This author also states that playing games has an anthropological value, since players – applied to the education, students – by playing are testing themselves – through collaboration, rules, prizes, roles, etc – in a secure environment in which their mistakes haven't got the same effect as in the real world. And games have also the power

to solve stress and tension: in fact the Greeks started the Olympics to solve the war among state cities.

Barr (2018) tested the effects of videogames on high-school students. The results of his study revealed that videogames had a really positive effect on social interaction among students and their ability to communicate whenever more experienced players adapt their level to lower level players. Teng, Chen, Chen, and Li (2012) discovered that games were also useful to develop team-work.

Nevertheless, these two references are not isolated cases, but two cases included in a phenomenon called 'Gamification'. Cortizo Pérez, Carrero García, Monsalve Piqueras, Velasco Collado, Díaz del Dedo, & Pérez Martín (2011) described this phenomenon as the application of a series of concepts, skills or competence found in videogames or other ludic activities. (p. 1). Their article also admits the great interest that the application of videogames to education has caused in the scientific community. According to these authors the use of videogames has benefits on: students, through awarding the effort and extra work of the students, penalising the lack of interest, the warning with registered data when a student is performing below his or her level, and improving the way the content of subjects is presented in the curriculum. It also benefits the teacher who doesn't have to be encouraging constantly the students due to the lower motivation level, awarding easily and instantly students deserve it, and being provided a huge amount of manageable data, which would assist the teachers to help students.

Other authors like Deterding, Dixon, Nacke, O'Hara, & Sicart, (2011) insisted in the need to define 'Game', 'Element', '(Non-Gaming) Context' and 'Design' in order to understand the following definition of 'Gamification': "Gamification is the use of elements of game design in non-game contexts. This differentiates it from serious games and design for playful interactions" (p. 2). They defined 'Game' through HCI<sup>2</sup> literature as an action characterized by a set of rules, struggle and rivalry that are not necessarily digital, and through McGonigal's (2011) coinage of 'gameful' as a synonymous of 'playful'.

'Element' is defined as any social or technical part of the interpretation of a game that can be liberal set (found in every game) and a constraint set (unique in the game). The '(Non-Gaming) context' is defined like a gamification environment where entertainment is not the only purpose of the game but other ones like education. And finally 'design' is defined as any graphic design that can include from the mechanics of the game to the evaluation of a student – in the case of education.

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<sup>2</sup> Human-Computer Interaction

Fisher & Baird (2007) state that 'mobile games' – games to be played in a digital device that can be carried everywhere – are far more productive since they can be played wherever and whenever the player wants in a multimedia environment. They are not they only ones, other authors also found some advantages in these kinds of games like Peterson (2010); Cortés et al. (2011); Avouris & Yiannoutsou (2012); Balkunje & Chua (2012); Fonseca et al. (2012); Padilla-Zea et al. (2013); Gürbüz et al. (2014); or Slovacek et al. (2014). They all confirmed benefits of mobile playing such as an improved reading comprehension thanks to the multimedia content, a highly motivational and enjoying environment for learning or the arise of interest of students towards certain topics thanks to their interesting presentation.

Agudo Garzón & Rico García (2016) present a series of videogames for tablets through the platform ISPY (Online Networking Platform for Language Learning), created by the University of Wolverhampton, developed by the European Union and supported by some other studies centres like Universidad de Extremadura. The aim of this project is to contribute to linguistic, professional and knowledge development of students of ESO and FP by creating didactic units containing videogames and other activities which would develop the autonomy of the learner.

The main drawbacks this kind of materials can have are the lack of devices for the digital games, and the incorrect behaviour of students in either digital or physical games. However, the problem as Barr (2017) highlights may be that students don't pay enough attention to the contents to be learnt and they do to the game per se, as it turned to happen in his experiment.

#### **4. METHODOLOGY**

##### **4.1. INVESTIGATION CONTEXT**

The context of the investigation is a high-school located in Almería, in the neighbourhood of Los Molinos, IES Albaida. This high-school's main study body comes from the Schools Ginés Morata and Ave María del Diezmo, located in the Neighbourhoods of Villablanca and Los Molinos respectively, and some other students from close neighbourhoods like Regiones, San Luis, Nueva Andalucia or El Puche.

IES Albaida has at least two classes per level of about 30 students from 1<sup>st</sup> level of ESO to 2<sup>nd</sup> Bachillerato, whose classes are taught in the main building of the high-school. Furthermore, it has other two buildings devoted to Formación Profesional, a gym, a canteen and sport pitches.

## 4.2. PARTICIPANTS

The research has been carried out with the voluntary collaboration of the students of 1<sup>st</sup> ESO A, 2<sup>nd</sup> ESO A, 3<sup>rd</sup> ESO A and B, 4<sup>th</sup> ESO A, 1<sup>st</sup> Bachillerato NHS and 2<sup>nd</sup> Bachillerato HUMSOC; and the voluntary help of teachers of the high-school where I've been the trainee.

All the volunteers of ESO levels are listed in the bilingual programme of the school. The number of volunteers in terms of gender and competence vary because of the number of students present in class and the linguistic level of it. I have selected an equal number of boys and girls in case of a selection of volunteers, as it is the case of the test with videogames, not only the percentages in gender are equal but also in terms of marks: 4 groups of three students according to the marks.

1<sup>st</sup> ESO A participants were 26 (16 boys and 10 girls), all of them listed in the bilingualism programme developed by the government and the high-school and mostly coming from the same primary school, Ginés Morata. The participants of 2<sup>nd</sup> ESO A were 23 (13 boys and 10 girls), also enrolled in the bilingualism programme and mostly coming from the same school. The participants of 3<sup>rd</sup> ESO A and B, most of them enrolled in bilingualism programme, were a selection of 4 profiles: group one composed by brilliant students with the best marks (9-10), group two composed by three students with good marks (8-9), group three composed by students with common marks (6-7) and the last group composed by students who just can have enough mark to pass the test or even can't (0-5). In fact due to a series of inconveniences some of the first chosen students had to be replaced by other students of the same category.

4<sup>th</sup> ESO A students were 20 (8 boys and 12 girls), from the bilingual group, the one available at the moment of the test. 1<sup>st</sup> Bachillerato NH/S contributed with 32 volunteers (16 boys and 16 girls) and 2<sup>nd</sup> Bachillerato HUMSOC did it with 22 participants (14 boys and 8 girls).

## 4.3. TOOLS

The tools used for this research have been physical paper questionnaires detailed on the procedure, testing motivation, their linguistic competence, which have been fulfilled with the help of audio-visual and interactive media; and their creativity.

This paper questionnaires, including the motivation test, an initial test, and a second test the same day and another test to measure the level of acquisition were applied to the 5 levels of secondary education – 3 levels of ESO, 2 of Bachillerato), the other model composed by a motivation test and writing production was provided to the students of 3<sup>rd</sup> ESO. There are three types of tests:

#### 4.3.1. AUDIO-VISUAL CONTENT

Three questionnaires are applied to the audio-visual content (series and films or TV/online programmes): the first at the beginning (measuring the previous knowledge), the second after explaining the grammar or vocabulary chosen together with the reproduction of the media (measuring the level of motivation and knowledge acquired) and the third one (measuring the level of acquisition after a week without practising the materials).

This material was selected for the two levels of Bachillerato: an extract of a program for 2<sup>nd</sup> Bachillerato, an episode of a series for 1<sup>st</sup> Bachillerato. In the case of the visual material of 1<sup>st</sup> Bachillerato, after being presented the initial test together with a motivation questionnaire, they were provided an excerpt of the series called *13 Reasons Why* (5 minutes), very popular among the students, dealing cross-curricular competences (bullying and abuse); and they were explained the meaning of some of the words and set phrases they were asked before<sup>3</sup>. After the video material they were given a second test and exactly one week after the process was repeated with an additional test to check the level of acquisition. The data of application of this test was the 7<sup>th</sup> and 14<sup>th</sup> May 2018.

The material selected for 2<sup>nd</sup> Bachillerato was an interview (4 minutes) of the actor and actress who play main characters of the series mentioned before, Katherine Langford and Dylan Minnette. They would repeat exactly the same process as their mates, an initial test together with a motivation questionnaire, then the explanation of a grammar feature (kinds of TV programmes and slang), a test at the end of the class and another test a week after<sup>4</sup>. The data application of this material was the 2<sup>nd</sup> and 9<sup>th</sup> of May 2018.

#### 4.3.2. AUDIO CONTENT

There are two kinds of audio content tests: Songs and podcast tests. The first type is very similar to the audio-visual test, with the little difference of not having a moving image, but just an image of the singer or the lyrics, which in this case have been provided also as an exercise of the listening exercise (filling the gaps). The podcast is very similar to the song test, but instead of leading to a listening comprehension exercise, it leads to a speaking and talking activity.

The groups chosen for this activity are 1<sup>st</sup> ESO (a song)<sup>5</sup> and 4<sup>th</sup> ESO (a podcast)<sup>6</sup>. In the case of 1<sup>st</sup> ESO the song selected was 'Yellow Submarine' by the Beatles. The procedure is similar to the audio-visual questionnaire, firstly an initial and motivation questionnaire, then after

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<sup>3</sup> Look Appendix 5

<sup>4</sup> Look Appendix 6

<sup>5</sup> Look Appendix 1

<sup>6</sup> Look Appendix 4



listening to the song and revising the tense (past simple and irregular verbs) another test and a week after the same test. However in this case the meaning of words are not asked, but filling the gaps while listening to the song in the second and third test. The same has been done with 4<sup>th</sup> ESO group, but instead of a song they listened to a podcast prepared by the BBC<sup>7</sup>, so the initial test assessed the meaning of the words highlighted on the site. Then the podcast is listened twice (the second time with a transcript) and the vocabulary is explained. Finally a week after the lexis had been tested again. The data of application of both questionnaires was the 7<sup>th</sup> and 14<sup>th</sup> May 2018

#### 4.3.3. INTERACTIVE CONTENT

The interactive content has two types of tests: games and videogames tests. The first kind of questionnaires are composed by a previous motivation and initial test, then a quiz based on grammar and vocabulary that the students had to answer live with their phones through the platform Kahoot after having being taught it and finally a paper questionnaire one week after. This material was selected for 2<sup>nd</sup> ESO level<sup>8</sup>. The other type of questionnaires include a lapse of 10 minutes playing videogames (a tell-story game of *Game of Thrones* series) after some previous questions about their motivation state at the moment of the test. Finally, they had to do a writing (50-80 words) about how would they end the story they have played<sup>9</sup>. The classes selected for this material were 3<sup>rd</sup> ESO A and B. The application data of the tests was 14<sup>th</sup> and 21<sup>st</sup> (2<sup>nd</sup> ESO) and 25<sup>th</sup> May 2018 (3<sup>rd</sup> ESO).

#### 4.4. PROCEDURE

The procedure employed for this research is a qualitative (writing free production, expressing their own opinions and collecting unconscious opinions of the students and teachers) and quantitative (test gaps to be fulfilled or options to be chosen) system of checking the effects of media entertainment on students by fulfilling a series of questionnaires, which vary on their form depending on the skill(s) to be developed and the material provided.

In order to prove the positive effects of the media, which will be explained in the next section, the students from each of the 6 levels have taken part voluntarily in a series of tests which involve the skills of speaking, talking, listening, writing, and reading. The form of the tests and their procedure varies depending on the activity they would develop.

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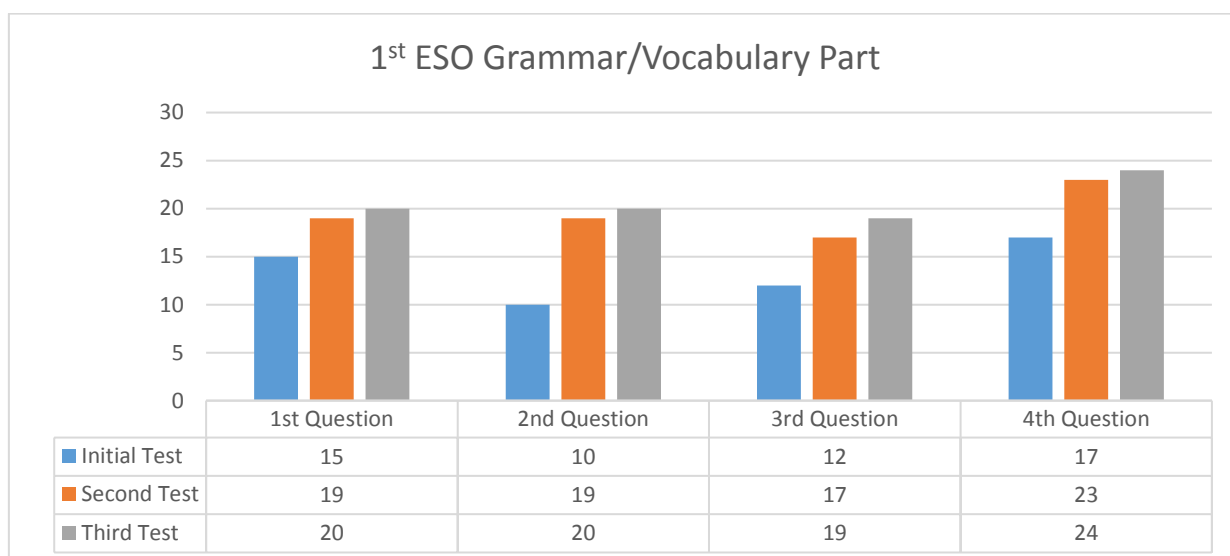
<sup>7</sup> Available at <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-180531>

<sup>8</sup> Look Appendix 2

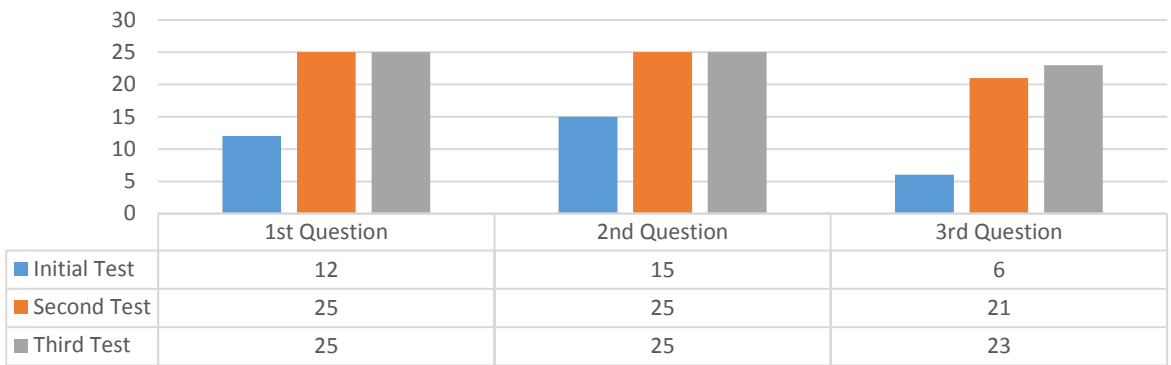
<sup>9</sup> Look Appendix 3

## 5. DATA ANALYSIS

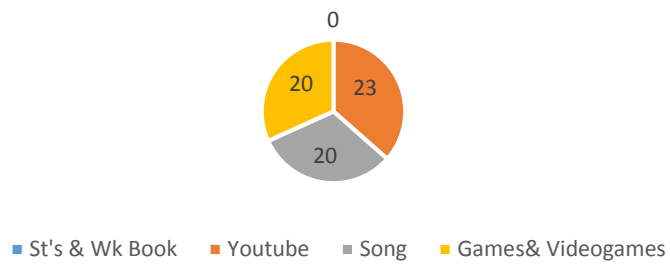
The data obtained from the questionnaires made to the 1<sup>st</sup> ESO class shows up that in terms of motivation the students' book and workbook do not motivate anyone. In fact, they opt for the means of entertainment – mostly videos (96%) and games and videogames (92%). The students also stated, through the answers of the questionnaire, that the listening activities including songs helped them to focus on the exercise due to its motivational power and to learn English. Nevertheless they also assumed the incorrect maintenance of the devices of the school by the Regional Government, which leads to demotivation whenever this devices fail to work. Regarding the strictly linguistic point of view, the improvement through the stages of this testing process has been massive: from an initial 46% of mistakes to a 22% and then a 17%, what means that the learning process and the acquisition ratings have been successful: an extra 29% of acquisition. Culturally, the improvement has also been massive: The Beatles were almost unknown by the students (56% of mistake percentage). However, the other two tests revealed that their knowledge of this band – and its context – after an explanation, spectacularly reduced from 53.33% the mistake percentage to an almost 3% of the mistakes, and strengthening the acquisition of this cross-curricular materials.



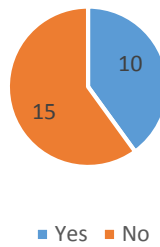
### 1<sup>st</sup> ESO Culture



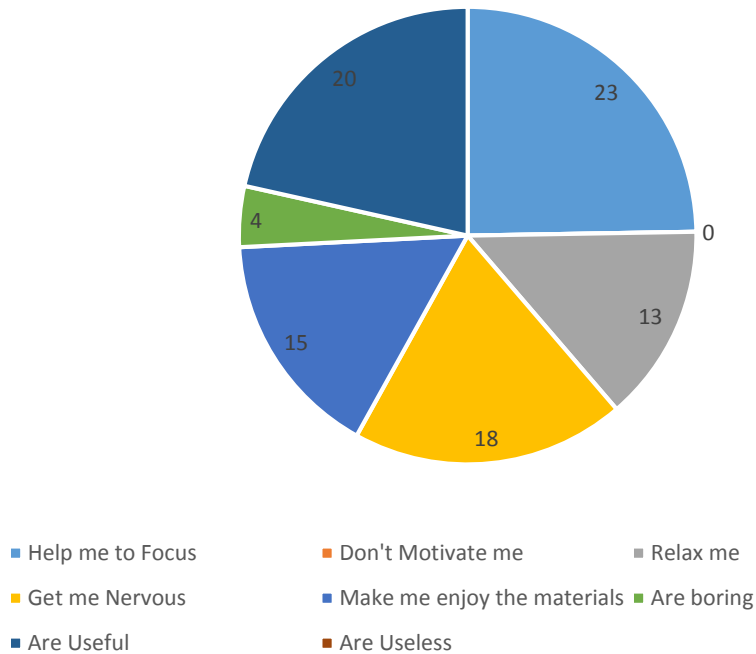
### Motivation



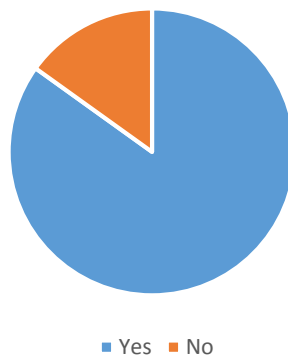
### Are ICT properly maintained?



Songs used as Listening...

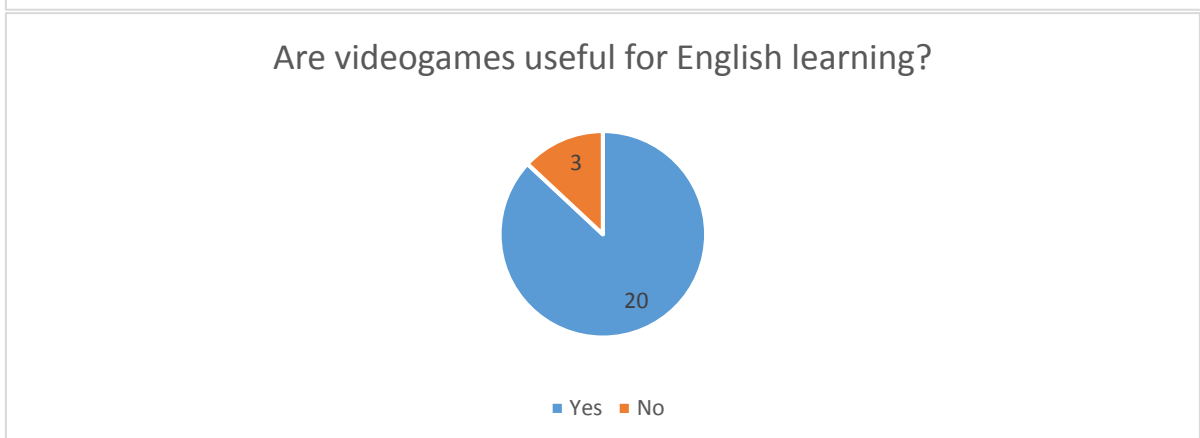
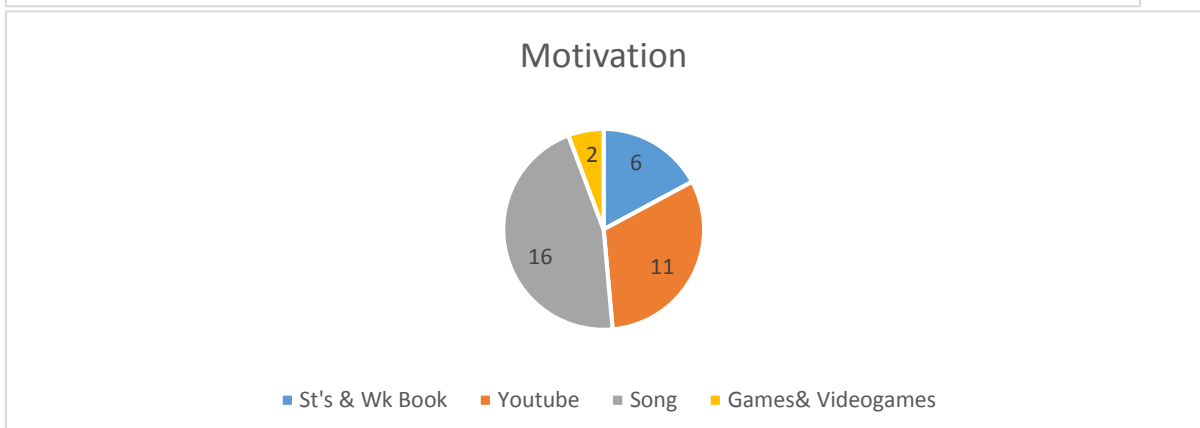
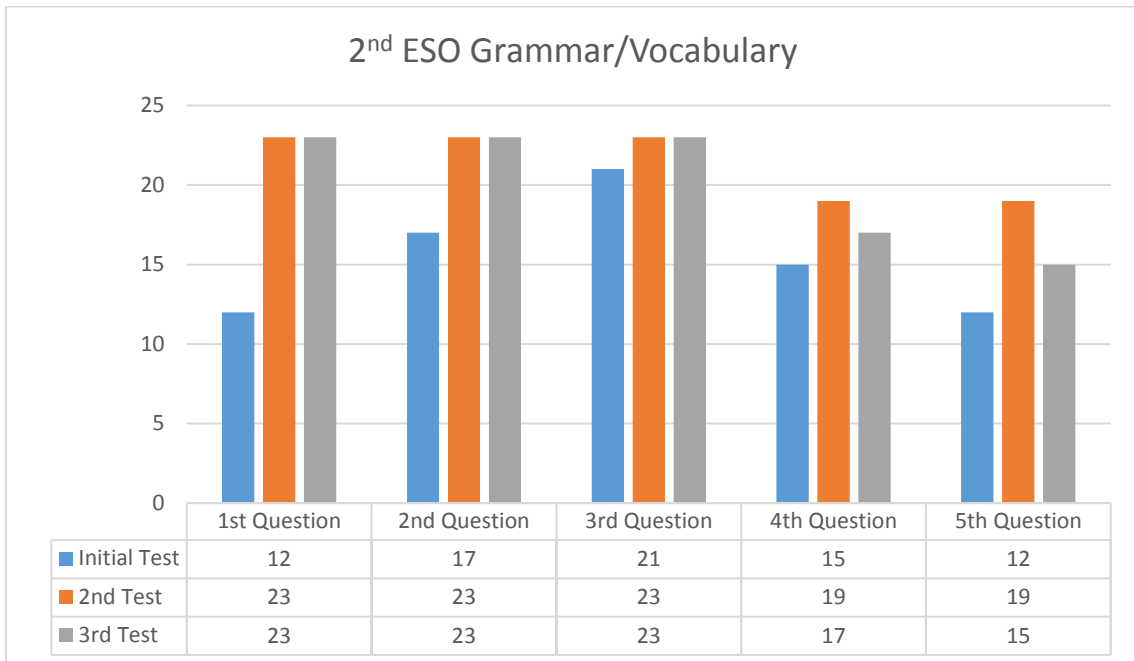


I demotivate when a device does not work and listening procedure of it is affected

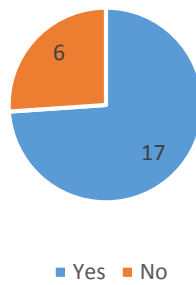


The results of the analysis of the questionnaires provided in the 2<sup>nd</sup> level of ESO revealed that the students prefer using any kind of materials different from the book, in fact, they mostly prefer games and videogames to other means of entertainment. An 87% of the students believe that games or videogames are useful for reviewing the materials studied in class, a 95.7% think that they have learnt something new and a 95% enjoyed it. However, the 73.9% believe that the legislation is not favouring it. Referring to the strictly linguistic, the initial test showed up a 33.04% of mistakes in the exercises I proposed for the review of the unit, which later had been worked with Kahoot. The second test revealed that the error percentage reduced to a 6.95%, a huge reduction that would be strengthened by the third test that showed that the great

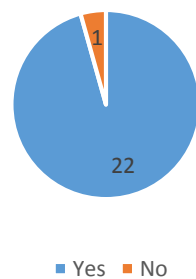
acquisition level (the difference between the initial test percentage of right answers and the percentage of right answers in the final test), a 13% of extra acquisition, that is, 87% of acquisition of the materials.



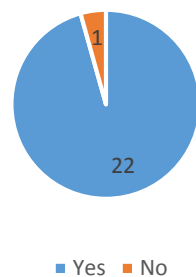
Does legislation help with activities that employ the use of mobile phones?



Are you motivated to learn when the teacher uses a Kahoot in class

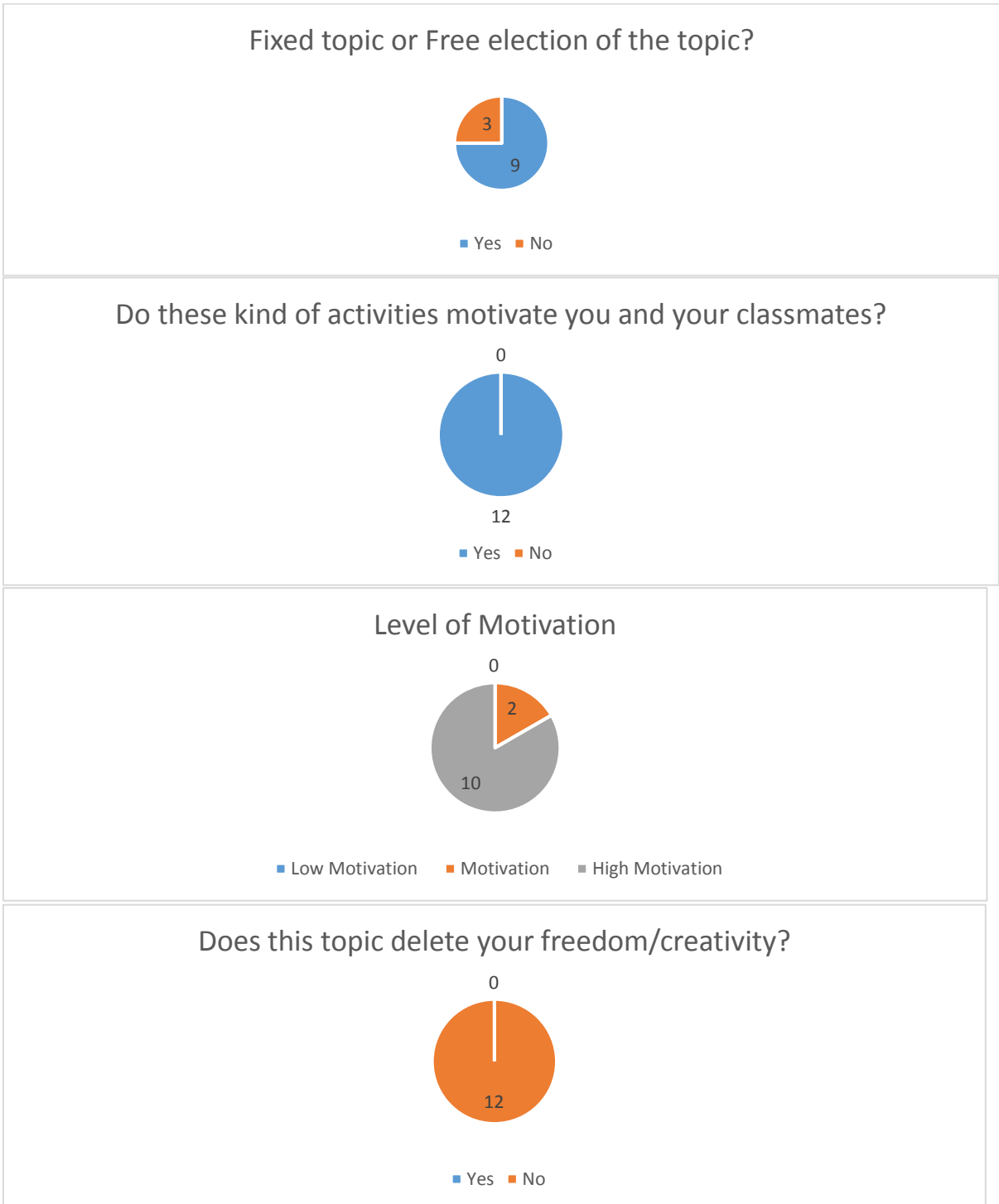


Have you learnt anything when playing Kahoot? (if you have played at least once)



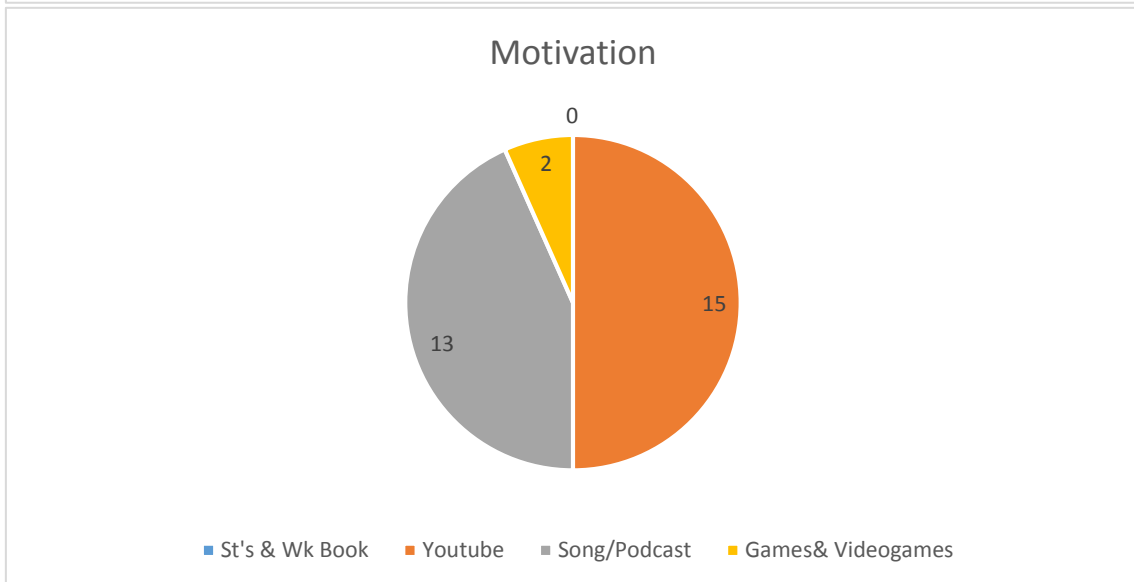
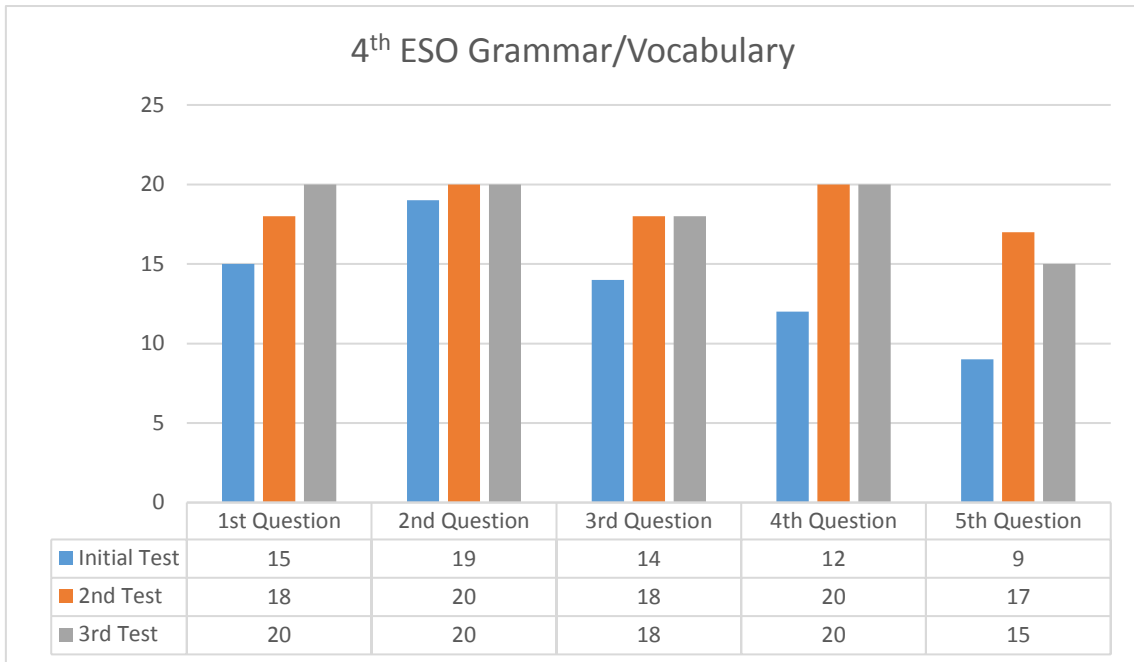
The results obtained in 3<sup>rd</sup> ESO questionnaires shows up that a 75% of the interviewed students are more comfortable choosing their own topic rather than being imposed one by the genre or issue of the interactive materials. However, all of them recognise that this fact does not demotivate students. In fact, rather than demotivating students, videogames encourage them (an 83% of the students feel very motivated by an innovative way of performing a writing). The results obtained after the correction of their writing pieces were bittersweet: while the students assigned by mark-rank to group 4 increased their level to reach the 2<sup>nd</sup> and 1<sup>st</sup> level of results (80% to 100%), threes maintained their rank and performed a 2<sup>nd</sup> – 3<sup>rd</sup> level rank, twos

descended to three mostly and ones kept in the higher rank. So, even if motivation and creativity in lower mark students raised to really high levels, medium-higher level students demonstrated that their creativity diminishes (after having a look to their pieces).



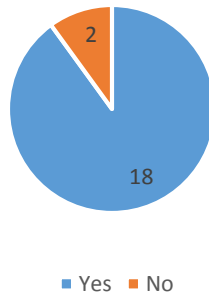
The survey made with the questionnaires in 4<sup>th</sup> ESO shows up again the preference for any kind of technology that are no the traditional books provided by editorials, especially if it is a game or a videogame, which they enjoy the most. Students stated also by this questionnaire that the podcast deals a great variety of topics not included in other traditional means. However,

podcast seems not to be as popular as songs, since some of the comments towards the podcasts were “It is really dull”. The students also considered the podcast useless as a mean of entertainment and of teaching. The thing is that even if they consider it non-motivational, in fact they considered it dull, the average of error was reduced drastically from a 31% in the initial test, to a 7% in the second and to a 6% in the third.

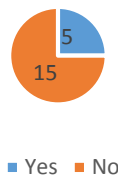




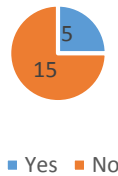
Does Podcast deal topics non-present in the text books?



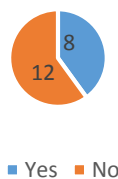
Is this Podcast useful for learning English?



Does this Podcast motivate for learning English?

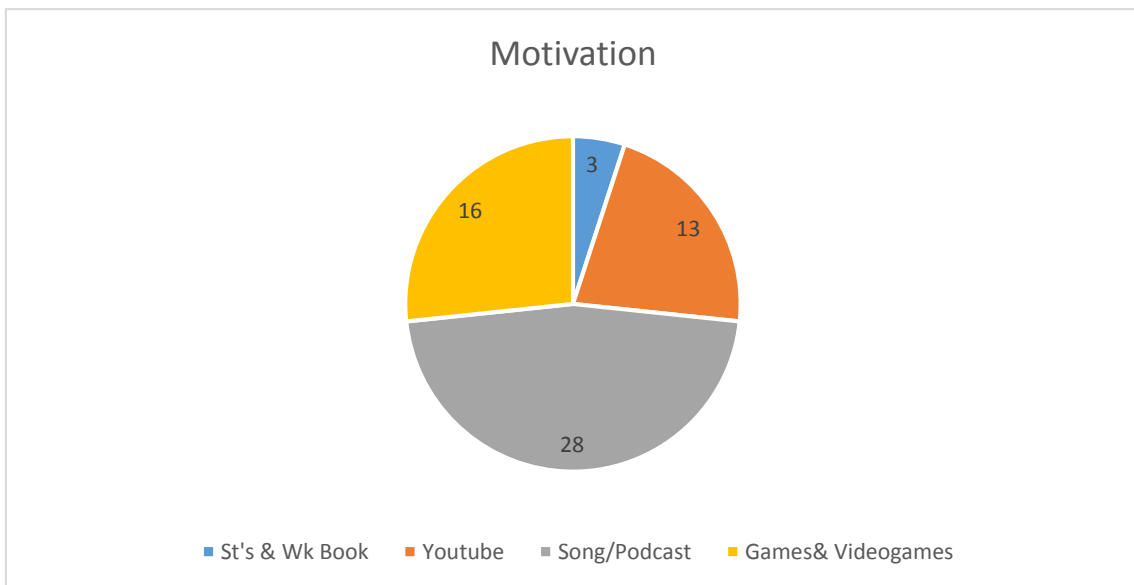
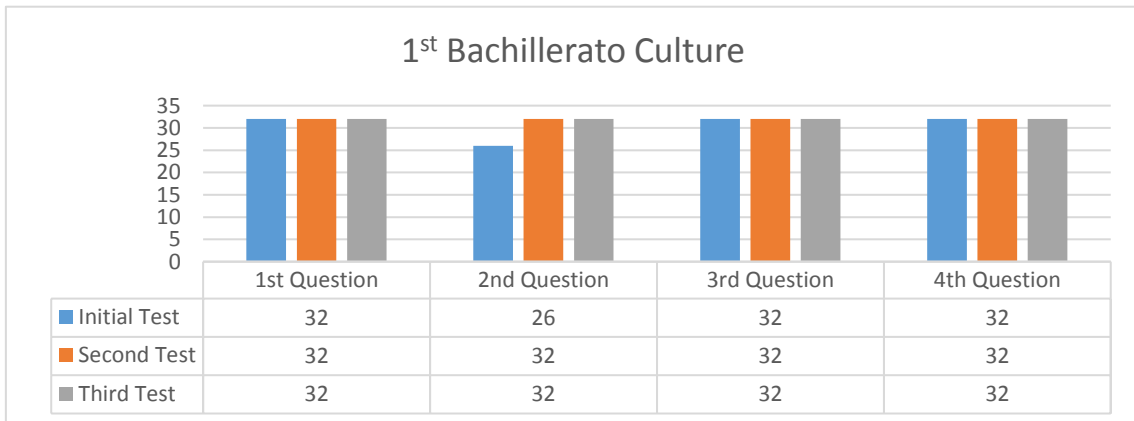
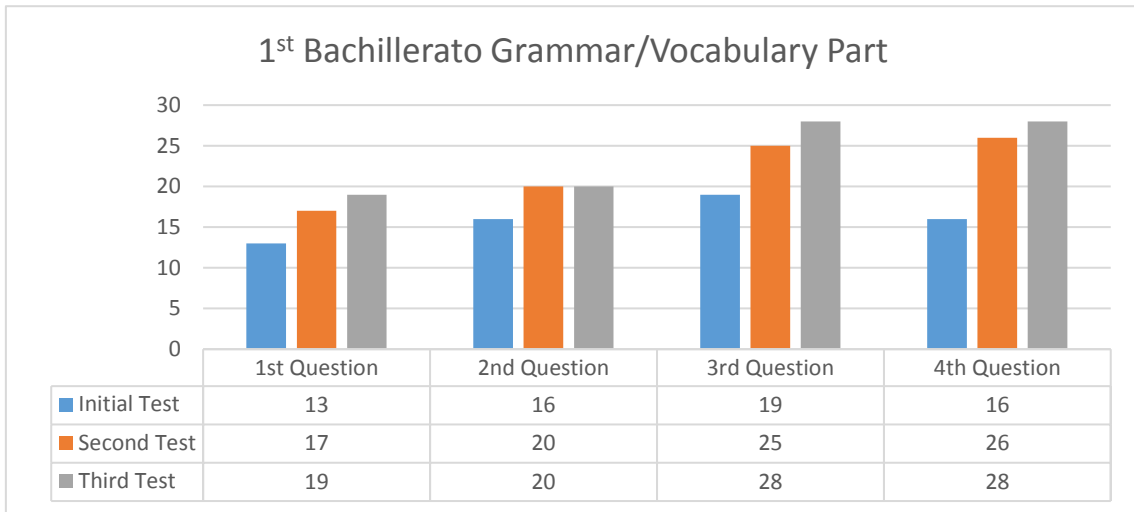


Is this Podcast useful for learning English?

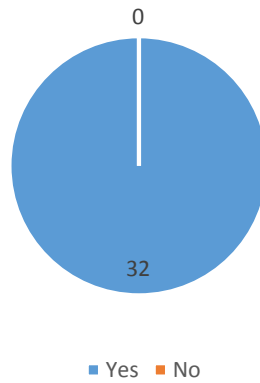


The results of the test made with 1<sup>st</sup> Bachillerato level are neither positive nor negative linguistically speaking: from an initial 50% of percentage of mistakes, this percentage was reduced to the 25.78%, reducing to almost the half the mistakes. However, a 25% means that 1 out of the 4 questions of each student is wrong. The acquisition level raised to a 74.22%, an extra 24.22% of acquisition. Nevertheless, the cultural part revealed to be satisfactory, achieving the 100% of acquisition of the cross-curricular materials. The motivation point of view reveals that a vast majority prefers games and videogames (93.75%) and music (87,5%) as activities for reviewing the materials. They absolutely agree (100%) the fact that audio-visual materials

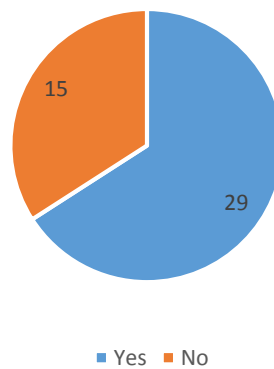
include topics missing in text books, and almost totally agree that this material motivates them, at the same time the great majority agrees that audio-visual materials help them to improve their English.



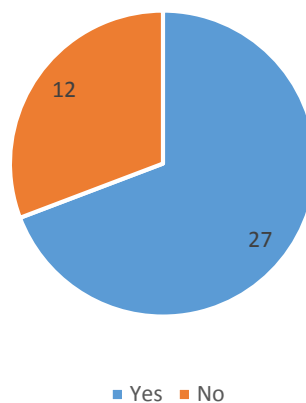
Do Audio-visual means deal topics non-present in the text books?



Do this Audio-visual means motivate students to learn English?

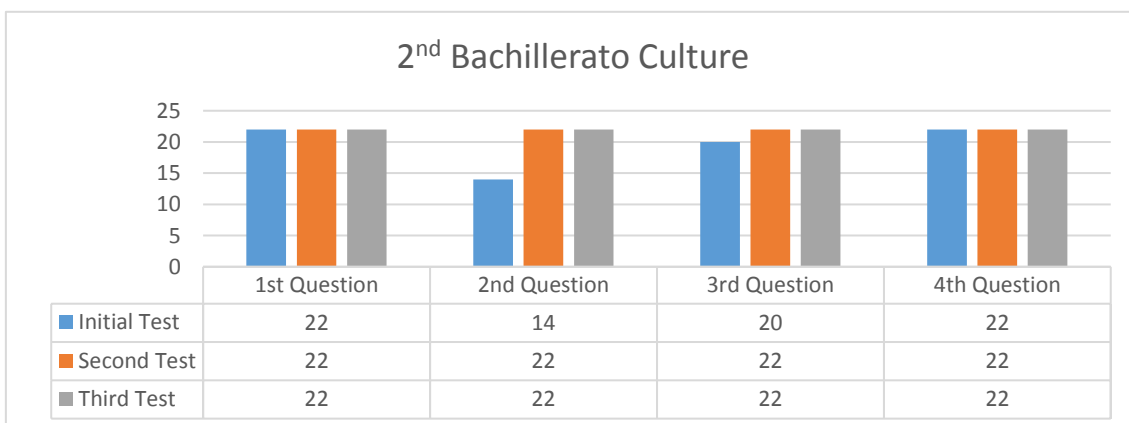
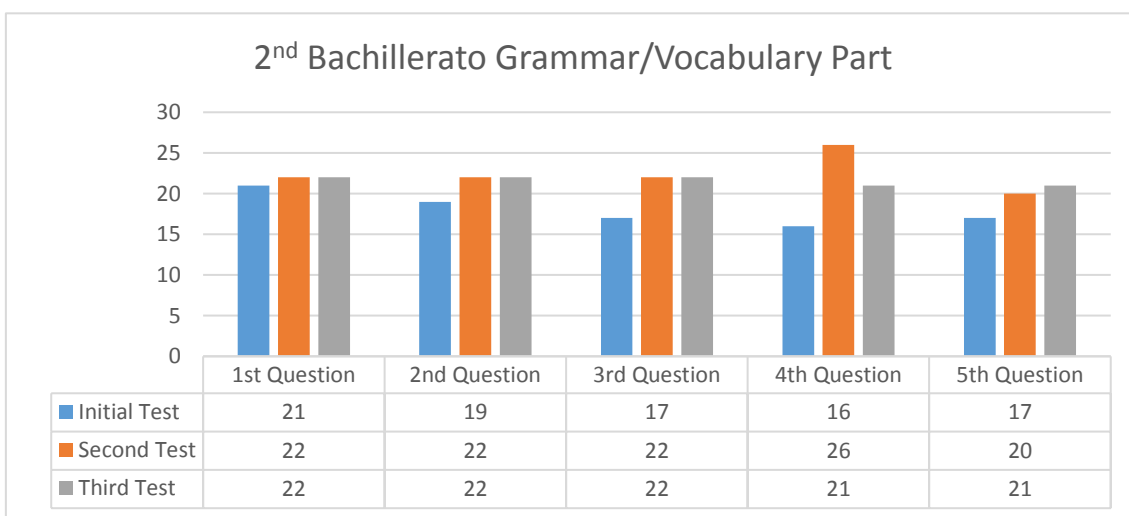


Are Audio-visual means useful for English learning?

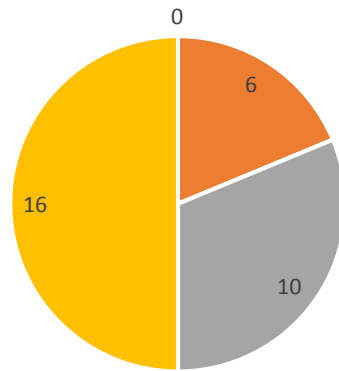


2<sup>nd</sup> Bachillerato tests revealed that this kind of materials together with games and videogames (as the major preference) and music are the best ways to teach them English. It also revealed that this kind of materials concerns about non-common issues like the one dealt in the

series – 98 % of agreement – and that this materials motivate the students at the same time they help them to learn English (absolute agreement). Linguistically, the initial test showed up that the previous knowledge of the students was impressive. But they still missed some vocabulary words as the average of 18% of mistakes highlighted. After the explanation and visualization of the material, the error average was minimum, 3.63% of error, which even reduced to a 1.81% of mistake, leading to a 16% extra of acquisition and an absolute consolidation of the materials taught. Culturally, there was just a 10% of error, which came mainly from the identification of the presenter Ellen DeGeneres. The next two tests showed up that the mistake average reduced to 8.19%, revealing the acquisition of the 98% of the cross-curricular competences.

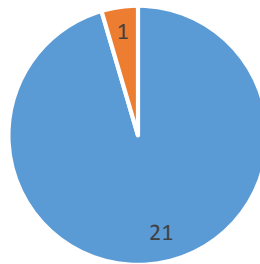


### Motivation



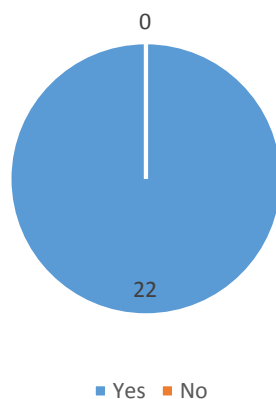
■ St's & Wk Book ■ Youtube ■ Song/Podcast ■ Games & Videogames

### Do Audio-visual means deal topics non-present in the text books?

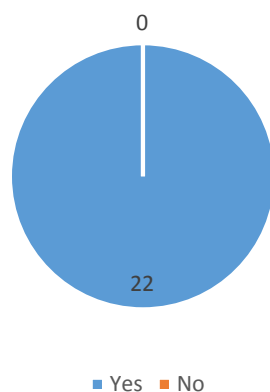


■ Yes ■ No

Do Audio-visual means motivate students to learn English?



Are Audio-visual means useful for English learning?



## 6. RESULTS

After the analysis of the data, it is possible to sum up that the results obtained from this deep study are:

### 6.1. RESULTS OF MOTIVATION QUESTIONNAIRES

Most of the students prefer to play videogames or games because they are innovative, they enjoy them and as it turned to be, the students' opinion towards the beneficial effects they can have on their linguistic competence is better than any other entertainment mean. But that doesn't mean that are the only mean that encourages the students to learn, music and other audio-visual materials are very popular and have also a beneficial effect on them.

The fact that playing a videogame /game, watching a TV programme/ a film or just listening to podcasts (even though they are not very popular and encouraging)/ music has a motivation-raising effect since they are not usual in the classes: teachers are not showing

constantly these materials to students. They tend to use more the book rather than audio-visual materials, and that is not just a teachers' fault. The maintenance of the ICT devices, which is essential, is not mostly taken into account when talking about the inclusion of a video, audio material or a game.

Another feature present in the questionnaires was the freedom to choose the topic they wanted in this materials. The quantitative data collected from the test of 3<sup>rd</sup> ESO revealed that they mostly would like to develop their own subject and not one imposed. The qualitative data unconsciously (for the students) collected, also revealed that fact. They couldn't stand facing a subject they didn't know or even were interested.

## 6.2. LINGUISTIC RESULTS

'Linguistic Development', through entertainment means, was the main target of this paper. Apparently, and as the quantitative data from the tests revealed, the entertainment means achieved that function since the learning process was successful, and the acquisition process was far more than satisfactory. Furthermore, the teachers who taught the different levels confirmed the improvement and the personal subjective feelings. Students achieved to reach the goals purposed by the activities including entertainment means. Students, after an initial inspection in the first test, demonstrated that working an explanation with any kind of entertainment material, they could improve their linguistic competence. If this process is completed with complimentary explanations on further classes, the linguistic target aimed to reach will be easier to reach.

## 6.3. CULTURAL RESULTS

The level of cultural knowledge previous to the materials given, was extraordinary, except in the case of the activity related with the Beatles and it also helped the students to be concerned with other cross-curricular topics such as the 70's in England and English most famous bands; the didactic and fun applications of the mobile phone such as Kahoot; the Medieval England, the series Game of Thrones and the emerging world of video-gaming; the great amount of materials and resources that can be provided by the BBC to learn English and how an English radio programme can be; or the bullying and abuse present at high-schools and the online streaming platforms. All of them have been satisfactory achieved.

## 6.4. OVERALL RESULTS

The main objective in this paper was to develop the linguistic competence and other cross-curricular competences of the students by purposing activities including the entertaining audio-visual means. After reviewing the data and results obtained from the questionnaires, it is

possible to say that these materials have satisfactorily fulfilled their main purpose reducing the mistake up to minimum levels of about 1-5%.

The secondary objectives purposed in this paper were three: in first place to measure this knowledge acquisition level, which overall was about a 15-20%, which supposed another great success of this means. The second was to measure the level of motivation that was spectacularly massive: between 95% and 98%.

And finally the third one to encourage creativity: this pattern was measured on the level of participation when introducing a new cross-curricular topic in the brainstorming and debate. In terms of participation, the results on issues like videogames, sci-fi, series or other issues like the impossible things podcast discussion on BBC, which was food for thought for the great majority of the class. However, the review done with Kahoot didn't really helped them to increase their creativity as it happened to be with the students who made the questionnaire of *Games of Thrones* video-gaming material.

## **7. CONCLUSION**

As a conclusion of this paper, it can be said that the studies about the application of entertaining means – audio-visual, audio and interactive materials – are right when stating the great potential they have at a motivational and educational level (acquisition and learning of English and other cross-curricular competences).

The results of the questionnaires and tests (quantitative data) together with some qualitative data (unconscious opinion of the students and teachers) revealed that these studies and bibliographical references were not wrong. However, I would like to focus on the fact that the bibliographical framework and data collection reflect the great potential. This fact is not a simple statement, beneath the application of these means there is a lot of work hidden: teachers have to plan all this activities according to the particular features of each educative context (class and level), the materials and devices available at the moment of doing the activity, and finally the particular preferences of students, which even if it seem difficult to fulfil singularly, they can be fulfilled by making a group agreement of a topic through which the teacher would apply the contents of grammar, lexis or cross-curricular issues (like the ones indicated in the cultural result paragraph).

Concluding that just the inclusion of entertaining means assures the success of an activity is absurd. It is precisely the work around the materials the key to the success of developing a linguistic competence in students: when I prepared the questionnaires, which have



been analysed in this paper, I had also to take into account the context of that class (composition, topics reviewed and been taught, etc.), then prepare a grammar/lexis explanation in case the students hadn't learnt the content of the questionnaires before, choose the questions carefully, look for examples easy to be understood for them, and then planning the order of the factors: first an initial test, then the entertaining material, the explanation before or after the entertaining mean, and examples and pleasant ways to revise the grammar/lexis features explained before or the previous days; next a second test and a week after a test to check the effects on acquisition. The tests may seem a tool to highlight that process I measured and I aimed to know in this paper, but the second test could have been replaced by other activities equally challenging for the students, so in the end the questionnaires were not just a mere quantitative data collecting tool, but a tool to make students reflect about their knowledge and to inform the teacher the knowledge state of the class in a particular moment at the same time students could revise the grammar/lexis or other cross-curricular competences provided in class.

The starring role in this process is always assigned to the student. However, the hidden key figure in the success of all this process is the teacher. The teacher must be the one who must purpose materials that are innovative, encouraging and useful for the students to reach the objectives mentioned in this paper (Linguistic development, raise motivation and long term acquisition of knowledge). The teacher must plan up to the last detail of the activities to make students have fun while learning instead of getting them bored with dull materials and explanations, and the teacher must anticipate the different problems occurring in the high-schools, like it is the case of the lack of maintenance of devices, the out-dated devices or even the lack of them.

Finally, it is necessary to highlight the fact that the multiple studies and ways to proceed, mentioned before in the theoretical framework, as well as this paper will be useless unless the procedures employed fulfil the needs of the students. Overall, no material is absolute and works with all the students, neither the entertaining means nor the traditional ones. So, the best way to ensure the linguistic development and the successful acquisition of English is an eclectic method adapted to the context provided by the classroom.

Como conclusión a este documento, se puede decir que los estudios sobre los medios de entretenimiento audiovisual, auditivo e interactivo aciertan al decir que aplicados de forma correcta tienen un gran poder motivacional y educativo (a nivel de adquisición y aprendizaje de Inglés y de otras competencias transversales).

Los resultados de los cuestionarios y de los test así como la recogida de datos cualitativa expresada por alumnos y profesores demuestran lo dicho anteriormente. Pero precisamente en esta conclusión voy a centrarme en un matiz: las fuentes bibliográficas investigadas y la recogida de datos demuestran este gran potencial, pero tras la aplicación de estos elementos de entretenimiento debe haber una correcta planificación por parte del profesor, que debe tener en cuenta en primer lugar las características particulares de cada contexto educativo (clase, curso), en segundo lugar los materiales de los que se dispone a la hora de realizar una actividad de este tipo. Y finalmente de los gustos particulares de todos los alumnos, que aunque individualmente pueden ser muy difíciles de saciar a la vez, acordando en conjunto un tema determinado, se puede tratar una competencia lingüística o transversal deseada por el profesor.

De igual manera creo que concluir que la inclusión de materiales de entretenimiento, ya sea audiovisuales, auditivos o de interacción asegura el éxito de una actividad es de necios. Todas y cada una de las propuestas realizadas para ser analizadas con los diversos cuestionarios incluían una parte con una pertinente explicación gramática o léxica: los test eran una orientación de los conocimientos de los que disponían los alumnos en las diferentes partes de estas actividades. En el normal desarrollo de una actividad de este tipo muy posiblemente no todos los test serían incluidos. Tras el cuestionario inicial, se procedía al visionado, a la reproducción o al juego de un material que se había explicado previamente, ya sea en una clase anterior o antes o después del recurso y que antes de un segundo test se repasaba con algunos ejemplos. El tercer test, como ya he indicado en el apartado '*Procedures*', era meramente una orientación para ver el nivel de adquisición que habían tenido estos alumnos con respecto a un apartado gramatical, léxico o de competencias transversales.

Cabe indicar el hecho de que aunque la figura clave del éxito han sido estos materiales que a la gran mayoría de los alumnos les han resultado innovadores, divertidos y muy útiles, la figura que se esconde tras el éxito de todos estos materiales es el profesor, que como ya he mencionado previamente es el encargado de intentar planificar hasta el último detalle una actividad para que los alumnos puedan aprender y pasárselo bien e incluso suplir las deficiencias que el sistema de educación tiene, como son equipos obsoletos o el escaso mantenimiento por parte de la administración de los equipos ya existentes.

Por último, es necesario remarcar que a pesar de todos los estudios que he mencionado durante el marco teórico y este estudio hecho durante mi periodo de prácticas a los alumnos del instituto en el que he hecho las prácticas, nada asegura que ningún material, bien sea de

medios de entretenimiento o un material más tradicional, sea universal para todos los estudiantes. Por ello el mejor modo para asegurar la correcta adquisición y aprendizaje del inglés sea un método ecléctico que se adapte al contexto que se le pueda presentar al profesor.

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## APPENDIX 1

### CUESTIONARIO PARA LOS ALUMNOS DE 1º ESO

Este cuestionario no incluirá ningún dato personal para preservar la privacidad del alumno o alumna que se preste voluntariamente a cumplimentarlos. Este cuestionario no es evaluable y forma parte de la fase de recogida de datos, para su posterior análisis, del Trabajo de Fin de Master del alumno que realiza las prácticas en el IES ALBAIDA en Almería, a fecha de \_\_\_\_ de \_\_\_\_\_ de \_\_\_\_\_. Primeramente se realizará el cuestionario para comprobar el nivel inicial de conocimiento de los alumnos encuestados, posteriormente se procederá a la reproducción de un elemento auditivo, previamente contextualizado y explicado. Al día siguiente, se repetirá dicho cuestionario y corregirá. Y finalmente, este cuestionario será repetido una tercera vez para comprobar los conocimientos adquiridos, y si la adquisición es a largo o a corto plazo.

#### PRUEBA A) VOCABULARIO Y GRAMÁTICA

1. Complete this sentence with past simple: In the town where I \_\_\_\_\_ (be born), \_\_\_\_\_ (live) a man who sailed to sea.
2. Complete this sentence with past simple: he \_\_\_\_\_ (tell) us his life in the ocean and in the submarines.
3. Complete this sentence with past simple: We \_\_\_\_\_ (sail) up to the sun until we \_\_\_\_\_ (find) a sea of green.
4. What does it mean “all aboard”?
  - a. All the people were in a ship/submarine.
  - b. People were all about to do something.
  - c. People were unshipping a mean of transport through the sea.
  - d. People (pirates) were shouting while they were attacking another ship.

PRUEBA B) CULTURA

1. Chose the correct option: The Beatles were a \_\_\_\_\_ band from \_\_\_\_\_
  - A. British / Manchester
  - B. American / Manchester
  - C. British/ Liverpool
  - D. British/ London
  
2. Chose the correct option: the members of this band were: \_\_\_\_\_, Paul McCartney, George Harrison and Ringo Star.
  - A. John Lennon
  - B. Axel Rose
  - C. Noel Gallagher
  - D. Liam Gallagher
  
3. This song is \_\_\_\_\_ years-old.
  - A. 30 years-old
  - B. 52 years-old
  - C. 90 years-old
  - D. 49 years-old

### C) ENCUESTA PERSONAL

1. ¿Qué tipo de ejercicios disfrutan usted y sus compañeros más y les son más útiles?  
(Seleccione todas las que desee)
  - A. Preferimos las actividades propuestas por el libro de texto y su libro de ejercicios.
  - B. Preferimos los vídeos que podamos encontrar en YouTube con un inglés más ajustado a la realidad.
  - C. Preferimos utilizar canciones en inglés que puedan estar de moda y que sean accesibles si queremos volver a escucharlas en nuestro tiempo libre.
  - D. Preferimos utilizar juegos y o videojuegos que nos ayuden a aprender inglés en un entorno sin ningún tipo de estrés.
2. Señale la afirmación que le identifica (Escoja cuantas quiera): Las canciones usadas como listening....
  - A. Me motivan a prestar atención.
  - B. Me son indiferentes a nivel de motivación.
  - C. Me ayudan a relajarme cuando tengo que hacer un ejercicio de *listening*.
  - D. Me ponen igual de nervioso que un *listening* del libro.
  - E. Me ayudan a pasármelo bien mientras aprendo inglés.
  - F. Me resultan aburridas para el aprendizaje del inglés.
  - G. Aprendo palabras/expresiones y repaso lo que dimos en clase.
  - H. No aprendo nada.
  - I. Es una pérdida de tiempo.
3. ¿Cree que los medios de los que dispone el centro para hacer *listenings* son mantenidos (reparados, sustituidos...) adecuadamente?
  - A. Sí
  - B. No
4. Cuando debido a los medios audiovisuales no se puede reproducir el *listening* me desmotivo
  - A. Sí
  - B. No
  - C. Tal Vez

## APPENDIX 2

### CUESTIONARIO PARA LOS ALUMNOS DE 2º ESO

Este cuestionario no incluirá ningún dato personal para preservar la privacidad del alumno o alumna que se preste voluntariamente a cumplimentarlos. Este cuestionario no es evaluable y forma parte de la fase de recogida de datos, para su posterior análisis, del Trabajo de Fin de Master del alumno que realiza las prácticas en el IES ALBAIDA en Almería, a fecha de \_\_\_\_ de \_\_\_\_\_ de \_\_\_\_\_. Primeramente se realizará el cuestionario para comprobar el nivel inicial de conocimiento de los alumnos encuestados, posteriormente se procederá a la reproducción de un elemento auditivo, previamente contextualizado y explicado. Al día siguiente, se repetirá dicho cuestionario y corregirá. Y finalmente, este cuestionario será repetido una tercera vez para comprobar los conocimientos adquiridos, y si la adquisición es a largo o a corto plazo.

#### PRUEBA A) VOCABULARIO Y GRAMÁTICA

2. Choose the correct meaning of 'clean up'
  - A) To get dirty
  - B) Act of cleaning
  - C) B and D are correct
  - D) To get rid of a mess
  
3. Which is a synonymous of 'pick up'
  - A) Gather up
  - B) Get
  - C) Collect
  - D) All of them are correct



4. Choose the correct answer to complete this sentence: ' Don't\_\_\_\_\_ everything you have, recycle and reuse it!'
- A) Throw out
  - B) Throw of
  - C) Throw in
  - D) Throw off
5. Complete this sentence with the first conditional: If we\_\_\_\_\_ (not recycle), we\_\_\_\_\_ (ruin) the planet.
6. Complete this sentence with the second conditional: If I \_\_\_\_\_ (be) the headmaster, I\_\_\_\_\_ (ban) the exams.

## B) ENCUESTA PERSONAL

1. ¿Qué tipo de ejercicios disfrutan usted y sus compañeros más y les son más útiles? (Seleccione todas las que desee)

- E. Preferimos las actividades propuestas por el libro de texto y su libro de ejercicios.
- F. Preferimos los vídeos que podamos encontrar en Youtube con un inglés más ajustado a la realidad.
- G. Preferimos utilizar canciones en inglés que puedan estar de moda y que sean accesibles si queremos volver a escucharlas en nuestro tiempo libre.
- H. Preferimos utilizar juegos y o videojuegos que nos ayuden a aprender inglés en un entorno sin ningún tipo de estrés.

2. ¿Cree que los videojuegos o juegos son útiles para repasar material dado en clase?

- A) Sí
- B) No

3. ¿Cree que dada la legislación de su centro con respecto al uso de aparatos móviles, este tipo de actividades es fácil de desarrollar?

- A) Sí
- B) No

4. ¿Se siente usted motivado si tras una explicación o repaso de gramática o vocabulario se juega a través de una aplicación como 'Kahoot!'?

- A) Sí
- B) No

5. Si ha jugado alguna vez a este juego ¿Siente usted que ha aprendido algo nuevo tras haber jugado?

- A) Sí
- B) No

### APPENDIX 3

#### CUESTIONARIO PARA LOS ALUMNOS DE 3º ESO

Este cuestionario no incluirá ningún dato personal para preservar la privacidad del alumno o alumna que se preste voluntariamente a cumplimentarlos. Este cuestionario no es evaluable y forma parte de la fase de recogida de datos, para su posterior análisis, del Trabajo de Fin de Master del alumno que realiza las prácticas en el IES ALBAIDA en Almería, a fecha de \_\_\_\_ de \_\_\_\_ de \_\_\_\_ . Primeramente se realizará el cuestionario para comprobar el nivel inicial de motivación y conocimiento de los alumnos encuestados, posteriormente se procederá a la reproducción de un elemento de la gamificación, previamente contextualizado y explicado. Y finalmente, se pedirá a los alumnos encuestados la producción de un escrito sobre cómo acabaría la historia sobre la que han decidido durante el videojuego del género *tellstory*.

1. Si le diesen a elegir entre hacer un *writing* sobre este género/la temática de la que trata el videojuego y el *writing* de la temática que eligiera usted ¿Qué preferiría?
2. Cree que esta metodología le puede reportar a usted y a sus compañeros un plus de motivación.
  - a. Sí
  - b. No
  - c. A mí no, a mis compañeros sí
  - d. A mí sí, a mis compañeros no
3. En caso afirmativo, en una escala entre 0-10 donde cero es nada de motivación y diez es el máximo de motivación ¿Qué motivación le supone?
  - a. Poca Motivación (Entre 0 y 4)
  - b. Motivación Media (5)
  - c. Mucha Motivación (6-10)
4. Cree que el tener que escribir acerca de un tópico tan concreto le va a coartar su libertad de expresión.
  - a. Sí
  - b. No
5. Usted y su grupo de compañeros han tenido la oportunidad de ver una historieta interactiva donde han decidido el trascurso de la historia. Ahora deben escribir

un fragmento de unas 50-80 palabras explicando el final que pondrían a dicha historia.

## APPENDIX 4

### CUESTIONARIO PARA LOS ALUMNOS DE 4º ESO

Este cuestionario no incluirá ningún dato personal para preservar la privacidad del alumno o alumna que se preste voluntariamente a cumplimentarlos. Este cuestionario no es evaluable y forma parte de la fase de recogida de datos, para su posterior análisis, del Trabajo de Fin de Master del alumno que realiza las prácticas en el IES ALBAIDA en Almería, a fecha de \_\_\_\_ de \_\_\_\_\_ de \_\_\_\_\_. Primeramente se realizará el cuestionario para comprobar el nivel inicial de conocimiento de los alumnos encuestados, posteriormente se procederá a la reproducción de un elemento auditivo, previamente contextualizado y explicado. Al día siguiente, se repetirá dicho cuestionario y corregirá. Y finalmente, este cuestionario será repetido una tercera vez para comprobar los conocimientos adquiridos, y si la adquisición es a largo o a corto plazo.

#### A) PRUEBA DE VOCABULARIO

1. What's the definition of 'risk-averse'
  - a. Describes people who don't like risk
  - b. Describes people who don't mind risk
  - c. Describes people who like risk and want risk
  - d. It doesn't exist
2. What's the definition of 'risk-tolerant'
  - a. Describes people who don't like risk
  - b. Describes people who don't mind risk
  - c. Describes people who like risk and want risk
  - d. It doesn't exist
3. What's the definition of 'risk-seeker'
  - a. Describes people who don't like risk
  - b. Describes people who don't mind risk
  - c. Describes people who like risk and want risk
4. What's the definition of 'retirement'
  - a. When you are sent off from a building because of your behaviour.
  - b. When you quit a sport because you are too old to play anymore.
  - c. When you quit a job because you are too old to work anymore.
  - d. B & C are correct.

5. What's the definition of 'put money away'
- a. To give money to charity
  - b. To raise money for charity
  - c. To save money
  - d. To waste money

## B) ENCUESTA PERSONAL

1. ¿Qué tipo de ejercicios disfrutan usted y sus compañeros más y les son más útiles?  
(Seleccione todas las que desee)
- A. Preferimos las actividades propuestas por el libro de texto y su libro de ejercicios.
  - B. Preferimos los vídeos que podamos encontrar en Youtube con un inglés más ajustado a la realidad.
  - C. Preferimos utilizar canciones en inglés que puedan estar de moda y podcast de programas de radio que sean accesibles si queremos volver a escucharlos en nuestro tiempo libre.
  - D. Preferimos utilizar juegos y o videojuegos que nos ayuden a aprender inglés en un entorno sin ningún tipo de estrés.
2. Cree que el material de audio del podcast (programas de radio) trata múltiples temas que le gustaría que tratarasen en los libros de texto.
- a. Sí
  - b. No
  - c. Tal Vez
3. Le motiva escuchar el podcast de un programa de radio para aprender inglés
- a. Sí
  - b. No
  - c. Tal Vez
4. Le ayudan los materiales de audio (podcast) canciones a aprender inglés?
- a. Sí
  - b. No
  - c. Tal Vez

## APPENDIX 5

### CUESTIONARIO PARA LOS ALUMNOS DE 1º BACHILLERATO

Este cuestionario no incluirá ningún dato personal para preservar la privacidad del alumno o alumna que se preste voluntariamente a cumplimentarlos. Este cuestionario no es evaluable y forma parte de la fase de recogida de datos, para su posterior análisis, del Trabajo de Fin de Master del alumno que realiza las prácticas en el IES ALBAIDA en Almería, a fecha de \_\_\_\_ de \_\_\_\_ de \_\_\_\_ . Primeramente se realizará el cuestionario para comprobar el nivel inicial de conocimiento de los alumnos encuestados, posteriormente se procederá a la reproducción de un elemento audiovisual, previamente contextualizado y explicado. Al día siguiente, se repetirá dicho cuestionario y corregirá. Y finalmente, este cuestionario será repetido una tercera vez para comprobar los conocimientos adquiridos, y si la adquisición es a largo o a corto plazo.

#### A) GRAMMAR AND VOCABULARY

1. Rephrase this sentence with the reported speech: Hannah: “Don’t adjust whatever device you are hearing on.”
2. Rephrase this sentence with the reported speech: Pratters (complain tone): “The class is getting stucked on the same sad issue, we must move on.”
3. Rephrase this sentence with the reported speech: Clay (to Hannah): “I like your new haircut.”
4. Rephrase this sentence with the reported speech: Clay: “I have to admit that you are right Justin.”

## PRUEBA B) CULTURE

1. Do you know any entertaining online company? (Name it/them) Which series do you know from it/them?
  
2. 13 Reasons Why genre is
  - a. Sitcom
  - b. Drama
  - c. Adventure
  - d. Makeover
  
3. 13 Reasons Why deals with
  - a. Teenagers problems in a comical way
  - b. Bullying in high-schools
  - c. Reasons why you find a treasure
  - d. 13 reasons why you have to become fit
  
4. Which of these actions can be considered bullying?
  - a. Sexual Harassment
  - b. Physical and psychological violence
  - c. Racism
  - d. All of them



## B) ENCUESTA PERSONAL

5. ¿Qué tipo de ejercicios disfrutaban usted y sus compañeros más y les son más útiles?  
(Seleccione todas las que desee)
- A. Preferimos las actividades propuestas por el libro de texto y su libro de ejercicios.
  - B. Preferimos los vídeos que podamos encontrar en Youtube con un inglés más ajustado a la realidad.
  - C. Preferimos utilizar canciones en inglés que puedan estar de moda y que sean accesibles si queremos volver a escucharlas en nuestro tiempo libre.
  - D. Preferimos utilizar juegos y o videojuegos que nos ayuden a aprender inglés en un entorno sin ningún tipo de estrés.
6. Cree que el material audio-visual trata múltiples temas que le gustaría que trataran en los libros de texto.
- a. Sí
  - b. No
  - c. Tal Vez
7. Le motiva el hecho de ver un extracto de vídeo para aprender inglés
- a. Sí
  - b. No
  - c. Tal Vez
8. ¿Le ayudan los materiales audiovisuales como series o películas a aprender inglés?
- a. Sí
  - b. No
  - c. Tal Vez

## APPENDIX 6

### CUESTIONARIO PARA LOS ALUMNOS DE 2º BACHILLERATO

Este cuestionario no incluirá ningún dato personal para preservar la privacidad del alumno o alumna que se preste voluntariamente a cumplimentarlos. Este cuestionario no es evaluable y forma parte de la fase de recogida de datos, para su posterior análisis, del Trabajo de Fin de Master del alumno que realiza las prácticas en el IES ALBAIDA en Almería, a fecha de \_\_\_\_ de \_\_\_\_ de \_\_\_\_ . Primeramente se realizará el cuestionario para comprobar el nivel inicial de conocimiento de los alumnos encuestados, posteriormente se procederá a la reproducción de un elemento audiovisual, previamente contextualizado y explicado. Al día siguiente, se repetirá dicho cuestionario y corregirá. Y finalmente, este cuestionario será repetido una tercera vez para comprobar los conocimientos adquiridos, y si la adquisición es a largo o a corto plazo.

#### PRUEBA A) GRAMÁTICA Y VOCABULARIO

1. Circle the translation of the word ‘Breakout hit’ into Spanish.
  - a. Serie de Culto
  - b. Algo que alcanza un éxito muy rápidamente
  - c. Canciones muy aburridas
  - d. Ninguna de las acepciones anteriores es correcta
2. Circle the verb which fits in this sentence: ‘She \_\_\_\_\_ suicide.’
  - a. Committed
  - b. Made
  - c. Did
  - d. All them are wrong
3. What is a ‘TAPE’?
  - a. Tap in American English
  - b. Cork/lid/stopper (Tapón)
  - c. Recording
  - d. A Spanish system of eating in bars
4. Which of these expressions are informal?
  - a. It’s like...
  - b. And kind of....
  - c. I am gonna go...
  - d. All of them are correct

5. Which of these verbs is used in social network vocabulary?
- a. To Tweet somebody
  - b. To Facebook somebody
  - c. To Instagram somebody
  - d. None of them exist

PRUEBA B) CULTURE

5. Do you know any entertaining online company? (Name it/them) Which series do you know from it/them?
6. Do you know who Ellen DeGeneres is?
- a. A Writer
  - b. An Actress
  - c. A Presenter/ host
  - d. An MP
7. 13 Reasons Why genre is
- a. Sitcom
  - b. Drama
  - c. Adventure
  - d. Makeover
8. 13 Reasons Why deals with
- a. Teenagers problems in a comical way
  - b. Bullying in high-schools
  - c. Reasons why you find a treasure
  - d. 13 reasons why you have to become fit
9. Which of these actions can be considered bullying?
- a. Sexual Harassment
  - b. Physical and psychological violence
  - c. Racism
  - d. All of them

### C) ENCUESTA PERSONAL

9. ¿Qué tipo de ejercicios disfrutaban usted y sus compañeros más y les son más útiles?  
(Seleccione todas las que desee)
- A. Preferimos las actividades propuestas por el libro de texto y su libro de ejercicios.
  - B. Preferimos los vídeos que podamos encontrar en Youtube con un inglés más ajustado a la realidad.
  - C. Preferimos utilizar canciones en inglés que puedan estar de moda y que sean accesibles si queremos volver a escucharlas en nuestro tiempo libre.
  - D. Preferimos utilizar juegos y o videojuegos que nos ayuden a aprender inglés en un entorno sin ningún tipo de estrés.
10. Cree que el material audio-visual trata múltiples temas que le gustaría que trataran en los libros de texto.
- a. Sí
  - b. No
  - c. Tal Vez
11. Le motiva el hecho de ver un extracto de vídeo para aprender inglés
- a. Sí
  - b. No
  - c. Tal Vez
12. ¿Le ayudan los materiales audiovisuales como series o películas a aprender inglés?
- a. Sí
  - b. No
  - c. Tal Vez