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Investigating the introduction of non-educative board games in the learning of English as a Foreign Language in Secondary Education

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Abstract

The aim of the present paper is to investigate the introduction of non-educative board games as a didactic tool in EFL sessions to achieve curricular contents in speaking. In particular, the main goals are, on the one hand, to show both students and teachers' opinion of this kind of board games in school hours and in their free time, and on the other, to analyse the advantages and disadvantages these games have in an EFL session and the aspects to consider when using them in the session. By means of two questionnaires given out to students, one before and the other after playing the non-educative board game *Cluedo*, an observation protocol and a semi-structured interview to three teachers, the results show that both students and teachers hold a positive attitude towards these non-educative board games. Results gathered from observation validate the fact these board games can have a desired impact in the educational field as long as they are adapted to the group features.

Keywords: Non-educative board games, EFL sessions, speaking, didactic resource, motivation

Resum

El següent article proposa un estudi mixt per introduir els jocs de taula no educatius com a eina didàctica a les sessions de llengua estrangera: anglès i poder assolir continguts curriculars en la dimensió de l'expressió oral. Mitjançant dos qüestionaris als alumnes, una observació d'una sessió de joc a la sessió d'anglès jugant al joc de taula no educatiu *Cluedo* i entrevistes fetes a tres docents, aquest treball vol mostrar l'opinió que tenen els alumnes i docents d'aquest tipus de jocs de taula a fora i a dins de l'aula, observar els avantatges i inconvenients que tenen en una sessió d'anglès i els aspectes a tenir en compte a l'hora d'incloure'ls a la sessió. Les respostes per part dels alumnes i de les professores mostren una actitud favorable en vers a aquests jocs de taula no educatius i els resultats de les observacions fetes corroboren que aquests jocs de taula poden tenir un efecte positiu en l'àmbit educatiu sempre que s'adapti a la naturalesa del grup.

Paraules clau: Jocs de taula no educatius, sessions de llengua estrangera: anglès, expressió oral, recurs didàctic, motivació

1. Introduction

According to statistics related to school leave in Catalonia (Idescat, 2020), students' motivation and interest in the scholar system and its environment seems to progressively decrease. This appalling situation can lead students to abandon their academic goals. Guzmán (2016) attributes this demotivation to the governments' slowness to introduce solutions to palliate this situation. Hence, teachers and entities related to the educational field should/must take some course of action and suggest some initiatives to reverse this undesired reality, which is quite noticeable in the Catalan school system. A useful contribution to amend the aforementioned circumstances is the introduction of a resource that students from 12 to 16 years old can find amusing in a lesson with an educational purpose: the non-educative board games. This board game seeks a purely recreational purpose (Gonzalo, Lozano and Prades, 2018), and promote values and benefits that seem to be the turning point to all this demotivation.

Taking into consideration the concept of *communicative paradigm* (Mendoza & Cantero, 2003) in the Language and Literature Didactics and the quote "learn a language by making use of it", this paper wants to reflect such idea by adding these kinds of games in a classroom to develop students' speaking skills. It is intended to collect impressions from both students and teachers to have an overall vision of EFL and non-educative board games in conjunction with the results and feedback of an observation.

Within this framework, the present paper/research has the following goals:

1. To know the ESO students' interest towards non-educative board games inside and outside the classroom.
2. To know teachers' opinion towards the introduction of non-educative board games in EFL sessions with the following twofold aim:

   2.1 Discover the perceived advantages and disadvantages which involve the use of non-educative board games in EFL sessions to accomplish academic goals.

   2.2 Discover the perceived best practices when introducing board games in EFL sessions.

2. Literature review

Even though there is some research done when it comes to board games, it will presumably increase as the popularity of this type of methodology continues to expand. Unfortunately, there is a scarcity of results regarding the use of non-educative board games in EFL lessons in order to practise speaking.

2.1 Differences between game-based learning and gamification

The present paper is focused on the use of non-educative board games, which falls within the scope of game-based learning (GBL). However, the use of such games is often confused with *gamification*, which is a different concept with different goals.

On the one hand, Game-Based Learning (GBL), according to Cornellà, Estebanell and Brusi (2020), is a methodology whose aim is to learn by playing games. In this way, the game becomes a mean to work on some content and, while students are playing the game, the teacher can reflect not only on the impact the game has at that moment, but also on the results obtained at the end of the lesson. The main feature regarding GBL is that there is a wide variety of ideas and ways to use it. For example, the teacher can adapt the game content to the curricular content to cover, as well as set the rules and conditions to reach the objectives. López and Sotoca (2019) emphasises the fact that the didactic purpose given to the use of board games turns them into an effective tool in the learning process in different educational stages.

On the other hand, the word *gamification,* which was coined in 2002 by Nick Pelling, was firstly used to describe the interest to apply game concepts in some app interfaces so the user could make electronic transactions faster and in a user-friendly environment. Soon, the concept was in disuse until Sebastian Deterding defined gamification as "the use of game-design elements in environments which aren't related to games." (Deterding, Dixon, Khaled and Nacke, 2011, p. 11 cited in Cornellà *et al.,* 2020). *Gamification* seeks participants to feel as if they were having a gaming experience. Therefore, a context is created so the participants become the main characters and, by using gaming elements, the participants progress together to reach a common goal. Activities prepared under the gamification methodology tend to be carried out through many sessions.

2.2 Benefits of non-educative board games

Research has shown that board games and more accurately the non-educative ones have both social and educational benefits. Regarding social benefits, Guzmán (2016) mentions that by playing board games, players can know themselves much better and put into practice strategies and experiment situations which let them understand the world they are living in. When playing, players can face their fears and deepen their spirit of achievement. She also claims that those children who play board games develop their aptitudes better and live more happily and healthily. They learn essential values like respecting rules, being patient, solving situations and tolerating frustration. Through games, these young players can externalise their feelings and come up against failure.

Moreover, there are very interesting theories about the effects of non-educative board games in the field of educational psychology: A board game can be considered as a way to prepare the individual mentally and socially speaking. This way, by developing this childish activity, adults get ready to become healthy workers (Dewey, 1997, p. 7 cited in Cornellà *et al.,* 2020). These games have also been considered as a rehearsal. Back in 1978, Sutton-Smith and Brunner already claimed that one of the main purposes of a game is to let players rehearse and deal with different real-life situations in a totally safe environment. Hence, children learn strategies to face difficult moments in life and there are fewer chances to get stressed (Sutton-Smith *et al.*, 1978, p. 8 cited in Cornellà *et al.,* 2020).

In this vein, Marrón (2001, p. 2 cited in López and Sotoca, 2019) suggested that the enriching motivation and the didactic value of these resources benefit a way of learning based on "knowing, knowing to do and knowing to be" which can comparably relate them to student's real life.

Talking about the popular non-educative board game *Catan* and analysing the results, López and Sotoca (2019) got through an intervention in a few sessions and the authors claimed:

> *Catan* was created to work alongside Social Science and the project "Sociedad del bien común", seeking from Physical Education the empowerment of the social competence […], seeing an evolution and progression in students working collaboratively, improving peer relationship and dealing between them to get to an agreement, solving conflicts, showing respect towards the possibilities and limitations and valuing achievements earnt by one's own team and the opponent's team (p. 41).

Grande de Prado and Abella (2010) focused on the benefits of role-playing games, a particular kind of non-educative board games. These games do not always need a board since the main goal is to play a role in a context set by a gamemaster or someone who is in charge of the game. In any case, the purpose of these games is the social interaction between players. Therefore, the benefits are multiple: they boost the vocabulary bank, they encourage players to read for pleasure and enhance memory and calculation skills. Additionally, players can develop their sympathy and tolerance towards the other players and keep a healthy mind.

Mateo (2020) also highlights that there is some empirical research showing how the use of board games was effective to learn vocabulary. Results in one of his reported studies showed that the group of students which was part of the experiment had a better academic performance compared to those students who did not use this kind of board games (Viray, 2016, p. 3 cited in Mateo, 2020). He reinforces his position explaining that board games have a huge potential in terms of learning because students take part in the game actively, which contributes to ease the learning process, develop logical thinking, make decisions, boost their creativity and learn in a dynamic way.

Ripoll (2006) believes board games are beneficial in terms of social education, too. Players can take advantage of these resources to know about other cultures, expand their cultural grounding and be conscious of a social reality.

Moving on to the educational field, many authors believe non-educative board games exercise and increase students' motivation, their participation and students' interest in education. It is also a dynamic way of learning by experiencing and creating simulations and examples which reproduce difficult situations, they also help in the creation of mind maps and enhance the acquisition of 21st century abilities (Gee, 2008; Eisnack, 2012; Castronova & Knowles, 2015; Romero, Usart & Ott, 2015; Romero & Gebera, 2015, p. 2 cited in Gonzalo, *et al.,* 2018).

In order to have a better understanding of the positive influence of non-educative board games on players, Guzmán (2016) points out that this positive effect is found in the brain and this is supported by experts working in the field of neuroeducation. Sousa (2014, p. 6 cited in Guzmán 2016) highlights the importance of providing innovative experiences which boost brain activity, the necessity to be challenged to keep players attention and an

immediate positive feedback to ease the way players learn. These three factors are elements the brain also pursues. Therefore, the brain activates and the learning process takes place. In this moment, the brain secretes dopamine, a neurotransmitter which improves attention processes to acquire the learning inputs better. It is also verified that a stimulated brain increases the number of neural connections and, consequently, its efficiency improves as well as cognitive abilities.

One of the main benefits of non-educative board games is their availability. Gonzalo, *et al.* (2018) claim that there is an expanding supply of non-educative board games in the market providing a wide range of topics and difficulty levels and abstraction degree which gives a greater chance to find the suitable game. Another benefit listed by the same authors is that it is easier to either use or adapt a game which already exists rather than start from scratch. Furthermore, using these board games with small groups can be beneficial because it stimulates a better interaction and encourage students to discuss. Last but not least, they see board games as beneficial because students can work simultaneously on content regarding concepts, procedures and attitudes.

2.3 Ways of proceeding when using non-educative board games

The literature review reveals that, every time teachers want to use GBL mixed with non-educative board games, they must pay attention to a great number of considerations:

Gonzalo, *et al.* (2018) suggest some goals that the teacher has to keep in mind: the curricular goals, the technical limitations, the characteristics of the game, the sequence of activities, the lesson plan focused on the game and the global evaluation of its functioning.

A game has to be a fun and students have to play this game to have fun, otherwise the game turns into an activity. Educators are the ones who can orientate the game towards the goals they want to achieve. Ripoll (2006) upholds these statements while he encourages teachers to reflect on the purpose, elements that form the game, its procedure, characteristics of the players as well as suggests teachers to prepare many alternatives and adaptations for all kinds of students so they are all integrated and choose the right material for each group. Charsky (2010, p. 7 cited in Gonzalo, *et al.,* 2018) believed there are some parts of the game teachers can use to turn activities into games. For example, the game components, the topic, the narrative, the interaction generated by players and the game mechanics.

Regarding the way teachers should observe and assess the impact of these resources on students and the session, Ripoll (2006) suggests designing and filling a register. This register should include whatever that stands out in a game session: images, words or students' behaviour, for instance. This register can be resigned using a chart where there are some items which define the game and the session (goals) so, once it is filled, the teacher can analyse all the data and evaluate and see whether there was any deviation between the goals set before the game and the results after the game. This helps the teacher make changes according to the necessities for future sessions. The author is also concerned about the way to assess students and he finds some difficulty in assessing students with these resources. Then, he suggests designing a tool to do this commitment such as a post-game discussion to allow students to share their opinions, experiences and reflections.

In terms of group and time management, Sotoca (2017, p. 2 cited in López and Sotoca, 2019) points out that the teacher needs to have a creative vision as well as great expertise in the game mechanics to design any kind of learning experience using these didactic resources. It is also essential to be aware of the amount of time it takes to assimilate so many rules to make this experience as dynamic as desired. According to López and Sotoca (2019) two sessions are necessary to understand all the concepts and the items students will deal with. Taking care of the material used in the game is also an issue as they claim there is the risk of damaging and losing part of the content produced and that is why they insist on making use of sympathy strategies to raise students' awareness of the game material.

Marrón Gaite (1996, p. 10 cited in Gonzalo, *et al.*, 2018) describes the five most suitable moments to include these non-educative board games in the classroom: At the beginning of a didactic unit to motivate students, or any time/whenever some content previously covered wants to be reinforced. In the middle of a didactic unit, at the end as a way to summarise and assess a didactic unit, as interdisciplinary activity.

Nevertheless, introducing these board games in the classroom also poses difficulties. For example, Grande de Prado and Abella (2010) admit that these games, which are designed to be played in groups of 5 or 6 players, are difficult to introduce in big groups. They consider a group is big when it has around 25 students. Thus, they suggest playing

simultaneous games in a session and having the big group divided into smaller groups, which means providing a room big enough to place 4 or 5 smaller groups.

Another issue these two authors want to highlight is the fact that there should be a thorough preparation of the session which will include the game. So, four main considerations must be taken into account:

1. Before introducing the game to students, it is important to know the game well and how it works. It is also recommended to design a sheet to write down an observation sheet to gather information about what is happening in the game and in the session.
2. Once the session has already started and before the game, the teacher has to think the best strategy to introduce the game.
3. During the game, do some discussion of the gameplay. This way students can go in depth in the game.
4. After the game, the teacher must work on some post-game tasks to close the session and get feedback.

Gonzalo, *et al.* (2018) give especial importance to similar factors that teachers should be aware of, like the fact that the teacher should adapt the game in order to pursue a pedagogical aim, and if necessary, redesign part of the game and its strategies; strive to know the game well, understand the rules and, before introducing it to the class, try and assess it. However, they also add the issue of time. They consider time as vital since the game pace in some board games can be slow and it may take a long time to learn and understand the rules. Also, teachers may spend a good deal of time analysing the impact of the game on students and adjusting the difficulty accordingly. Eisnack (2012, p. 4 cited in Gonzalo, *et al.*, 2018) is also concerned about time, as added time may lead participants to lose interest. To prevent this, teachers should decode the rules and instructions in one session.

A different insight of where and how to use non-educative board games is suggested by Giménez (2003, p. 17 cited in Grande de Prado and Abella 2010). According to him, these games could be suggested in extra-curricular workshops. He claims these kinds of games are free-time activities and they need some free-time space instead of a classroom where students can feel they are forced to play. Nonetheless, if these games are played in a

session, Giménez suggests these games need the right place and time as well as the right strategies and optional activities for those students who are reluctant to participate.

2.4 Experiences of non-educative board games applied in school sessions

There is a scarcity of research in connection with experiences which entail non-educative board games in EFL sessions. However, it has been reported the use of these games in other academic fields.

An example can be found in Mateo (2020) where the author introduces an international initiative carried out by some schools and supported by the European Union through an Erasmus+ project. Its aim was to create a board game for academic purposes and use it in the subject of History. Taking advantage of all the benefits of these non-educative board games, participants were previously trained to learn to play three non-educative board games: *Catan* and *Carcassonne*, two popular board games which meet the criteria and *Twilight Struggle* based on the Cold War. After that, students planned and created a game whose goals were: (a) introducing board games as an innovative method of teaching and learning; (b) encouraging students to learn History while (c) developing their skills in other subjects like English, in a content and language integrated learning (CLIL) approach, and in Information and Communication Technology (ICT). Results showed an improvement in many fields of the learning process of students such as History, English, Maths, Science, IT and its development in extracurricular competencies, like the ability of solving problems, sympathy towards the other players and enhancing a cooperative spirit between them. All this positive feedback helped promote these non-educative board games in more educational contexts.

Moving on to another educational field, López and Sotoca (2019) made an adaptation of the board game *Catan* to a Physical Education version. In this article, the authors presented a project done in a primary school where they implemented a new way of working curricular competencies. In this case, they wanted to turn *Devir's Catan* into a game but also a method to practise and work on gross motor skills. As reported in the article, this non-educative board game takes around 75 minutes to complete a game with 5 or 6 players. By introducing the rules, material used, and the board of the real board game, they briefly explained how they had adapted these elements to physical education curricular content. These adaptations entailed: turning game actions into physical actions,

changing turn phases, game timing and turning tokens, cards, dices and extra material needed into a sporty and more visual version as well as the victory conditions. The methodology and the way to assess their performance was also taken into account to fit in the gaming environment. The game concluded with positive feedback retrieved from this experience although it took a long time to arrange all the activity. Students succeeded in accomplishing all goals regarding competencies and other academic aims and researchers noticed that students who participated in the game developed their creativity as well as their capability to make decisions more efficiently.

This paper has the intention to answer the following questions:

1. What's the students' attitude towards non-educative board games?
2. What are the pros and cons of using non-educative board games?
3. What do teachers think of using non-educative board games in EFL as a didactic resource?
4. What do teachers need to keep in mind when using non-educative board games in EFL sessions?

3. Methodology

3.1 General Methodology

In order to reach all the goals previously introduced, is a mixture of both qualitive and quantitative methodologies suggested by Blaxter, Hughes and Tight (2008) was used.

It is important to introduce a quantitative methodology in this project. It is crucial to know students' opinion regarding non-educative board games as a source of entertainment and as a didactic resource in EFL lessons. Thus, a general questionnaire prior to the introduction of a non-educative board game was asked to fulfil this commitment. A second questionnaire was also given out after playing this non-educative board game to get some feedback about the activity and the session as a whole.

Nevertheless, using a qualitative methodology was also convenient because there was an interest in knowing Catalan teachers' point of view using board games as a teaching resource to improve students' speaking level.

Finally, qualitative methodology was also used during the school placement, through class observation, while carrying out several activities and using a non-educative board game as the main didactic resource.

3.2 Participants

Data was collected in the high school where the practicum was done. This high school is located in Cardedeu, a small town in Vallès Oriental, whose population has been growing since the last two decades. Regarding its inhabitants and their origin, the vast majority are from Catalonia and only a 6.6% of its population comes from a different place. The living standards in Cardedeu are medium-high according to the school management project (2017) and when it comes to higher education, Cardedeu stands out with a 25% of its adults having university qualifications.

Drawing our attention to the school features, according to the *Pla d'organització de centre* (2020), there are roughly 400 ESO students aged from 12 to 16 years old. This high school has three lines of ESO and two lines of Batxillerat. As an exception, last year the school faced an unusual registration of new students, which, added to Covid-19 measures, resulted in the school having five ESO lines instead of the three usual ones.

Participants who took part in this project were 123 students studying 2nd year of ESO, divided into five groups (A to E), aged from 12 to 15 years old. Out of these 123, 109 answered the questionnaire to know their point of view towards board games and, more precisely, non-educative board games. Owing to logistical issues and Covid setbacks, the observation was aimed at 35 2nd year of ESO students in two different sessions which were designed under certain conditions, which involved strict group management, pre-tasks to do before the game and access to resources to make the most of the game. Feedback received from students was altered due to a lack of time in the session.

Three EFL teachers who taught 2nd ESO were interviewed to gather information about their opinions related to these non-educative board games. All three teachers were asked individually the same questions in different days and just before the sessions observed in order not to condition their attitude towards these games.

3.3 Tools to collect data

Data was collected using the following tools: a pre-session questionnaire and a post-session questionnaire, a class observation sheet and an interview.

3.3.1 The questionnaires

Regarding the questionnaire, it was distributed to all 2nd of ESO participants, all questions had been thoroughly designed to ask students about issues that concern this thesis and it mainly gathered quantitative data, except for a few open-ended questions whose answers will be qualitatively analysed. Respondents were anonymised.

Following Hernández-Sampieri's (2014) guidelines, the questionnaire had been divided into a few sections. Although there was no cover, there was an introduction to the questionnaire, including the original title of the Master thesis, a short presentation about it and the main goals had to be added so students were aware of its purpose (see appendix 1).

One aspect which led to concern was spreading confusion about the concept *non-educative board game*. It was believed that students had to understand why it was so important to differ from games with a purely educative purpose and that was why an effort was made to provide an understandable definition of this concept in bold followed by an image of a board game of its kind to make the difference even clearer. Last but not least, instructions, information about the time which they would take to fill it in and a few words thanking them for their responses were included in order to encourage students to fill the questionnaire with a higher degree of enthusiasm.

As to the questions drawn up to get information from students and check if results validated some of the hypothesis which had been proposed, both Hernández-Sampieri's (2014) and Torrado-Fonseca (2004) readings had been useful to shape the questionnaire.

As a way to accomplish the first goal which entails knowing the ESO students' interest towards non-educative board games inside and outside the classroom, the questionnaire was designed using a range of concepts that could be easily understood by students and it was long enough to keep their attention until the end. The questions were decided to be split into four survey blocks.

Although Torrado-Fonseca (2004) suggested the idea that important questions should be asked at the beginning of the questionnaire, it was thought that asking questions about non-educative board games without considering whether interviewed students knew anything about them or like them was a wrong start. That is why the questionnaire started with….

Regarding the variety of questions, all of them were multiple-choice questions but students could give a reason in four open-ended questions. Some questions gave students the chance to write an answer which was not included in the options suggested in order to avoid the exclusion of other possibilities.

The first two questions in the third survey block and the last question in survey block n°4 which was made up of seven questions were measured using Likert Scale. Those questions had been considered to be scaled as they expressed an attitude that students had towards English and board games. Two questions in the third block included a broad spectrum of possibilities for students to tick. These questions asked to select those non-educative board games from a list. Since this list had more than 10 items, it was considered relevant to add a picture of each game so students could associate the name of these games with shapes, colours and patterns the pictures showed.

The last question gave participants the chance to write down one last impression on the topic.

A second anonymous questionnaire given out after the game, was made to collect some feedback of a session in which a non-educative board game was used with a speaking purpose. This questionnaire also sought quantitative results, far shorter than the first one, and included five Yes/No questions about the game activity and the session. By making it that short, this questionnaire was seeking honesty and a quick answer of their thoughts and feelings after having experienced the activity.

Both questionnaires were designed using Google Forms and consequently, given out to participants with their tutors' help by sending it to their school email accounts (see appendix 2).

3.3.2 Class observation protocol

Class observation was carried out by filling some guidelines on a sheet of paper while developing the game session. This technique was designed to retrieve qualitative information (see appendix 4). The tool was divided into two main parts: the session details and observation guidelines. The first part, the session details, included all the information needed to register who, when, where and how the session was carried out. At no time were students' names revealed to keep confidentiality, except for the teachers' first name.

The second part, the observation guidelines, was made up by a list of items which were observed during the session. Each item described an action the teacher or students would do and there were some indicators to report whether the items were covered or not and the degree of fulfilment. Degree of agreement was measured with a Likert scale of 4 points. Finally, there was one last part left for observations the observer wanted to do during the game to give detailed information which could be relevant and therefore, could make data analysis and conclusions more understandable. Items in the observation guidelines were split into three parts: items to keep in mind before playing the board game, items to observe while playing the board game and items to take into account after playing the board game.

3.3.3 The interview

The last tool to gather information was a semi-structured interview to know teachers' opinion. Similar to class observation, this tool also helped obtain qualitative data. The interview script included the title of this thesis and then proceeded to ask some information about the interviewee to know more about him or her. The interview had 15 questions, divided into three sections, each one dealt with a different topic. Some questions were Yes/No questions and the interviewees were also politely asked to give an in-depth answer by giving examples. Similar to the first questionnaire, the interviewees had the possibility to add whatever they considered important to conclude their opinion (see appendix 9).

3.4 Collecting data

During that school placement, questionnaires were planned to be given out at the very beginning of the session so students did not take much of the lesson time to answer the

questions and they started the lesson on time. That idea worked very efficiently since all students eagerly participated.

A similar procedure was followed with the second questionnaire. The only difference was the second questionnaire had to be given at the end of the session because it asked for feedback after the board game and on the session as a whole. Unfortunately, as it was the last lesson of the day, participation was not as high as the first questionnaire owing to lack of time and students' exhaustion. In fact, that second questionnaire was only distributed to those students who were observed in the board game session, which means the number of students was already low compared to participants of the first questionnaire. At any rate, all feedback received was compiled on a virtual cloud to analyse.

Observation done during the board game session was also collected while students were playing the board game Cluedo. That means the observant marked all items and took notes of the most relevant things during the game. There was a total of four groups observed (labelled A, B, C and D). In group A (5 students) and B (6 students) students played the game choosing a character from Cluedo and playing the character individually, whereas in groups C and D, with 12 students in each group, students played the character in pairs. In that second situation, a second observer was required to keep record of the game development. The researcher previously gave the second observer some guidelines to fill the observation sheet.

Information from interviews to teachers was collected during non-lesson hours. They were recorded, transcribed and then analysed.

3.5 Data analysis

Data analysis included a variety of methods. Quantitative data was displayed on excel sheets with the numbers and percentages of each question. Then, those percentages were analysed and used to discuss results, draw conclusions and validate the hypothesis.

Nonetheless, open-ended questions needed some more dedication because all those answers went through a codification and categorisation process. The conditions of codification and categorisation relied on the question and its aim. The process to do that was by recognising the different ideas the interviewees were given in each answer, they

were compared and codified according to the kind of answer and put into categories sharing the same or very similar meaning.

Regarding observation done in the board game session, as the items listed were measured using a Likert Scale, interpretation was done with descriptive statistics. Notes written down were also kept in mind and codified and categorised to analyse.

The three interviews given followed the same process of codification and categorisation like open-ended questions in questionnaires. In spite of having many yes/no questions and some multiple-choice questions, all three teachers gave their opinions and developed their answers in different ways.

4. Results

4.1 Students' perceptions about non-educative board games in EFL sessions

Results from the questionnaire given out to 109 students show the following: 93.6% of them like board games. They liked board games because they are fun (29.4%), board games are a way to be with their family (25.7%) and they are entertaining (24.8%). Students also mentioned they like board games because they help these students stay away from mobile phones and similar gadgets (4.6%) and they consider these games an appealing didactic resource (2.7%). 107 out of 109 answered they have board games at home, 73 students claimed they play with their parents, 67 of them play with their siblings and 57 of them do it with their friends. Regarding those games they have heard of and played with, *Monopoly*, *Cluedo*, *Party & Co*, *Ubongo*, *Virus* and *Dixit* are the top five.

Moving on to the sections on EFL, more than a quarter of the students have a high interest in English either as a language to communicate (26.6%) or because they are attracted to distinctive features of English, such as the accent and the sound of it (16.5%) although they find it difficult to practise it (12.8%). In terms of EFL sessions, they show a lower interest in general. On the one hand, some students like EFL sessions because they learn (18.3%) and they consider them important (11.9%), whereas some students believe they are boring (15.6%). More than three quarters of the students (77.1%) thought they found some difficulty in learning English and more than a half from these (58.6%) thought Grammar is the most the difficult language dimension, followed by the speaking dimension (43.7%) and the writing dimension (36.8%).

Bringing into focus the frequency of playing games, the moment to play them and the experience students had with board games, 78.9% of students who had played board games in class before this experiment claimed that they had done it once a month (71.6%) or/and at the end of the lesson (68.8%). 87.1% answered they had a good experience and from those who answered yes, 39.4% said it was fun, 24.6% also liked the experience but did not mention why and the third most rated answer was they liked it because, when playing, they had a chance to do the task with their classmates (6.4%).

Last but not least, in the last section of this questionnaire, which asked about students' perceptions about learning English and board games, students answered showing their degree of agreement in a series of statements (1 as "being in total disagreement with the statement" and 5 as "in total agreement) provided in this section. The results led to the following conclusions (Figure 1): On average, students seemed to have a neutral attitude towards English (M=3.7, SD=1). However, they agreed on the fact they would like to speak more (M=4.3, SD=0.9) and better English (M=4.5, SD=0.8). In terms of entertainment, students could not define EFL sessions as boring nor fun (M=3.1, SD=0.9) although they agreed about the fact that including more dynamic activities (M=4.4, SD=0.8) and more accurately playing non-educative board games (M=4.4, SD=0.9) in the EFL sessions could be fun. Finally, students believed that playing non-educative board games can help them improve their speaking skill in English (M=4, SD=0.9).
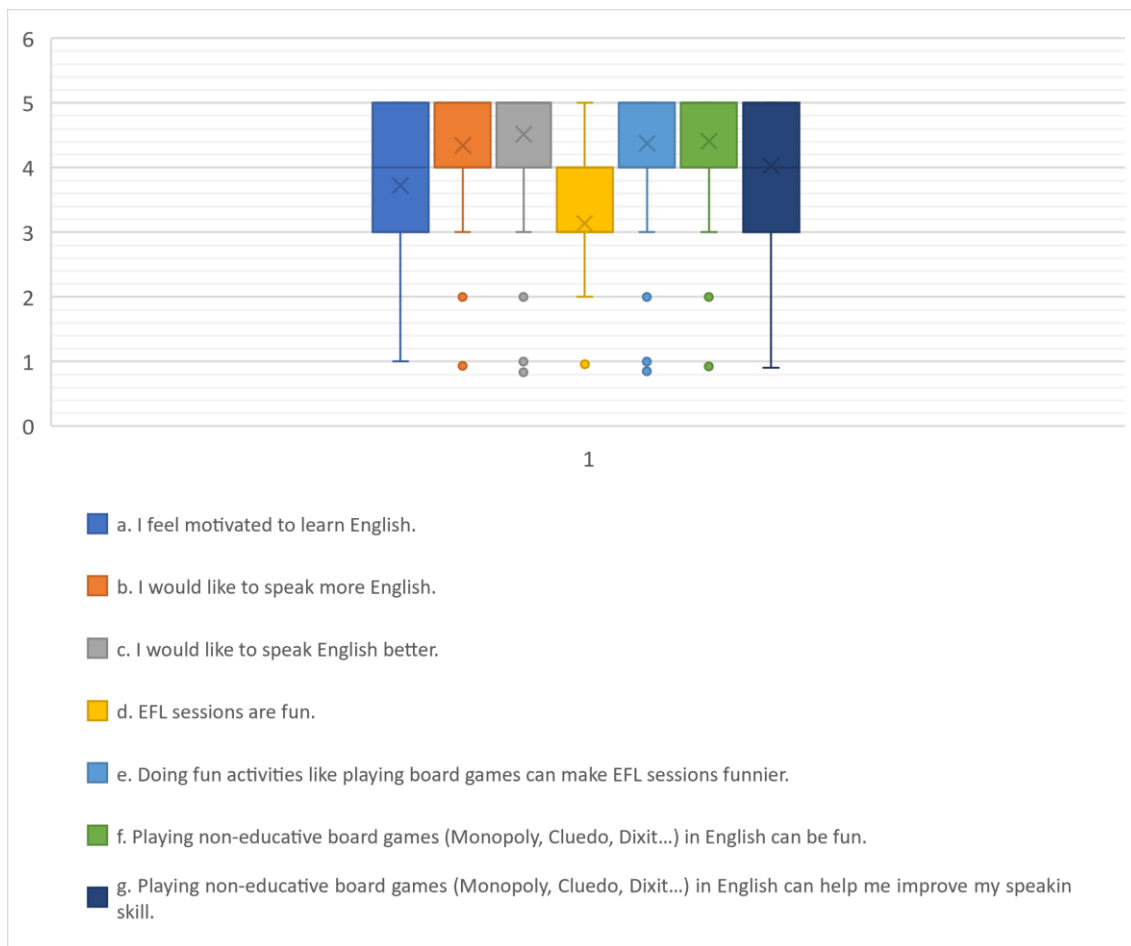
Figure 1. Students' attitude towards English, EFL sessions and non-educative board games.

4.2 Perceived advantages and disadvantages about the use of non-educative board games in EFL sessions

Observation was carried out by the researcher and a teacher as a second observer in two EFL sessions with four groups which will be called A, B, C and D. The observer assessed the activity that was going on during the game with an appreciation scale of 4 points, from "nothing at all" to "all the time", which measured the frequency students performed the different items in the observation sheet.

Group A was made up by five students playing individually and they spoke English all the time while they were playing the board game. Pre-taught content (vocabulary, expressions, grammar tenses and pronunciation) was put into practise throughout the game. The observer considered that the students found it more difficult to use vocabulary, expressions and tenses autonomously as the start of the game was slow but, once they got used to the dynamics, they seemed to make an effort to play more independently. In terms

of attitude towards the game, students appeared to be always engaged and enjoying the game.

In group B there were six students playing the game. Despite the fact that the observer could only note two students speaking in English, it appeared they used the pre-taught vocabulary efficiently. Pre-taught expressions and the grammar tense they were supposed to practise were used less frequently and the right pronunciation was not taken into account during the game. Two of these six students used expressions and vocabulary autonomously but the rest needed help of the teacher. They gave the impression that attitude was positive as they were constantly engaged and also enjoyed the game. After playing the game there was some immediate feedback of the game.

Moving on to group C, there were 12 students. As it was aforementioned in the *collecting data* section in Methodology, students had to play in pairs as the lesson had to be given to the entire group. Their teacher helped monitor this group and she gathered the following results: Students spoke in English at some stages of the game, especially to use the pre-taught vocabulary. Nevertheless, the pre-taught expressions as well as the pronunciation were not taken into account at all and the teacher hardly perceived students keeping in mind the grammar tenses taught and that they were supposed to practise to play the game. Students had to be helped all the time by the teacher. Their willingness to participate seemed to be high and they showed amusement during the game.

As for group D, there were twelve students. In the same way as group C, they also had to play in pairs owing to class management. It was very difficult for the observer to see Group D playing the game in English. Some vocabulary and expressions previously taught were scarcely used but the grammar tenses to play the game and the pronunciation were not practised at all. The teacher had to remind students to use vocabulary, expressions and tenses throughout the game. Regarding their attitude, these students were not very interested in playing the game and showed signs of boredom according to researcher's appraisal.

In that game session there was a big setback for both groups C and D as the projector did not work properly so the previous exercises to learn the expressions that had to be used to play the game weren't available. Thus, it took a long time to start using this vocabulary and expressions.

After playing the game, a short feedback questionnaire was distributed in order to gather students' perception on the session. Due to a lack of time and the moment of the day, only 28 out of 35 students answered the questionnaire. All of them reported that they liked all the activities from the session, including the activities prior to the game. Almost half of them (42.9%) claimed that they "often" spoke English, followed by 35.7% arguing they "sometimes" used English during the game. Only 10.7% of them admitted that they "constantly" spoke in English and the same percentage went for those who used English "little or nothing at all". In terms of difficulties found throughout the session, 82.1% found it "easy" to communicate with the other players and 71.4% thought it was "easy" to use the vocabulary during the game. As to the last question asking for future sessions similar to this, all except one said they would like to take part in them.

To sum up, these four groups played this non-educative board game following the same lesson plan, using the same activities and taught using the same methodology. Conditions were slightly different between groups A, B and groups C, D due to logistical issues. Those setbacks led to more negative results whereas the first two groups played in the desired conditions and the students' perceptions were more positive. All in all, feedback received from students in the questionnaire showed a positive response not only to the game but the whole lesson.

4.3 Teachers' perceptions about non-educative board games in EFL sessions

In the matter of interviews, three were the teachers who eagerly accepted answering my questions.

The first block of questions focused on language skills. When dealing with the dimensions which they found easy to teach, teacher 1 said it was Writing, teacher 2 Grammar and teacher 3 Vocabulary. However, all three teachers considered productive skills the most difficult to learn for students. Contrary to this, the teachers agreed that receptive skills are believed to be the easiest. The way these skills are displayed lead students to do the tasks without reading the instructions nor paying much attention to what they are doing. Likewise, "Vocabulary" is thought to be easy to learn because *"they [learners] widen their vocabulary bank"*, according to teacher 2, and "Speaking" because they can interact among classmates.

Regarding the different ways or platforms students have access to content in English (set of questions 2), all three answered that the most popular platform was YouTube without hesitation, followed by videogames and social networking sites. When teachers were asked about board games as another way to reach content in English, all three agreed.

The third set of questions, which are related to board games in EFL sessions, is introduced by asking the definition of non-educative board game. One of the definitions was:

"If this game is non-educative, it has a ludic purpose nor didactic. So, this means spend time in a fun way",

Another teacher pointed out:

"[Non-educative board games] Have the purpose to generate structures and vocabulary which stand out from either the linguistic or academic field and therefore, they are more similar to real life".

The third interviewee answered: *"I think all games are educative somehow"*. All of them imagined using board games as a teaching resource; as a matter of fact, two of them used them for different purposes (learning vocabulary and doing revision before the end of the term). Moreover, when they were asked if non-educative board games would work the same way as the educative ones, two of these teachers answered affirmatively as long as students needed to communicate in English:

"*I believe any communicative situation which mixes English and a need to communicate, it will always be more effective with a methodology whose purpose is purely educative.*",

and students felt they were having fun:

"Students can learn with all kinds of games because they have a good time and they interact more freely. They learn more as long as they're having fun.".

Focusing the attention on the benefits and drawbacks of using these non-educative board games in EFL sessions, the three of them answered they do have benefits. Actually, one of them talked about benefits related to values:

"Non-educative board games strengthen group cohesion, coexistence and respect between students.".

Another teacher also agreed and added:

"Yes, why not? Well, I also think the teacher should master the game before putting it into practice and have a very clear idea of its goals. The teacher should be able to either find solutions or give guidelines at any time.".

The third teacher highlighted similar benefits:

"They learn in a more ludic way, there are structures and vocabulary which students keep repeating and that makes students internalise them better, they work in groups and use English as a mean to communicate and not as a purpose.".

There are also disadvantages, all three mention students get distracted easily and switch English into Catalan or Spanish very quickly: *"If you're not paying enough attention, they end up speaking Catalan or Spanish."*. One of the teachers also added that this kind of games can lead to conflicts, a negative aspect that could be also considered positive:

"Yes, sometimes students become more competitive and this leads to, well…they sometimes don't know how to manage their feelings. However, it is hard to see whether some students are impulsive or not and this kind of games let us see how they react in front of particular situations.".

The second last question of the interview asked teachers if these non-educative board games could help students improve their speaking skills and two of them answered yes emphatically: *"Yes, definitely Speaking."*. However, the third teacher was more sceptical with it because she went over the fact of planning the activity thoroughly:

"I think it's complicated. Not speaking. Unless you're there with them all the time, they rapidly speak Catalan or Spanish because they want to communicate faster and it's inevitable (…) Unless you make very clear scaffolding of the sentences, students can use at the time they have to say whatever, it will work at the beginning but then students find it difficult… I don't know if it improves [the speaking dimension] but I do think it is positive they have inputs from different resources and formats.".

To close interviews, teachers were offered to suggest whatever they considered necessary and one of them suggested some time and planning limitations which teachers find difficult to cope with:

"We don't have much time to play because we must follow the curriculum and the curriculum is very extensive and we even have no time to finish it. Unless you have planned everything thoroughly, the lesson can collapse".

To sum up, teachers' perceptions of introducing and using these non-educative board games in EFL sessions are positive. They are conscious of the advantages these games have; not only do they give speaking skills a boost but they help students overcome difficult situations. Despite that, they are aware of the drawbacks which distance the real purposes of these games.

5. Discussion

The following discussion will take into consideration both the objectives set in this paper as well as results from questionnaires, interviews and the observation of an EFL session using a non-educative board game.

It is clear students are familiar with non-educative board games and the impact on their lives is positive in general. As it is displayed in the results of the questionnaire given out to all 2nd ESO students, almost all of them have board games at home, they play them frequently and they mainly do it with their family environment. This confirms these resources play a very important role socially speaking as they develop their social skills with their family but also with their friends. Considering the variety of games students played and heard of, the vast majority of students have included board games in part of their leisure as Gonzalo, *et al.* (2018) pointed out regarding the non-educative board game expansion.

Having a look to English as a language, the results show a positive disposition on students because they believe it can be used to interact with other people. Regarding EFL sessions, although students answered positively and gave multiple reasons, there is a significant number of students who think EFL is boring (15.6%) and find it difficult (9.2%). This is why a possible introduction of these non-educative board games could diminish this demotivation. In fact, those students who played board games in the intervention sessions confirmed the experience was positive because playing the game was fun (39.4%), because they played it with their classmates (6.4%) and they felt they had learnt (5.5%). In other words, students realised they enjoyed their lessons more with these non-educative board games and had a more active and willingly mindset to learn, like Guzmán reported

when explaining how the brain works to reach to that point (2016). As to the English skills students find difficult to learn, *Grammar* is considered the most challenging followed by *Speaking* and *Writing*. In this respect it can be quite profitable to use this kind of games, board games and role-playing games to enrich speaking skills especially and grammar content indirectly (Gonzalo, *et al.*, 2018; Grande de Prado and Abella, 2010).

As to the final statements from the questionnaire and the results shown in the graph, students want to learn English and they look forward to speaking more and better in English but the way it is taught could be made more appealing. Therefore, the introduction of these non-educative board games could be the trigger to make them more dynamic (Mateo, 2020).

With reference to observations and having a general look to groups A, B, C and D, results confirm that the pre-taught content which students used the most was vocabulary. This backs up again the idea these games foster vocabulary in EFL (Grande de Prado and Abella, 2010; Mateo, 2020). In spite of not using a role-playing game, board games like Cluedo turn players into detectives which means they use expressions, vocabulary and can assume an attitude that a real detective could somehow have. A second aspect all groups shared is their willingness to participate. In fact, feedback received from those students who filled in the second questionnaire showed great enthusiasm with the lesson taken (100%) and almost all of them would like to have more sessions where non-educative board games are included (96.4%). Besides, at least a few students in each group seemed to make the effort to do the task fully in English. Given these reasons and taking into consideration Sousa (2014) and Guzmán's brain explanation (2016), the non-educative board game can be a powerful didactic resource to cover curricular content.

However, there are several factors which may affect negatively during the gameplay and the EFL session. Time management and group management are the most important aspects. If the teacher does not have these two items under control, problems may appear. In this case, the game was planned to be learnt and played in only one session whereas López and Sotoca (2019) suggested using two sessions to learn how to play and get used to the vocabulary to use, play the game and do the post-game task. In terms of group management, the game that groups A, B, C and D used was aimed to be played individually. Taking advantage of the split class session, in which only twelve students

were in attendance, two sets of material of the same game were designed so two groups of six (groups A and B) could be formed. On the other hand, observation done to groups C and D was slightly different as the game session was carried out when all the students in the group were present.in a whole-class session. That meant that each set was used by twelve students and therefore, a class management decision had to be taken: students had to work in pairs to do the same game tasks students in groups A and B had done individually. The consequences of this decision were that students helped each other to speak more in English, but at the same time, they got distracted more easily since one just watched while the partner was playing. Comparing results from observation sheets of these four groups, there is enough evidence to support that playing in groups of five or six was more effective rather than playing in bigger groups and having to play in pairs. This coincides with Grande de Prado and Abella's study (2010) in which they mention that making groups of 5 or 6 students would be the optimal group distribution to play these games.

Feedback received from students was very positive. More than two thirds of the students who answered the "feedback-questionnaire" said they found it easy to interact with their classmates and 71.4% of students also claimed they found it easy to use the vocabulary from the game. Although the results are encouraging, there is always room for improvement by further adapting these non-educative board games and the goals set by the teachers to the group characteristics (Ripoll, 2006).

In the matter of teachers' point of view towards non-educative board games as a didactic resource, all three teachers had a similar perception of these games but they clarified some ideas in some topics. They all believed productive skills are the toughest for students and these games can be a good way to put one of these productive skills (Speaking) into practice. All in all, all skills are considered when playing non-educative board games since they act out as if they were in a different context (Cornellà, 2020). They assured digital platforms are the most popular ones for students and they also agreed on board games. Because of this, adapting non-educative board games into digital versions, whenever is possible, it could be considered a great idea (Charsky, 2010, p. 7 cited in Gonzalo, *et al.*, 2018).

In terms of the conception of *non-educative board game*, their answers were varied and reflected the points of view encountered in the literature review. Each teacher defined the

non-educative board game according to its purpose. The first teacher defended Ripoll's (2006) position of playing for fun, the second one focused her attention to real life situations (Cornellà, 2020; Marrón, 2001, p. 2 cited in López and Sotoca, 2019) and the third definition associated experience with learning (Guzmán, 2016).

Teachers expressed concern about the advantages and also the downsides these games may have. Two of them emphasised their opinions on social and educational benefits whereas the third agreed these games have advantages as long as the teacher has mastered the game before (Gonzalo, *et al.* 2018). As to disadvantages, the main ones are lack of attention and switching languages.

The last question answered by teachers was relevant because two of them wholeheartedly believed in the idea of using non-educative board games to enhance students' speaking skills. The third interviewee was a bit more cautious and reminded what many authors defended: a thorough plan and great knowledge of the game, the place and the group (Ripoll, 2006; Grande de Prado and Abella, 2010; Gonzalo, *et al.*, 2018; López and Sotoca, 2019).

To sum up this section, the gathered results as well as the similarities between these with the ideas summarised in the literature review have fulfilled the expectations of this paper. All this data collected has helped reach the goals and draw the following conclusions.

6. Limitations of the study and further research

One of the limitations of this study was time. All the information was retrieved during the school practicum which means that time was too limited to do more observation to other groups and interview more teachers to have a clearer idea of the staff's opinion towards these non-educative board games within two months. The number of participants in the second questionnaire was also lower than expected. Having retrieved more feedback of the game session would have been a great opportunity to have a more realistic discussion of the results from this game session.

Covid-19, having groups in confinement and safety measures have also made it more difficult to carry out the game session. That meant that materials had to be kept in quarantine for 48 hours, students had to wash their hands before and after the game and

they had to keep a distance between their classmates and the board game. All these measures made the game development slower and took more time than desired.

This paper has focused on the introduction of these non-educative board games in EFL sessions. It would be a great chance to expand this research line introducing more games in EFL sessions and analysing how these board games can have an impact not only on productive skills but receptive too. Having realised that time was a matter of concern, there is a perfect opportunity to go beyond this research paper regarding the best moment to include these non-educative board games in sessions and didactic units.

7. Conclusion

Similar to what children do when they are playing board games, it is proven that teenagers develop the same learning processes if they are in the same ludic environment. These board games have become an essential spare-time activity in their lives and this fact has driven game companies, shops and supporters (better called *gamers*) of these board games to set up a gaming world which reaches several fields including education. New methodologies like *game-based learning* have been laid out around these resources and research is being done to expand the benefits these non-educative board games have in an educational context.

Students in secondary schools have shown a quite receptive attitude towards the introduction of non-educative board games in their school lessons for many reasons. First and foremost, students who are playing a non-educative board game do not feel they are working on a school task; students have the feeling they are playing at all times and learning curricular contents without being conscious of it. Not only is this didactic resource making a new mean to assimilate inputs but they are also giving students a chance to arouse interest in new topics and school subjects.

This is what has happened with EFL and non-educative board games. EFL is a subject which is appreciated for some students but difficult to learn. This difficulty along with an increasing demotivating stance in the student body can be fought using these non-educative board games which are a great solution to help them progress and enjoy the time of doing it. By playing the game *Cluedo* with students and doing observation in that session it can be said that there are sufficient indicators to believe students have put into practice their speaking skills to a greater or lesser degree.

Adults also take part in this revolution. Teachers should become the artists who know how to mould their lessons in a way that all students feel integrated and are willing to participate. Given this reason, it is important they are eager to introduce theses didactic resources in their lesson plans. It is important they make sure that all the materials, rules and conditions to play are accessible to all students and are the appropriate ones to make the game more effective in EFL sessions. The three interviewed teachers showed awareness regarding these non-educative board games and some optimism in terms of introducing them in their lessons although they are conscious of the drawbacks these games have.

This paper has been aimed to be a first approach to include these non-educative board in EFL sessions. It is taken for granted that there is a lot more to do to find out more about the positive impact of these games on this subject and, more accurately, on speaking skills.

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Appendixes

Appendix 1. Questionnaire 1 – "Enquesta sobre la funció comunicativa dels jocs de taula no educatius en l'aprenentatge de l'anglès com a llengua estrangera a secundària"

Enquesta sobre la funció comunicativa dels jocs de taula no educatius en l'aprenentatge de l'anglès com a llengua estrangera a secundària

Durant el curs 2020-2021 s'està elaborant un Treball de Final de Màster que té com a objectiu principal analitzar el desenvolupament de la funció comunicativa que poden tenir els jocs de taula no educatius a la sessió lectiva d'anglès. Per arribar a aquest objectiu, és essencial conèixer l'interès de l'alumnat d'ESO pels jocs de taula no educatius.

En cas de dubte, un joc de taula no educatiu és aquell joc de taula que només pretén que els jugadors s'ho passin bé. (Exemples: Parxís, l'Oca, Monopoly...).

Per aquest motiu, estaria molt agraït si em poguessis ajudar amb aquest breu estudi contestant les preguntes que teniu a continuació.

Aquest qüestionari té una durada aproximada de 15 minuts. És un qüestionari anònim i les dades obtingudes s'utilitzaran per elaborar un apartat de resultats al treball i donar una major o menor validesa a les hipòtesis plantejades.

Moltes gràcies per la teva col·laboració!

Instruccions
1. Respon a totes les preguntes amb honestedat.
2. Llegeix detingudament les preguntes i en cas de dubte pregunteu a la persona encarregada que us ha facilitat l'enquesta.

Altra vegada, moltes gràcies per la teva ajuda.

* Obligatòria

Exemple de joc no educatiu - Sombras sobre Camelot

Bloc 1 - Informació personal

1.   1. Sexe *

     Maqueu només un oval.

     ⬭ Home

     ⬭ Dona

     ⬭ No binari

31

2. **2. Edat ***

Maqueu només un oval.

◯ 13 anys

◯ 14 anys

◯ 15 anys

Bloc 2 - Els jocs de taula no educatius

3. **1. T'agraden els jocs de taula? ***

Maqueu només un oval.

◯ Sí

◯ No

4. **Per què? ***

_____

_____

_____

_____

_____

5. **2. Amb quina freqüència jugues a jocs de taula? ***

Maqueu només un oval.

◯ Cada dia

◯ Un cop entre setmana

◯ Caps de setmana

◯ Altres: _____

32

6.   3. Tens jocs de taula a casa? *

Maqueu només un oval.

⬭ Sí

⬭ No

7.   4. En cas de tenir jocs de taula, amb qui acostumes a jugar? (Pots marcar més d'una resposta)

Seleccioneu totes les opcions que corresponguin.

☐ Pares

☐ Germans/germanes

☐ Amics

Altres: ☐ _____

33

8.   5. Has sentit a parlar alguna vegada d'aquests jocs de taula no educatius? En cas afirmatiu, marca aquells jocs que hagis sentit a parlar. (Pots marcar més d'una resposta)

Seleccioneu totes les opcions que corresponguin.

☐ Monopoly

☐ Cluedo

☐ Catan

☐ Carcassonne

☐ Dixit

☐ Zombies/Humans

34

☐ Ubongo

☐ Virus

☐ Party&Co

☐ Timeline

☐ Time's Up

☐ Código Secreto

☐ Dungeons & Dragons

☐ Talismán

Altres: ☐ _____

35

9. 6. Has jugat alguna vegada a aquests jocs de taula no educatius? En cas afirmatiu, marca aquells jocs que hagis jugat. (Pots marcar més d'una resposta)

Seleccioneu totes les opcions que correspunguin.

☐ Monopoly

☐ Cluedo

☐ Catan

☐ Carcassonne

☐ Dixit

☐ Zombies/Humans

☐ Uhonga

☐ Virus

☐ Party&Co

☐ Timeline

☐ Time's Up

☐ Código Secreto

☐ Dungeons & Dragons

Altres: ☐ _____

☐ Talismán

10. 7. En quina llengua o quines llengües et comuniques amb la resta de jugadors/jugadores? (Pots marcar més d'una resposta si fas o has fet ús de més d'una d'aquestes llengües durant la fase de joc)

Seleccioneu totes les opcions que corresponguin.

☐ Català
☐ Castellà
☐ Anglès
Altres: ☐ _____

Bloc 3 - L'assignatura de llengua estrangera: Anglès.

11. 1. T'agrada l'anglès com a llengua? *

Maqueu només un oval.

	1	2	3	4	5	
Gens	◯	◯	◯	◯	◯	Molt

12. Per què? *

_____
_____
_____
_____
_____

13. 2. T'agrada l'assignatura d'anglès? *

Maqueu només un oval.

	1	2	3	4	5	
Gens	◯	◯	◯	◯	◯	Molt

38

14. Per què? *

_____

_____

_____

_____

_____

15. 3. Hi ha alguna part de l'anglès que trobis difícil? *

Maqueu només un oval.

◯ Sí

◯ No

16. 4. En cas de respondre sí a la pregunta 3; quina d'aquestes dimensions és? (Pots marcar més d'una resposta)

Seleccioneu totes les opcions que corresponguin.

☐ Gramàtica (temps verbals...)

☐ Vocabulari

☐ Parlar en anglès

☐ Entendre textos en anglès

☐ Escriure textos en anglès

☐ Entendre l'anglès parlat

Altres: ☐ _____

Bloc 4 - Els jocs de taula a l'assignatura de Llengua estrangera: Anglès.

17. 1. Has jugat a algun joc de taula en alguna sessió d'anglès? *

Maqueu només un oval.

◯ Sí

◯ No

18.   2. Si jugues durant les sessions d'anglès, amb quina freqüència jugueu a jocs de taula? *

Maqueu només un oval.

◯ Més d'una vegada a la setmana

◯ Una vegada a la setmana

◯ Una vegada al mes

◯ Mai

19.   3. Si has jugat alguna vegada durant la sessió d'anglès; en quin moment de la sessió recordes que hi vas jugar?

Maqueu només un oval.

◯ A l'inici de la sessió

◯ A la meitat de la sessió

◯ Al final de la sessió

20.   4. Has tingut una bona experiència a l'hora de jugar a aquests jocs?

Maqueu només un oval.

◯ Sí

◯ No

21.   Per què?

_____

_____

_____

_____

_____

Bloc 5 - Llegeix les següents oracions i respon marcant només l'opció més adient per a tu:

22.   a. Estic motivat/motivada per aprendre anglès. *

Maqueu només un oval.

	1	2	3	4	5	
Molt en desacord	◯	◯	◯	◯	◯	Molt d'acord

23.   b. M'agradaria poder parlar més en anglès. *

Maqueu només un oval.

	1	2	3	4	5	
Molt en desacord	◯	◯	◯	◯	◯	Molt d'acord

24.   c. M'agradaria poder parlar millor l'anglès. *

Maqueu només un oval.

	1	2	3	4	5	
Molt en desacord	◯	◯	◯	◯	◯	Molt d'acord

25.   d. Les sessions d'anglès són engrescadores. *

Maqueu només un oval.

	1	2	3	4	5	
Molt en desacord	◯	◯	◯	◯	◯	Molt d'acord

41

26.   e. Fer activitats lúdiques com jugar a jocs de taula a la sessió d'anglès pot ser divertit. *

Maqueu només un oval.

	1	2	3	4	5	
Molt en desacord	◯	◯	◯	◯	◯	Molt d'acord

27.   f. Jugar a jocs de taula no educatius (Monopoly, Cluedo, Dixit...) en anglès pot ser divertit. *

Maqueu només un oval.

	1	2	3	4	5	
Molt en desacord	◯	◯	◯	◯	◯	Molt d'acord

28.   g. Jugar a jocs de taula no educatius (Monopoly, Cluedo, Dixit...) en anglès pot ajudar-me a millorar el meu nivell oral d'anglès. *

Maqueu només un oval.

	1	2	3	4	5	
Molt en desacord	◯	◯	◯	◯	◯	Molt d'acord

Final

29.   En aquesta darrera pregunta podeu comentar allò que creieu convenient

_____

_____

_____

_____

_____

Fi de l'enquesta. Moltes gràcies!

Appendix 2. Questionnaire 2 – "Valoració de la sessió"

Valoració de la sessió

Amb aquesta breu enquesta m'agradaria tenir la teva opinió pel que fa a les activitats fetes al dia d'avui. Respon amb la màxima sinceritat possible.

Gràcies!
* Obligatòria

1. 1. T'ha agradat la sessió d'avui (activitats prèvies i joc de taula)? *

   Maqueu només un oval.

   ( ) Sí

   ( ) No

2. 2. Quanta estona consideres que has estat parlant en anglès mentre jugaves? *

   Maqueu només un oval.

   ( ) Constantment

   ( ) Sovint

   ( ) A vegades

   ( ) Poc o res

3. 3. T'ha resultat fàcil o difícil comunicar-te en anglès amb la resta de jugadors? *

   Maqueu només un oval.

   ( ) Fàcil

   ( ) Difícil

4. 4. T'ha resultat fàcil o difícil fer ús del vocabulari en anglès del joc de taula? *

   Maqueu només un oval.

   ( ) Fàcil

   ( ) Difícil

5.   5. T'agradaria fer més sessions com la d'avui durant el curs? *

Maqueu només un oval.

⬭ Sí

⬭ No

Google no ha creat ni aprovat aquest contingut.

Google Formularis

44

Appendix 3. Data chart 1 – Open ended questions (questionnaire: Enquesta sobre la funció comunicativa dels jocs de taula no educatius en l'aprenentatge de l'anglès com a llengua estrangera a secundària)

Numerical values from answers:

Bloc 3 - L'assignatura de llengua estrangera: Anglès: 1 – Gens, 2 – No gaire, 3 – Indiferent,4 – Bastant, 5 – Molt

Bloc 4 - Els jocs de taula a l'assignatura de Llengua estrangera: Anglès: 1 – Molt en desacord, 2 – En desacord, 3 – Ni d'acord ni en desacord, 4 – D'acord, 5 – Molt d'acord

Ítem	Valor numèric					Total	Mitjana	Desviació estàndard
Bloc 3 - L'assignatura de llengua estrangera: Anglès.	**1**	**2**	**3**	**4**	**5**			
(11.) 1. T'agrada l'anglès com a llengua?	3	10	24	45	27	109	3,76	1
(13.) 2. T'agrada l'assignatura d'anglès?	2	16	32	46	13	109	3,47	0.9
Bloc 4 - Els jocs de taula a l'assignatura de Llengua estrangera: Anglès.	**1**	**2**	**3**	**4**	**5**			
(22) a. Estic motivat/motivada per aprendre anglès.	2	10	31	37	29	109	3,74	1
(23) b. M'agradaria poder parlar més en anglès.	2	3	13	25	66	109	4,37	0.9
(24) c. M'agradaria poder parlar millor l'anglès.	1	2	12	15	79	109	4,55	0.8
(25) d. Les sessions d'anglès són engrescadores.	7	15	47	34	6	109	3,15	0.9
(26) e. Fer activitats lúdiques com jugar a jocs de taula a la sessió d'anglès pot ser divertit.	1	3	11	30	64	109	4,40	0.8
(27) f. Jugar a jocs de taula no educatius (Monopoly, Cluedo, Dixit...) en anglès pot ser divertit.	2	4	9	23	71	109	4,44	0.9
(28) g. Jugar a jocs de taula no educatius (Monopoly, Cluedo, Dixit...) en anglès pot ajudar-me a millorar el meu nivell oral d'anglès.	0	6	23	39	41	109	4,05	0.9

Observacions generals de les dades de l'eina 1:

Appendix 4. Data chart 2 – Observation sheet model

Session details	
Date: _____	Lesson length: _____
Level: _____	Lesson Nº: _____
Number of students: _____	Teacher: _____
Classroom management: _____	Time in the day: _____

Role	Item	Appreciation Scale 1. Nothing at all 2. A little 3. Quite a lot 4. A lot				Observations
The teacher…	**Before playing the board game**	1	2	3	4	
	Teaches and works on the vocabulary they will use to play the game.					
	Ask questions to understand the instructions to play the game.					
	Understand and accept the conditions to play the game (E.g. do the full task in English, the time they have to play the game, tell students to be respectful with the material…).					
Students…	**While playing the board game**	1	2	3	4	
	Speak English all the time					
	Use the pre-taught vocabulary to play the game in English					
	Use the pre-taught expressions to play the game in English					
	Use the Past Simple to play the game in English					
	Use the pre-taught pronunciation regarding vocabulary, expressions and the Past Simple.					

	Use vocabulary, expressions and tenses autonomously				
	Are engaged in playing the game				
	The students are enjoying the game				
	After playing the board game	**1**	**2**	**3**	**4**	
	Give positive feedback about the game				
	Give positive feedback about the activity				

Appendix 5. Data chart 2 – Observation GROUP A

Session details	
Date: 9/04/2021	Lesson length: 2 hours
Level: 2nd ESO D (split group lesson)	Lesson Nº: 8
Number of students: 11	Teacher: Pablo
Classroom management: 2 groups (5 and 6 students)	Time in the day: 12:25

Role	Item	Appreciation Scale 1. Nothing at all 2. A little 3. Quite a lot 4. A lot				Observations
	Before playing the board game	**1**	**2**	**3**	**4**	- They found a bit difficult to understand the rules
The teacher…	Teaches and works on the vocabulary they will use to play the game.			▓		
	Ask questions to understand the instructions to play the game.			▓		
Students…	Understand and accept the conditions to play the game (E.g. do the full task in English, the time they have to play the game,		▓			

tell students to be respectful with the material…).		▓				
While playing the board game	1	2	3	4	- Great effort to play and speak in English
Speak English all the time				▓	
Use the pre-taught vocabulary to play the game in English				▓	- Slow pace at the beginning, but once they got used to the game mechanics, they played faster.
Use the pre-taught expressions to play the game in English				▓	
Use the Past Simple to play the game in English				▓	
Use the pre-taught pronunciation regarding vocabulary, expressions and the Past Simple.		▓			
Use vocabulary, expressions and tenses autonomously			▓		
Are engaged in playing the game				▓	
The students are enjoying the game				▓	
After playing the board game	1	2	3	4	- No feedback
Give positive feedback about the game	▓				
Give positive feedback about the activity	▓				

Appendix 6. Data chart 2 – Observation GROUP B

Session details	
Date: 9/04/2021	Lesson length: 2 hours
Level: 2nd ESO D (split group lesson)	Lesson Nº: 8
Number of students: 11	Teacher: Pablo
Classroom management: 2 groups (5 and 6 students)	Time in the day: 12:25

Role	Item	Appreciation Scale 1. Nothing at all 2. A little 3. Quite a lot 4. A lot				Observations
The teacher…	**Before playing the board game**	1	2	3	4	- Some ideas weren't clear at the beginning.
	Teaches and works on the vocabulary they will use to play the game.				■	- Students were confused with some words
	Ask questions to understand the instructions to play the game.			■		
	Understand and accept the conditions to play the game (E.g. do the full task in English, the time they have to play the game, tell students to be respectful with the material…).			■		
Students…	**While playing the board game**	1	2	3	4	- They used vocabulary
	Speak English all the time	■				- Only two students spoke in English all the time
	Use the pre-taught vocabulary to play the game in English				■	
	Use the pre-taught expressions to play the game in English		■			- They didn't take pronunciation into consideration
	Use the Past Simple to play the game in English		■			
	Use the pre-taught pronunciation regarding vocabulary, expressions and the Past Simple.	■				
	Use vocabulary, expressions and tenses autonomously		■			
	Are engaged in playing the game				■	
	The students are enjoying the game			■		
	After playing the board game	1	2	3	4	- They gave some feedback but not much.
	Give positive feedback about the game		■			
	Give positive feedback about the activity	■				

Appendix 7. Data chart 2 – Observation GROUP C

Session details	
Date: 12/04/2021	Lesson length: 2 hours
Level: 2nd ESO A (Whole group lesson)	Lesson Nº: 8
Number of students: 24	Teacher: Pablo
Classroom management: 2 groups (12 students)	Time in the day: 12:25

Role	Item	Appreciation Scale 1. Nothing at all 2. A little 3. Quite a lot 4. A lot				Observations
The teacher…	**Before playing the board game**	1	2	3	4	- It took a long time to do the pre-tasks
	Teaches and works on the vocabulary they will use to play the game.				▨	
Students…	Ask questions to understand the instructions to play the game.		▨			
	Understand and accept the conditions to play the game (E.g. do the full task in English, the time they have to play the game, tell students to be respectful with the material…).			▨		
	While playing the board game	1	2	3	4	- The projector didn't work so students found difficult to use the game expressions
	Speak English all the time		▨			
	Use the pre-taught vocabulary to play the game in English			▨		- Students played in pairs. Difficult to stay focused on the game
	Use the pre-taught expressions to play the game in English	▨				
	Use the Past Simple to play the game in English		▨			
	Use the pre-taught pronunciation regarding vocabulary, expressions and the Past Simple.	▨				

	Use vocabulary, expressions and tenses autonomously	▨				
	Are engaged in playing the game			▨		
	The students are enjoying the game			▨		
	After playing the board game	**1**	**2**	**3**	**4**	- No feedback
	Give positive feedback about the game	▨				
	Give positive feedback about the activity	▨				

Appendix 8. Data chart 2 – Observation GROUP D

Session details	
Date: 12/04/2021	Lesson length: 2 hours
Level: 2nd ESO A (Whole group lesson)	Lesson Nº: 8
Number of students: 24	Teacher: Pablo
Classroom management: 2 groups (12 students)	Time in the day: 12:25

Role	Item	Appreciation Scale 1. Nothing at all 2. A little 3. Quite a lot 4. A lot				Observations
		1	**2**	**3**	**4**	
The teacher…	**Before playing the board game**	**1**	**2**	**3**	**4**	- It took a long time to do the pre-tasks
	Teaches and works on the vocabulary they will use to play the game.				▨	
Students…	Ask questions to understand the instructions to play the game.		▨			
	Understand and accept the conditions to play the game (E.g. do the full task in English, the time they have to play the game, tell students to be respectful with the material…).			▨		

While playing the board game	1	2	3	4	- The projector didn't work so students found difficult to use the game expressions
Speak English all the time	■				
Use the pre-taught vocabulary to play the game in English		■			- Students played in pairs. Difficult to stay focused on the game
Use the pre-taught expressions to play the game in English		■			
Use the Past Simple to play the game in English	■				- It took a long time to start to use the vocabulary and expressions of the game
Use the pre-taught pronunciation regarding vocabulary, expressions and the Past Simple.	■				
Use vocabulary, expressions and tenses autonomously	■				
Are engaged in playing the game		■			
The students are enjoying the game		■			
After playing the board game	**1**	**2**	**3**	**4**	-No feedback
Give positive feedback about the game	■				
Give positive feedback about the activity	■				

Appendix 9. Interview model

Tema: La funció comunicativa dels jocs de taula no educatius en l'aprenentatge de l'anglès com a llengua estrangera a secundària.

Data i hora:

Lloc: (ciutat i nom d'institut)

Entrevistador: (incloure nom)

Entrevistada: (incloure nom, edat, sexe i anys de docència)

Introducció

Bon dia,

Sóc el Pablo Catarecha Abad i m'agradaria poder fer-li unes preguntes per a poder desenvolupar el meu Treball Final de Màster.

El Treball Final de Màster que s'està elaborant tracta sobre la funció comunicativa que poden desenvolupar els anomenats "jocs de taula no educatius" a l'aula i l'impacte que aquests poden tenir sobre els alumnes en el seu procés d'aprenentatge.

Basant-nos en la tècnica de l'Aprenentatge Basat en Jocs (ABJ), un enfocament que té com a eix principal la introducció de jocs de taula, de rol o digitals com a recurs a l'aula per tal d'aconseguir uns propòsits acadèmics; aquest petit projecte té el propòsit de donar a conèixer aquests jocs i aquesta tècnica. Alhora busca obtenir informació dels individus que componen una classe; alumnes per una banda i personal docent per l'altra.

Amb les respostes obtingudes de l'alumnat i el personal docent, a més a més d'interpretar els resultats d'una observació d'una sessió de joc a l'assignatura d'Anglès com a llengua estrangera: es farà una breu anàlisi i posteriorment conclusió sobre la idoneïtat d'aquest enfocament com a eina per facilitar el procés d'aprenentatge.

Per a poder recopilar la informació més efectivament, m'agradaria tenir el vist i plau seu per poder enregistrar l'entrevista. Totes les dades i informació obtinguda en aquesta entrevista seran utilitzades per elaborar aquest Treball Final de Màster i en cap cas s'utilitzaran amb cap altra fi.

L'entrevista té una durada màxima de 30 minuts.

Preguntes

Bloc 1 – Contextualització
- Si parlem de les dimensions de Speaking/Writing/Reading/Grammar/Vocabulary, quina o quines d'aquestes dimensions considera més fàcil d'ensenyar avui dia? Per què?
- D'altra banda, quines de les dimensions anteriors creu que troben més difícils els alumnes avui dia? Per què?
- Quina d'aquestes dimensions troba que els alumnes són més receptius a l'hora de fer una activitat?

Bloc 2 – Els adolescents i l'anglès al seu temps lliure
- Avui dia els i les adolescents tenen accés a continguts en anglès. Quina o quines són les plataformes que creu que fan servir per accedir a aquests continguts?
- Consideraria els jocs de taula una forma d'accedir a continguts en anglès?

<u>Bloc 3 – Els jocs de taula a l'aula</u>

- Què entén com a "joc de taula no educatiu" i quina finalitat creu que té?

- S'imagina utilitzant un joc de taula a l'aula com a eina educativa? Si és així, em podria descriure en quina situació l'utilitzaria?

- Ha fet servir alguna vegada un joc de taula en alguna sessió? Podria fer una breu explicació del procediment i objectiu del joc?

- Creu que aquests tipus de jocs de taula poden aportar el mateix que els jocs de taula educatius? Per què?

- Creu que aquests jocs de taula no educatius tenen efectes positius?

- Si respon afirmativament, quins creu que són?

- Creu que en té de negatius?

- Si respon afirmativament, quins creu que són?

- Creu que els jocs de taula poden millorar alguna de les dimensions descrites al primer bloc de preguntes? Específicament, creu que l'speaking seria una de les dimensions que sortiria més beneficiada de l'ús d'aquests jocs a les aules?

- Voldria afegir alguna aportació més?

Final de l'entrevista

Moltes gràcies pel seu temps. M'agradaria afegir, un cop més, que tota la informació que s'ha facilitat en aquesta entrevista es farà servir amb una finalitat acadèmica.

Appendix. 10 Transcription 1

Data i hora: 24 de març de 2021, 12:47.

Lloc (ciutat i nom d'institut): Cardedeu, INS El Sui

Entrevistador: Pablo Catarecha

Entrevistada: Glòria Castañé Carrera, 39 anys, dona i 3 anys fent docència.

Comencem pel primer... Està dividit això en diferents blocs, en 3 blocs, vale?

Començarem amb el bloc 1 que és la contextualització i diu així: Si parlem de les dimensions de Speaking/Writing/Reading/Grammar/Vocabulary, quina o quines d'aquestes dimensions consideres més fàcils d'ensenyar avui dia?

Vale... estic pensant, eh?... **(mhm)** vale. A veure, que sigui més fàcils d'ensenyar avui dia eh... clar jo... per mi és més fàcil eh... per exemple... el writing sol ser més fàcil perquè és un gènere, normalment va acompanyat d'un gènere textual i si contextualista... contextualitzes i poses un... un objectiu real en el qual es creï la necessitat de que han d'escriure com en un procés comunicatiu que és de veritat, és fàcil perquè d'alguna mane- sempre i quan estigui contextualitzat en una necessitat real perquè sinó està fora de context... **(mhm)** llavors, per mi això amb un writing arribar a treure molt de suc des de les activitats que fas prèvies a... el que puguin escriure fins a les del "durant l'activitat en sí" més a les de la correcció i més si fas una doble correcció en el qual ells mateixos poden veure les errades i al final la gramàtica i el vocabulari... i la comprensió lectora és intrínseca en el fet d'haver passat primer per la producció escrita. Potser... no sé si és la més fàcil, però potser és la que veig que se'n pot treure més de suc... **(mhm)** Ah... perquè al final les altres un list... un listening penso que sempre anem a parar al mateix tipus de... d'activitats, no poden diferir gaire de... de la versió clàssica. Pot diferir el tipus d'input que tu gestiones però al final l'activitat és bastant igual... **(mhm, vale)** no sé... potser diria el writing.

Sí, perquè d'altra banda, ara anava a dir... quines de les dimensions anteriors creus que troben més difícils els alumnes avui dia?

De totes maneres ells, les que troben més difícils són la de produir la llengua, tant sigui de forma oral com de forma escrita, les de producció sempre són les més difícils les de comprensió no tant. Ells estan... tenen inputs, en anglès i aleshores clar, el que és la comprensió... oral i la comprensió eh... lectora, jo crec que és la millor que els hi va perquè saben el que volen dir lo difícil per ells és produir la llengua, tant oral com per escrit. **(Sí, totalment...)** D'altra banda penso que el writing és una cosa que els hi fa molta mandra perquè no s'enfoca bé i si l'enfoques a... "vinga ara aniràs a escriure un text argumentatiu sobre... no sé què. És difícil... **(mhm)** si no hi ha un component de motivació, llavors és com una arma de doble fil. Per mí crec que és una... que és una skill amb la qual pots generar m... molt de con... de coneixement i de contingut, ells per la seva pròpia banda, però d'altra banda és la que.. de les que més els hi costa... **(Ja)** I és la que costa millorar; costa molt millorar.

No, no... la producció és difícil sí, sí...

De la llengua... sí.

Ah... Quina d'aquestes dimensions troba que els alumnes són més receptius a l'hora de fer una activitat?

El listening. (**El listening**) Sí... perquè la meitat de coses les fan amb... a sorts, moltes vegades (**sí**); si partim d'un audio que després hem de posar vertader o fals, o si partim d'un audio en el qual l'únic que han de fer és buscar la paraula clau eh... saps? Sentir la paraula qu- i un cop la senten, respondre jo crec que és al que estàn més receptius. No els hi molesta fer listenings, potser és de les coses que menys els hi molesta. (**mhm**) Però, si no està molt ben fet, a nivell de preguntes... ehm... no té massa utilitat i... no és que tingui massa utilitat, és que... sí que té utilitat, rectifico; el que... el que jo trobo és que no és un indicador vàlid... (**mhm**) saps? Necessàriament un listening *per se* en el qual tenen un audio d'una conversa i han de dir "What colour is the jacket that she was wearing when they went to the park?" saps? No sé... gaire... quin... què m'indica això, no? Llavors penso que ells estàn més receptius perquè ho consideren una mica més fàcil em fa l'efecte.

Vale... mhm... doncs...

 I lo mateix... Perdona.. (**sí, sí**) i lo mateix amb el reading, eh? Jo penso... (**amb el reading igual**) si el reading és de format clàssic: text breu i preguntes mm... només amb mm.. a les quals no s'han ni de llegir el text, sinó que van a buscar les paraules clau, identificar aquella paraula i copiar la frase sense entrendre la comprensió, també tira...no els hi molesta tant... (**clar**) però... però clar, allà no generen coneixement, no? (**mhm... evident.**)

Ah... vale, tirem cap al Bloc 2. Ah... que va relacionat amb els adolescents i l'anglès en el seu temps lliure, vale? Avui dia els i les adolescents tenen accés a continguts en anglès. Quina o quines són les plataformes que creus que fan servir per accedir a aquests continguts?

Youtube (**mhm**) segur, Twitch, no? (**sí, sí.. Twitch és una altra**) i videogames... (**i videogames**) videogames. "I would say music" potser després i m'agrad- jo la intento treballar-la i m'agradaria pensar que la música en alguns casos encara hi ha gent que busca els significats de les lletres i aquestes coses que feia jo... (**sí**) però potser és més secundari, s'aprenen les lletres sense saber molt bé que volen dir, però... hi crec, hi crec

fermament que la música podria ser una de les altres co- no sé, un dels altres suports que utilitzen... però descarat primer, Youtube i descarat videojocs.

Vale... Molt bé. Ah.. Consideraries els jocs de taula una forma d'accedir a continguts en anglès?

A veure si que ho consideraria... **(sí)**, però és veritat, jocs de taula específicament "gaming... yes" no? Potser en formats digitals que són més atractius i tal... joc de taula és... que tenim dos... dos "challenges" aquí, no? trobo **(sí)** i t'ho dic jo que jo en realitat jugo molt a jocs de taula, però tenim dos "challenges". Un: que molts d'ells no han jugat mai a cap joc de taula... **(sí)** versió clàssica, en el qual hi ha un taulell, unes respostes, unes cartes etc... sinó que parteixen de jugar sempre en format digital **(sí)** llavors clar, tenim el doble "challenge" de... de.. d'entrada crear un hàbit de jugar en un format més clàssic i més tradicional del qual no estan acostumats i afegir-hi el handicap de que és en anglès. **(sí)** Ara, sí, per què no? per què no? De fet aquestes activitats que has fet no sé, t'ho diré quan hagi jugat al Cluedo... **(sí)** a veure com surt amb el taulell i tot això! **(sí)** jo hi crec, eh! Crec que sí perquè a mi m'encanta! Jo soc gran defensora dels vid- dels jocs de taula, a mi m'encanta jugar-hi, m'ho passo super bé... **(sí)** i tipus Tabú sí que els hi faig **(ja..)** saps? **(vale, vale...)** no sé, eh...

Vale, sí mira, ara anem precisament a l'últim bloc, ja veus que l'entrevista és curteta, i va relacionat amb els jocs de taula. Ah... Què entens com a "joc de taula no educatiu" i quina finalitat creu que té?

Ostres... em pots posar un exemple de joc de taula no educatiu?

Vale, Ah... Sí! Per exemple ah... el, el Cluedo podria ser un, el Risk...

No educatiu... **(no educatiu)** vale...

Exacte, o el Monopoly...

Vale **(sí)**, clar perquè té una... té una altra finalitat **(sí)**. Vale i el Scrabble per exemple, és educatiu total, no? que jo els hi faig jugar al Scrabble **(sí, sí...)** bastant **(sí)** vale. Ah... quina funció creus que puc.. que pot tenir? **(sí)** jugant un joc d'aquests? Home, en un món ideal eh... seria perfecte per generar vocabulari, vocabulari que no va relacionat amb el tema únicament de "venga, fes paraules que comencin per no sé què... no?" **(sí)** o... sinó que amplien... amplien més les possibilitats de generar paraules i estructures per necessitat de comunicar-se quan tu estàs jugant al Risk, per exemple **(sí)** una altra vegada, l'altre

repte que hi veig jo aquí és que hi juguin en anglès, has d'estar molt a sobre perquè automàticament el "switch" és a la **(exacte)** llengua materna, perquè... precisament per aquesta necessitat de comunicar-se, perquè són competitius, volen guanyar, volen jugar, els hi agrada i aleshores quan veuen que no s'hi entenen en anglès, automàticament canvien. **(vale...)** però... però... sí... quina finalitat creus que té? Doncs aquesta, potser generar estructures i vocabulari que surten del tema merament lingüístic o acadèmic i que per tant, són més similars a una vida real. **(mhm... molt bé)**

Ah.. clar jo ara et voldria preguntar si... tenint en compte aquests jocs, has fet servir alguna vegada un joc de taula en alguna sessió?

No... el faré servir per primera vegada el Cluedo amb tu **(vale...)** però aquestes dues versions no. He jugat al Tabú, en el qual ells mateixos han construït les cartes i he jugat al Scrabble **(vale)** i hem jugat en alguna cosa més dinàmica i física que s'han d'aixecar i passar-se pilotes i tal per tema de paraules **(sí)** i de vocabulari, però no hi he jugat en cap d'aquests no educatius **(vale)** pròpiament.

D'acord. Vale. Ah... Creus que aquests tipus de jocs de taula poden aportar el mateix que els jocs de taula educatius? Per què?

Sí, per què no? I tant. Sí. **(sí?)** Sí, jo crec que sí perquè... per això que et deia, perquè al final eh... jo crec que tot el que... tota situació comunicativa que, que generi al voltant de la llengua anglesa en la qual es desenvolupi aquesta necessitat de comunicar-se, sempre serà més efectiva **(sí)** que no amb el mètode eh... més de una cosa pròpiament educativa que es veu que té una funció molt clara en la qual ha d'anar encaminada cap a una direcció. Aquí genera una sèrie de converses espontànies i una sèrie de comunicació real en el qual hi ha "feedback" entre dos persones per un objectiu, ja sigui moure la fitxa, o ja sigui tirar els daus o obrir una carta que penso que és més fàcil que... que s'adquireixi **(ahà)** sí, sí, jo crec que sí. **(mhm)**

Ah... Creus que aquests jocs de taula no educatius tenen efectes positius?

Sí, per lo mateix, per què no? **(mhm... d'acord... i...)** Home, jo també penso que el professor els ha de dominar abans de posar-s'hi que ha de tenir una idea molt clara de cap a on pot encaminar-se el joc, saps? **(sí)** i ser capaç de solventar o redirigir o guiar el joc en qualsevol moment sinó... però això com qualsevol activitat, sinó... **(exacte)** clar si jo no estic molt còmoda, no... no ho provaria. El Cluedo per exemple que tu proposes; jo

com que he jugat molt de petita, en castellà o en català, aleshores ja ho sé, no? "La señora no sé qué, mató a tal con la llave inglesa" Bueno, ja saps com va i quina dinàmica generarà **(clar)** però... **(vale, vale)** hauria d'estar còmode primer, però sí.

Vale i en quant a negatius... els efectes negatius, quins poden ser els inconvenients?

La dispersió **(mhm)** i la... però això jo crec que no és específic d'aquests jocs, eh? **(sí)** el... la tornada a la llengua materna... **(d'acord)** sí, és el "challenge"

Molt bé. Ah... Bé, doncs bàsicament ja estem a punt d'acabar... creus que els jocs de taula poden millorar alguna de les dimensions descrites al primer bloc de preguntes? Específicament, creus que el speaking seria una de les dimensions que sortiria més beneficiada de l'ús d'aquests jocs a les aules?

Home, en el món ideal, sí, però... ho veig complicat. El speaking per... no per res perquè a menys que estiguis tu allà **(sí)** de seguida canvien, de seguida canvien perquè es volen comunicar més eh... és... és que és inevitable, costa molt, se'ls ha de forçar si estàs present si que ho pots aconseguir **(ja)** a nivell de speaking no sé si necessàriament es milloraria, el que... eh... i no sé si millorar, millorar algunes de les aptituds no ho sé, però que és un altre tipus d'input i que inputs de llengua anglesa i exposició a l'idioma com... com... de més llocs diferents i de més formats diferents jo penso que millor. **(vale)** Llavors, que ells tinguin ara un tema de comprensió lectora amb unes targetes d'un joc d'estratègia, pues fantàstic, no? Perquè sortiran paraules diferents, perquè aprendran a fer inferències, no? I a deduir una mica pel context del joc doncs que vol dir aquella targeta en concret, tot i no conèixer una paraula, listening no perquè no hi hauria i speaking... pff... complicat, a menys que tu primer facis un "scaffolding" molt clar a la pissarra de quines frases poden fer servir en el moment que han de dir que... certa cosa que funcionarà al principi, però que després costa... no sé si millora explícitament però sí que penso que és positiu que tinguin inputs i que vinguin de formes i formats molt diferents.

Ahà... D'acord. Vale, Bé ja l'última pregunta: Voldries afegir alguna aportació més? Moltes gràcies.

Appendix 11. Transcription 2

Data i hora: 25 de març de 2021, 10:30.

Lloc (ciutat i nom d'institut): Cardedeu, INS El Sui

Entrevistador: Pablo Catarecha

Entrevistada: Meritxell Ramos, 29 anys, dona, 1 any i mig fent docència.

Bé... jo he dividit les preguntes en tres blocs, vale? Per tant el primer bloc l'he anomenat "contextualització" i per tant comencem amb la primera pregunta. Si parlem de les dimensions de Speaking/Writing/Reading/Grammar/Vocabulary, quina o quines d'aquestes dimensions consideres més fàcil d'ensenyar avui dia? Per què?

Ah... Grammar, perquè és més estructurada i penso que el fet de tenir una estructura més clara... i... de poder posar molts exemples i tal, els beneficia i els ajuda al seu aprenentatge.

Mhm... vale. D'altra banda, quines de les dimensions anteriors creus que troben més difícils els alumnes avui dia?

El writing. Els hi costa molt parar-se a reflexionar, pensar en una estructura textual, en com... com han de presentar les seves idees...

Mhm... vale. Ah... (interrupció de la gravació). Quina d'aquestes dimensions trobes que els alumnes són més receptius a l'hora de fer una activitat?

Potser la de vocabulari perquè senten que amplien el seu banc de paraules (ahà) i que poden arribar a parlar amb algú... tot i que a vegades la pronunciació patina.

Vale, molt bé... Ara passem al segon bloc que va relacionat amb els adolescents i el seu temps lliure. Avui dia els i les adolescents tenen accés a continguts en anglès. Quina o quines són les plataformes que creus que fan servir per accedir a aquests continguts?

Ah... Youtube... **(mhm)** bueno, Youtube principalment i després ells; a partir de que el profe els hi marca tres o quatre plataformes d'aprenentatge, que ja no són pas tan lúdiques, també n'aprenen... i també inclouria series i pel·lícules, per tant Netflix, HBO...

Vale... mhm... Consideraries els jocs de taula una forma d'accedir a continguts en anglès?

I tant! **(mhm)** i tant, i tant. Sí.

Ara ja per acabar, ja veus que és molt breu, fem l'últim bloc que està relacionat amb els jocs de taula a l'aula, vale? Ah... què entens com a "joc de taula no educatiu" i quina finalitat creus que té?

Si no és educatiu, ha de tenir una finalitat lúdica, no pas didàctica. Per tant és passar el temps, passar l'estona, entretenir.

T'imagines utilitzant un joc de taula a l'aula com a eina educativa?

Sí, sí que me'l imagino. De fet, ja s'ha fet a vegades. **(sí?)** I no només parlem del *Scrabble* i coses d'aquestes, sinó d'altres.

Molt bé... i em podries descriure en quina situació l'utilitzaries?

Ah... per practicar el speaking qualsevol joc és bo. Per practicar potser vocabulari, faria el *Codi Secret* **(mhm)** tot i que abans s'hauria de treballar les paraules en anglès, òbviament **(sí)**. Eh... per treballar la descripció, faria qualsevol joc com per exemple el *Qui és qui?* **(sí?)** sí, jo penso que sí, que és fàcil introduir-los i a més, que té sentit introduir-los.

Mhm... vale. Has fet servir alguna vegada un joc de taula en alguna sessió?

Sí, però haig de dir que l'últim que vaig fer servir abans del període de pràctiques, era a les classes de castellà i era el *Quién es quién?* per practicar la descripció de la persona **(vale... és a dir...)** que ho vaig fer amb les fotos dels alumnes.

Ah, molt bé! D'acord. Podries fer una breu explicació del procediment i objectiu del joc?

Eh... vaig demanar les fotografies dels alumnes aquí a consergeria, llavors vaig preparar com si fos una mena de taulell, vaig agafar el taulell real i vaig posar-les en petit (molt bé) i es va jugar al *Quién es quién?* perquè havíem practicat la descripció física i psicològica i llavors volia que no només juguessin sinó que també s'ho passessin bé... **(mhm)** i aprenguessin.

Creus que aquests tipus de jocs de taula poden aportar el mateix que els jocs de taula educatius?

Un joc de taula educatiu amb un joc de taula amb una finalitat lúdica... **(sí)** eh... no, no aporten el mateix **(mhm)**; sí que els pots adaptar i fer que finalment siguin més didàctics que no pas lúdics, però no, no... un lúdic és més jugar per jugar.

D'acord. Creus que aquests jocs de taula no educatius tenen efectes positius?

Sí; la cohesió de grup, la convivència millora, el respecte mutu entre ells... **(ahà)** saber si es coneixen realment, com són les seves relacions... sí.

Vale, creus que en tenen de negatius?

Sí. A vegades augmenta la competitivitat entre ells i això genera, bueno... doncs que moltes vegades no saben gestionar les seves emocions, però també és perquè moltes vegades no veiem si són impulsius o si no i aquests jocs en permeten veure com reaccionen eh... davant certes situacions.

Creus que els jocs de taula poden millorar alguna de les dimensions descrites al primer bloc de preguntes?

Si poden millorar, per exemple, el vocabulari? I tant! **(ahà)** jocs de taula, parlem... educatius o...? **Parlem dels no educatius** ah doncs no... **Sí d'aquests que serien més**

aviat amb una finalitat lúdica. Sí, qualsevol joc ens serveix per practicar el speaking com hem dit abans.

Vale, és ara el que volia remarcar una miqueta. Creus que l'speaking seria una de les dimensions que sortiria més beneficiada de l'ús d'aquests jocs a les aules?

Sí, definitivament.

Per acabar, voldries aportar alguna cosa; t'agradaria comentar alguna...

Que moltes vegades no tenim aquest espai per poder jugar perquè hem de seguir un currículum i el currículum és molt extens **(sí)** i fins i tot a vegades no ens dóna temps a acabar aquest currículum. **(d´acord)** Per tant o tens les coses molt ben pautades i la classe molt ben organitzada o se't pot desmuntar.

Molt bé, aquest és el final de l'entrevista. Moltes gràcies.

Appendix 12. Transcription 3

Data i hora: 26/3/21 8:50h

Lloc (ciutat i nom d'institut): Cardedeu, INS ElSui

Entrevistador: Pablo Catarecha

Entrevistada: Mònica Artigas, 42, dona i 13 anys de docència

Bloc 1 – Contextualització

- Si parlem de les dimensions de Speaking/Writing/Reading/Grammar/Vocabulary, quina o quines d'aquestes dimensions considera més fàcil d'ensenyar avui dia? Per què?

Vocabulari, perquè els és més fàcil.

- D'altra banda, quines de les dimensions anteriors creu que troben més difícils els alumnes avui dia? Per què?

Gramàtica, perquè no acostuma a agradar i no li troben massa sentit. L'speaking també costa en general.

- Quina d'aquestes dimensions troba que els alumnes són més receptius a l'hora de fer una activitat?

Speaking, perquè interactuen amb altres companys.

Bloc 2 – Els adolescents i l'anglès al seu temps lliure

- Avui dia els i les adolescents tenen accés a continguts en anglès. Quina o quines són les plataformes que creu que fan servir per accedir a aquests continguts?

Videojocs, tik toks i youtube.

- Consideraria els jocs de taula una forma d'accedir a continguts en anglès?

Sí, però a classe, no a casa.

Bloc 3 – Els jocs de taula a l'aula

- Que entén com a "joc de taula no educatiu" i quina finalitat creu que té?

Jo penso que tots els jocs són educatius d'una manera o altra.

- S'imagina utilitzant un joc de taula a l'aula com a eina educativa? Si és així, em podria descriure en quina situació l'utilitzaria?

Sí, i tant! De vegades és difícil a classe, i més amb temps de covid, que els alumnes no poden compartir material, però s'ho passen molt bé i aprenen. Es poden fer servir per exemple l'últim dia abans d'acabar el trimestre, en grups menys nombrosos.

- Ha fet servir alguna vegada un joc de taula en alguna sessió? Podria fer una breu explicació del procediment i objectiu del joc?

Sí, per Halloween una mena de joc de l'oca amb preguntes sobre la festivitat, i també un de semblant però amb preguntes en present simple sobre rutines i gustos, per practicar el present simple. Els alumnes creaven ells mateixos el joc en una cartolina i així practiquen a la vegada com fer preguntes. Després s'intercanviaven el joc entre els diferents grups.

- Creu que aquests tipus de jocs de taula poden aportar el mateix que els jocs de taula educatius? Per què?

Crec que amb tots els jocs s'aprèn, perquè s'ho passen bé i tenen més llibertat, no estan tan lligats. Quan s'ho passen bé aprenen millor.

- Creu que aquests jocs de taula no educatius tenen efectes positius?

Tots els jocs per a mi tenen efectes positius en l'alumnat.

- Si respon afirmativament, quins creu que són?

Aprenen d'una manera més lúdica, hi ha estructures o vocabulari que es va repetint i l'interioritzen millor, treballen en grup, utilitzen l'anglès com a mitjà i no com a finalitat.

- Creu que en té de negatius?

Algun sí.

- Si respon afirmativament, quins creu que són?

Potser es poden esverar més del compte, o poden caure en parlar en català/castellà si no hi estàs una mica a sobre.

- Creu que els jocs de taula poden millorar alguna de les dimensions descrites al primer bloc de preguntes? Específicament, creu que l'speaking seria una de les dimensions que sortiria més beneficiada de l'ús d'aquests jocs a les aules?

Sí, l'speaking sens dubte.

- Voldria afegir alguna aportació més?

Sí, que ens has donat la idea de fer alguna despesa extra al departament de llengües en jocs en anglès per fer servir a l'aula, gràcies!
Moltes gràcies.