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Motivation and learning through peer group and collaborative games.

Motivación y aprendizaje mediado con actividades y juegos colaborativos en grupo.

Raquel Pérez-Rubio

Departamento de Métodos de Investigación y Diagnóstico en Educación.

Universidad de Murcia - España

Ana Belén Mirete-Ruiz

Departamento de Métodos de Investigación y Diagnóstico en Educación.

Universidad de Murcia - España

anabelen.mirete@um.es

Javier J. Maquilón-Sánchez

Departamento de Métodos de Investigación y Diagnóstico en Educación.

Universidad de Murcia – España

javier.maquilon@gmail.com

Resumen

Esta investigación se fundamenta en la planificación, desarrollo y análisis de actividades puntuales en el contexto de una unidad didáctica de la Lengua Extranjera inglés. Dicha unidad didáctica está basada en el enfoque de la tarea final, en la que se concluye cada una de las unidades con una actividad que engloba todo lo trabajado anteriormente. Se analizan y estudian los resultados de dos actividades puntuales de carácter colaborativo en términos de motivación del alumnado dentro del proceso de enseñanza-aprendizaje así como sus consecuencias positivas en la adquisición del conocimiento. En concreto, una de ellas es un juego colaborativo con el que se han estudiado los papeles de la competitividad y el trabajo entre iguales y sus respectivas potencialidades didácticas. Por otro lado, la segunda actividad que entra en juego en esta investigación es el conjunto final de actividades de la unidad, denominada tarea final, y que contiene una serie de actividades de carácter tanto colaborativo como motivacional y, por tanto, de gran relevancia para este estudio.

Abstract

This research is based on the planning, development and analysis of specific activities within the context of a teaching unit in English as a Foreign Language. The commented teaching unit was planned following the task-based approach, a methodology that concludes every unit with a set of activities that reviews all the aspects that have been worked. The results of two specific and collaborative activities were analysed and studied in terms of students' motivation towards the learning process together with the positive consequences in the acquisition of the language and the contents. Specifically, one of these activities was planned as a collaborative and semi-controlled game that led way to the study of the roles of competitiveness and peer group and their respective didactic potentialities. On the other hand, the second activity under consideration in this research was the set of final activities in the unit, known as the final task, and that contained a series of collaborative activities that have a big relevance in the present study.

Palabras Clave

Aprendizaje, motivación, juegos educativos, trabajo en grupo colaborativo.

Keywords

Learning, Motivation, Educational Games, Collaborative peer Group.

Introduction

Education should be regarded as a vector for social change and the importance of the development in that field should concern not only teachers and researchers but also society in general. Education is the cornerstone of a human being, the first steps to be part of the community called society and therefore, it is essential to adapt the way education is provided to the demands of society and, above all, to the demands of the learners. Nowadays, society demands a change in the methodology applied by the teachers as well as a renovation in strategies and techniques within the classrooms' context. By contrast, traditional methodology is widespread among most of the schools and a very high percentage of teachers base their way of teaching entirely on textbooks, the blackboard and their speech and explanations about the information contained in those textbooks. Besides, the methodology that the mentioned teachers use barely imply the use of new resources, motivating activities, active participation or ICT tools.

Fortunately, there is a growing trend towards the inclusion of new teaching approaches by innovative teachers. These approaches comprises different types of activities, such as the introduction of games, stories and all kind of innovative and motivating activities, visual support, presentations, interaction, collaboration, an active role of the students and efficient use of ICT tools. As society and technology have evolved, the latter has been adapted to the demands of the former in the educational field. Thus, specific tools have been created to help bring technology to the classroom and ease the methodology renovation process. This renovation process pursues increasing students' participation and motivation by fostering the use of collaborative activities and ultimately boost alumni performance. This is the most important concern in certain areas where participation and motivation represents a key aspect of students' success. Among these areas, this work highlights the impact of collaborative and peer group activities within the Foreign Language learning field.

As before mentioned, this research is oriented and made in order to discover and prove if the collaborative activities and group activities (Carrasco, Castellanos, & Viloría, 2019), games in particular, have a repercussion in motivation and interest towards the Foreign Language learning. Another objective in which this research is focused on is proving whether motivation directly affects to the significant learning or not. Thus, some articles and researches are being studied and compared to complement the results and observations obtained through my personal experience in practice. Regarding the justification, it is necessary to start commenting the methodology applied to contextualise group activities. A task-based approach is used to structure the learning in different teaching units.

This approach is based on the use of significant language and meaningful tasks to construct the knowledge in an active and participative way (Schommer-Aikins, Beuchat-Reichardt & Hernández-Pina, 2012), making students active participants in their knowledge's construction. Taking into consideration the approach just explained, the meaningful tasks included in it are all related to interaction and collaboration among the students, taking advantage of the benefits of peer group activities. Games, songs and stories are examples of meaningful tasks that a task-based approach teaching units make use of. This

way, the bibliographic review and the research are focused on the repercussion that games and, specifically, collaborative activities have in motivation and attitudes towards learning, comprised within a task-based approach (Kirschner & De Bruyckere, 2017).

Theoretical framework

Games are one of the best tasks to increase motivation and make students learn while they are enjoying the language. Moreover, I introduced a game in my teaching unit while I was carrying out my teaching practices. Consequently, I could observe how students' attitudes changed as well as the differences in the results comparing a traditional methodology with a task-based methodology. If learners in groups play the game, the advantages of the strategy are even better. It is also required to comment that task-based approach and the meaningful tasks associated with it are becoming more and more important so I considered it a good and concrete field to carry out my research, giving support to methodological changes as well as to the use of games in the Primary Teaching classroom (Liaw, 2017). Well-known experts on the motivation and education field have carried out several important and relevant researches, and I am going to make a brief review of some of them to construct a theoretical framework in which my own research is based on.

First, Vygotsky's theory has been proven to have huge implications for the understanding of peer collaboration activities (Hogan & Tudge, 1999). The Zone of Proximal Development (ZPD) is one of the bases of the Vygotskian framework and it defends the collaboration between same age-group students to take advantage of their common characteristics and mental processes to learn together (Johnson, Adams-Becker, Cummins, Estrada, Freeman, & Hall, 2016). This way, the students share interpersonal factors through the interaction, and the consequences of that interaction are always positive in terms of learning (Hogan & Tudge, 1999). However, other researches deny the advantages that Vygotsky's theory defends. The work of Tudge (1989), Tudge (1992) and Levin & Druyan (1993) defend that the advantages or disadvantages of peer interaction depend on the level who we are grouped with, and if the level is significantly below their current level, there can be negative consequences in detriment of the learning.

Later on in this research, the application of the activities and their results will be analysed to prove or deny the theories I am presenting. Concerning the classroom's contexts, there is normally a factor that is missing in some of the primary classrooms, and that is motivation. Motivation can be explained in terms of intrinsic motivation and extrinsic motivation. Intrinsic motivation is the one that a learner owns because of the enjoyment of the competence and the activities related to the language production, whereas the extrinsic motivation can be defined as the one produced for an external goal (Dailey, 2009). Al-Mahrooqi, Abrar-UI-Hassan, & Asante (2012) defines motivation as the ingredient that students make use of to achieve the maximum use of the resources in the learning process and Dörnyei (2001) claimed that a positive attitude towards a language is associated with a stronger interest in the language competence.

The relation exposed between motivation and competence is very simple and direct: if students are more motivated, they will achieve a better level of competence. Al-Mahrooqi, Abrar-UI-Hassan & Asante (2012) name a set of motivational strategies that can be useful in the classroom context. Some of them are the following: set a personal example, promote learners' self-confidence, recognise students' effort and celebrate their success, present task properly and make it stimulating, create a suitable environment, promote group cohesiveness and learners autonomy. All the strategies just named are simple tools the teachers can make use of in order to increase motivation in their lessons, but they require an effort if traditional methodology is very rooted (Castañeda, Esteve & Adell, 2018). Motivation has an important role in education in general and in the Foreign Language classroom in particular, described as a very important and effective factor in language learning by Mahadi & Jafari (2012).

However, motivating students in a difficult task and effective strategies can be the key to help students to make their language skills richer (Bahous, Bacha, & Nabhani, 2011). Clement (1980) discovered that positive language learning experiences have a positive effect in students' self-confidence, increasing it, as well as more motivation as a consequence. It is also important to highlight that the use of interactive teaching methods in the context of English as a Foreign Language improves comprehension and communicative competence and it was compared with conventional non-interactive methods in which the learners had minimal participation and interventions in (Morell, 2004). Moreover, other motivational strategies that can also enhance students' involvement can be cooperative group learning (Ghaith, 2003) and the use of technology (Ramachaudran, 2004). It is noticeable the present lack of motivation in the classrooms of EFL in Spain, so it is necessary to make use of new resources, strategies, activities and tools that increase students' motivation. Classes should be student centred and a good way to reach that point is by using cooperative learning and promoting positive attitudes accompanied by the use of technology because learners need to be motivated to become efficient in the target language (Bahous, Bacha, & Nabhani, 2011).

Attitudes and motivation are considered by Krashen (1981) very influential and unconscious factors in language acquisition. Lambert (1974) established a causal link between attitudes, orientation and motivation and proficiency in L2, and that means that the students' improvements are based on their motivational level and stage. Besides, in the study made by Alshehri (2012), the results showed that both teachers and learners coincide that the motivation in EFL is important and that a combination of strategies is essential to ensure students' motivation and, what is more important, Miller (1993) affirmed that a more capable peer can help to construct the competence of a less capable peer. The results of the study carried out by Madrid (2002) complement the information commented above and it showed that some of the strongest motivational strategies according to the teachers and learners that participated in the research were the use of audio-visual resources and new technologies, group work, satisfying students' needs and pupils' participation in class. Games are one of the activities that teachers can use in their methodologies and that can contemplate all the strategies proposed and studied by the experts mentioned previously. Children like playing and games are included in their routine. Students learn through playing, playing implies

interaction and interaction helps developing language skills (Schommer-Aikins, Beuchat-Reichardt & Hernández-Pina, 2012).

The ludic principles included in games, such as competition and cooperation also help learners to feel motivated and enthusiastic in class (Khan, 1996). Games started to be understood as an opportunity to check how the students work in real-time, increase their participation and motivation as well as part of a lecture improved in terms of effectiveness in learning (Carrasco, Castellanos, & Vilorio, 2019). Recently, there can be found an increase in the creation and use of educational games in the classroom (Wang, Ofsdahl, & Morch-Storstein, 2009).

All the elements named before are part of the methodology known as the final task one. This methodology is related to the Content and Language Integrated Learning (CLIL), an instructional approach that involves planning the integration and learning of content knowledge through language (Bonces, 2012), in other words, it guarantees that both content and language are settled in. It is also important to highlight that, according to Martín del Pozo (2015) is necessary to focus on the methodology and language type used by language teachers rather than on the language level. It is also relevant to promote training courses to spread CLIL and make an effective use of it, having a consensus on how to implement this approach. Martín del Pozo & Rascón-Estébanez (2015) affirmed that it is necessary to reflect on the methodology, research about it as well as adapt the materials and books to the needs of the context.

All in all, motivation, a key factor in the learning process, games, that are emerging and more used increasingly, and the advantages of peer groups and collaborative activities, that provide benefits in relationships, enthusiasm and comradeship, are the pillars and the base of this paper because of their high influence on the acquisition of a Foreign Language (FL).

Method

Participants and context

The research was made in a public school in Spain. A practise course was carried out in that elementary school and, consequently, the activities linked to this research were accomplished with a group of 21 students in the fifth grade of Primary Education. The context and the participants are going to be described in details hereunder in order to understand the adaptation and the implementation of the activities that were analysed to obtain the results of the research.

First, the context can be describe in terms of the socio-economic level. The socioeconomic level is based on agriculture farming and industries that manufacture the products obtained and these create many jobs. There are varied communities of immigrants and the school reflects that reality because the number of foreign students is considerable. Therefore, there is a lot of diversity and multiculturalism. In general, this situation ends in problems with the language

and many students need reinforcement in that aspect.

Overall, the socio-economic level is medium as well as the cultural level (Programación General Anual, 2014). On the other hand, focusing on the group of students that participate in the research, it is necessary to comment that it was a group formed by twenty-one students, twelve girls and nine boys. In general, the group worked a lot and they had very good results. About two thirds of the class achieve the objectives every unit, and the rest of them do not achieve those objectives. In terms of behaviour, there are not too many disruptive students and the behaviour is bad in some concrete moments but, in general, the group is hard working. Students in this group are very participative although the level and the efficiency is not even, and there exist some unevenness. Students showed interest for group activities and creative activities, the ones in which they can take part. Regarding the subjects that I taught, it is still necessary to spend some minutes to write on their agenda that they did not do their homework because of those students who do not work daily. The third part of the group that do not achieve the goals every unit are also remarkable here, in the bilingual subjects, because they do not pass the assessments and they do not show any interest towards the learning, perhaps because they are not able to see themselves catching out the level of the rest of their classmates. It is strange that their behaviour is not bad because they do not interrupt the teacher and they do not disturb the class but they do not usually pay attention.

All these learners formed a heterogeneous group that generally worked in a good way and that were motivated towards the learning in general and the acquisition of English in particular. Regarding the information and notes obtained during the observation phase in this research, the group was a very good and hard-working group, except from those students named before that were not able to reach the level of the rest of the learners..

Design.

This research follows a quantitative design, being concretely a descriptive (survey) study.

Instruments.

After the brief contextualization and explanation above, we would like to talk about the instruments used in this research, being different activities and their results. The first activity, the game, was inspired by the TV programme 'Who wants to be a millionaire' and, as in the dynamic of the original game, the students had to answer some questions to reach the top of the money they could win. The questions were all related to the contents of the unit and they had four options in every question and only one right answer. The game was created in a Power Point presentation, using the background and the sounds that characterised the programme in order to make the pupils feel more into the game. The game contained twelve different questions and the students had to try to answer all of them correctly. The main objective of the activity was that the students could

practise the contents they have learnt in a motivating and fun way while they were learning and fixing the contents and the language of the unit. Besides, the game was planned for the whole class, including every single student and some of them would not be able to carry out the task on their own.

The second activity used in the research is the final task and the activities within it. As the unit was related to the economic sectors, the Final Task was a Market Fair, where the students were grouped in small groups of four and each group had to do a research and a presentation about one city. Therefore, there were five different cities and students presented the economy of those cities as if they were presenting it commercially. The aim of these tasks was that children felt like they were presenting the city and trying to make other people interested in their city and its products. The Final Task involved a small research and an oral presentation as well as a written task. Each group, formed by four or five students, presented a city and its characteristics and each group had to make a presentation to support their speeches with visuals and pictures. It is true that students were not used to working with this methodology and it could be hard to develop the activities as planned, but the Teaching Unit was adapted to their characteristics and their needs..

Procedure

The game was included in a teaching unit that we personally planned, created and carried out in a 5th level classroom of a public school that is appointed to a bilingual programme that includes the group. Before we designed the unit and different activities, we observed the group of students and reflected on their needs and characteristics. Once we started the unit and after all the corresponding explanations and input activities, at the middle of the unit, the game was carried out. Therefore, we decided to group the learners in small groups so that the activity could have more impact in different aspects and not only in those related to the contents. This way, they could learn and reinforce the contents but in a more reliable way because they were working in groups and collaborating among them to win all the possible points, which implied the use of the language to discuss the answers and reach agreements using all their knowledge. At the end of the unit, the students had to perform their final task activities.

The first step the students had to do in order to make the project was looking for information about their city and selecting the most useful for their presentation (Decision Making). Once they had made the research and they had all the information they needed, pupils had to create a presentation to support the oral report. In this case, I took advantage of the knowledge of the students and they created a short Power Point Presentation (Preparation). Later on, the students presented their information orally to the rest of the class and the students took notes about the information that their classmates were presenting as if they were interested in the city and they wanted to visit it or buy products (Oral report). Every group presented their information and their cities and, once they had finished with the oral reports, they had to make a written report. This consisted on the

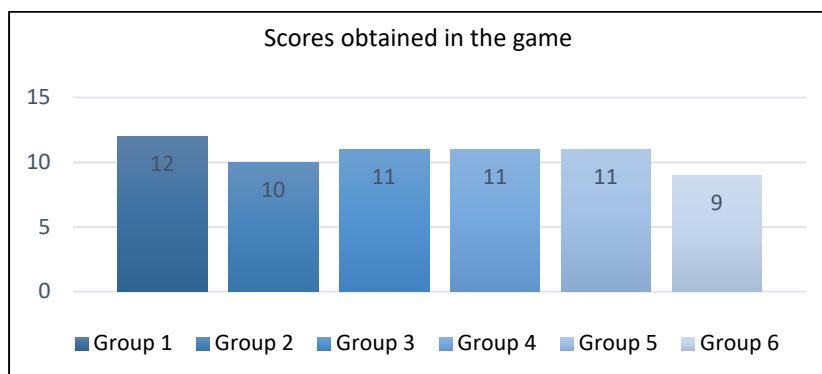
explanation of all the information they had found about their city and that they could remember (Written report).

Once we had carried out both activities and we had results, we compared the traditional-methodology unit ones to the CLIL and final task unit ones. Firstly, the results obtained in the game and in the final task are going to be explained and described, and we will compare them to discover how motivation varied and its importance. After that, the results obtained both, in the game and in the final task are going to be compared to the results of the participation and the involvement of the students in other sessions and teaching units that we could observe and took notes of..

Analysis and results

Regarding the game’s results, and as we have commented before, all the students participated, helped each other and they carried out the task properly, obtaining a good amount of points in the results. This way, some groups obtained the highest score but the group that obtained the lowest score answered correctly to the 75% of the questions, which is a very good percentage taking into account that they were carrying out a new, complicated and different task for them. However, the score is not the most important aspect in this research but the way the worked together and their motivation and passion during the activity. So, concerning motivation and participation, a 100% of the students participated in the activity. It is true that some of them were the leaders of some groups, but the point is that those students who did not participate in their teacher’s sessions and activities were participated in the game. All of them demonstrate a high level of knowledge during the accomplishment of the game. In Graphic 1, every column represents one group and the number on top represent the correct answers they made, taking into account that twelve is the maximum. Graphic 1 reflects the importance of the ludic principles during the learning process, which can help significantly in the learning process and how important is to feel motivated.

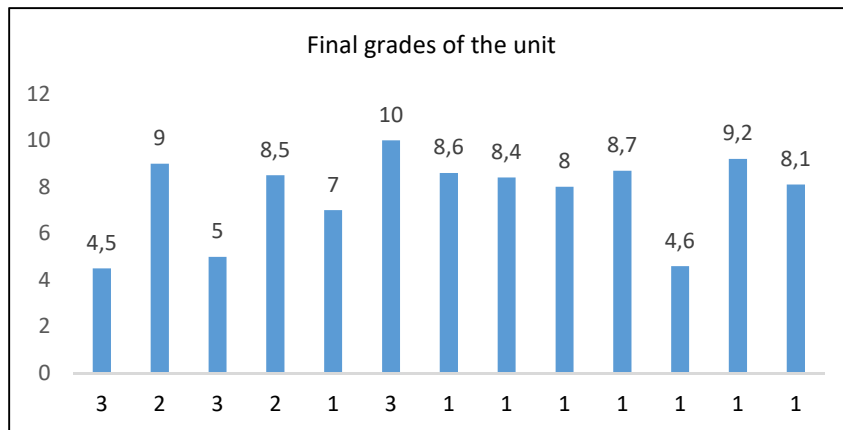
Graphic 1. Scores obtained in the game.



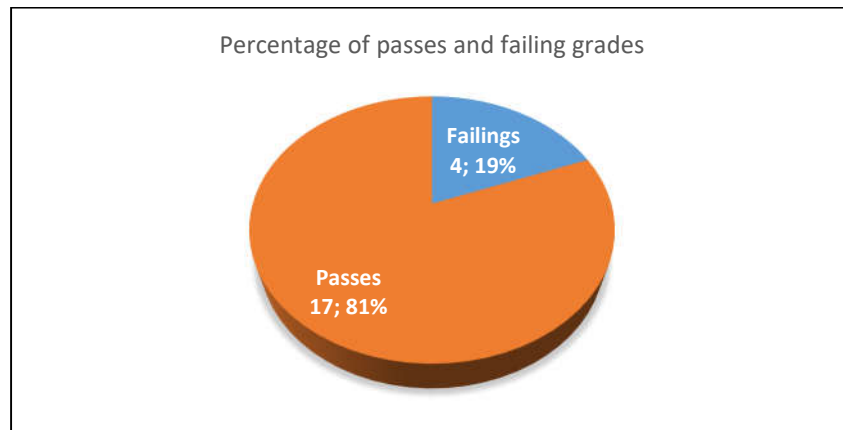
Concerning the final task results, it is essential to comment that they were not as good as the results of the game as the final task included more difficult activities and it demanded a higher domain of the language and the contents,

and not all of the students were able to produce or use the language in that context because of their previous knowledge. In spite of having different language levels, all the students worked, participated and made their oral reports. Some had more information to say while others just introduced the city and the presentation but they made an effort to reach that goal. The problem came when the pupils carried out the written report and some of them were not able to do it, and that influenced the results that I present in graphic 2 and 3.

Graphic 2. Final grades.



Graphic 3. Percentage of passes and failing grades



As it is expressed, the results were very different and even four students did not pass the final task because of the written report. The minimal grade obtained was a 4.5 out of 10, so those students who did not pass were very close to do it. Most of the students graded between 7 and 10, and those are really good grades. Thus, the percentage of students that did not pass was very small (19%, only four students), and because of that the general results are not as good as the ones in the game. The rest of the students obtained results that were similar to the game's ones. As a conclusion, the collaborative strategies and the peer groups contributed to the students' learning process and, as a consequence, to their results in the unit.

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Finally, to finish comparing and analysing the results obtained, it is important to bear in mind the results the students normally obtain and that I could discover, observe and compare with the results of my own teaching unit. This last section in the analysis of the quantitative data will result in the verification or denial of the hypothesis of the whole research, the effects of collaborative activities, peer groups activities and games in the learning process and the acquisition of knowledge. I made a complete analysis of the methodology others teacher use and about the way others teachers administrate ICT tools and technology in the classroom. This way, I could observe the routine in classroom of the same group of students I designed the teaching unit for. The classroom had a lot of resources and materials that were available for both the teacher and the students. In order to explain the use of the resources and material, I will describe the class and its organisation too. First, in the front part of the classroom we could find the blackboard, the interactive blackboard, the computer and the speakers. These resources and materials were the most important ones for every-day work.

The interactive blackboard and the computer were the resources that the teacher and the students used the most. They used them for the explanations, with the digital version of the book, as well as to play songs, watch videos and correct their homework. They also used the computer with the Internet connection to look for information or pictures related to the contents they are learning and illustrate the contents in some way. Apart from that, at the back of the class, the students had a classroom library where they had books they could read if they finished their work or the exams before the rest of the students. So, the classroom had a lot of resources the students could enjoy and used to improve their learning process and the teacher used them to complete his teaching. From now on, some reflections about the methodology and the strategies to manage the class are going to be presented as they were observed.

First of all, it is necessary to explain that the observations were done in different subjects as the bilingual programme is installed at the school. These different observations will help to compare the teaching of different contents and courses as well as the methodology and the resources that the teacher used in them and, later on, to compare that methodology to the one we used. These observations took place in English and Science courses and the moment in the teaching unit where the lessons took place were different so the comparison could be significant. This way, the lesson in English was oriented to revise and reinforce the contents while the one in Science was oriented to the transmission of contents and the acquisition of those.

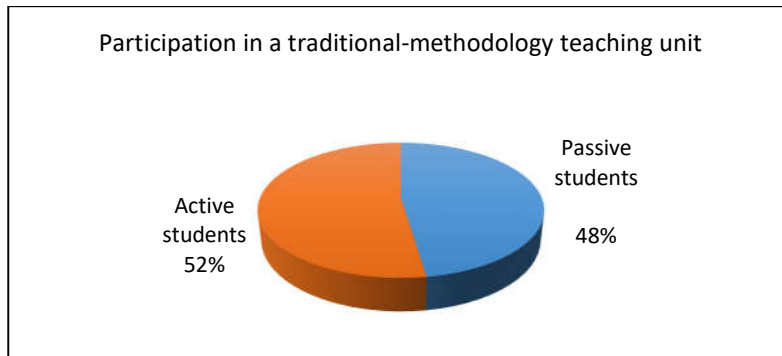
The group of students was not a very problematic group but there were some students that were not interested in learning and they did not work as they should. Except for this small number of students, the rest of pupils were interested in the lessons and they participated a lot in the activities, no matter what the subject was. They were motivated and they worked every day to construct their knowledge. The teacher was responsible for this attitude and this was because the classes were participative and students made comments as they were always paying attention. The participation is a really important factor in the lessons and the teacher should want their pupils to have an active role in the process. This strategy

is really important because the students do not find the classes boring and they enjoy everything they learn. Although participation was noticeable in each session, some pupils did not take part of the classes at all because they were not motivated towards learning.

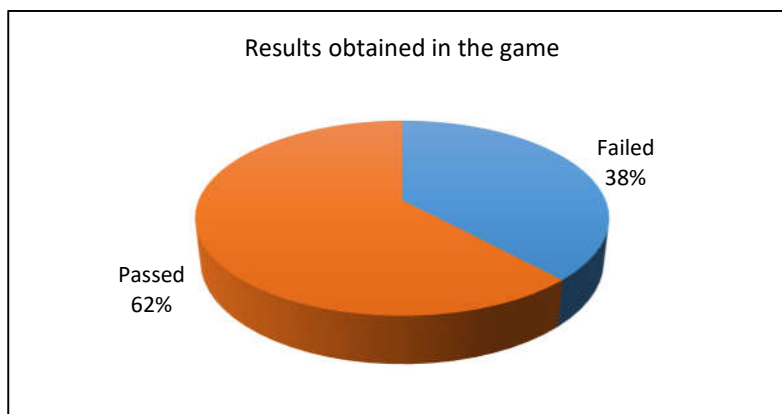
Most of the students were receptive and they wanted to learn and the fact that some of them prefer to be out of the learning process did not control the lessons. After that time we had been observing the classes, we think that the strategies were quite good and the results in the routine and in the learning process were good too but they were not excellent. All the techniques and strategies mentioned before are good for those students who do not need an extra support or attention in the learning process but they do not pay attention to the rest of the students that need to be motivated or included, little by little, in the pace of the lessons. Taking advantage of all that have been said, the methodology that the teacher used in the lessons will be presented in relation to the strategies. It is true that the teacher always used foreign language and several students feel motivated during the lessons, but the use that the teacher made of the resources they had and the continuous routine that included the textbook and the activities contained in them were not the most appropriate. This way, the context the teacher created was suitable enough for learning and the level that pupils showed when they spoke was really good, but the activities made by the teacher did not include that minority of the students that needed to be part of the group and that needed to compensate for their level. In relation to the resources, as it has been described before, the teacher had an interactive blackboard in class as well as a computer.

The resources they normally used are just those. As the class were not very traditional, they used the interactive blackboard to complete and visually support the explanations and the activities. Internet connection was also a good resource that should be mentioned but sometimes there were problems with it and the resources cannot be loaded. The teacher completed the lessons with videos, recordings, pictures and even further information that the students were glad to listen and know. However, those resources were not the activity; they were just resource to complement the explanation of the contents and to help students to carry out their activities in their notebooks. Even though the resources and materials were quite innovative and new, the approach used was based on the textbook and the task-based approach was not developed as the one used to teach foreign language. Taking the context, the resources and the level of the students into account, the task-based approach could be perfectly applied. We can affirm that the current methodology is halfway between the traditional approach and the task-based approach because of the resources they used and the way they used them. It is a matter of time that task-based approach or one similar to it is adopted. This way, we felt that we could apply the task-based approach in that context to discover how their performance could change and improve. As example of implementation of the methodology just described and the particular use of the resources, we could obtain the results of the teaching unit in terms of passed and failed exams as well as in terms of motivation (Graphic 4).

Graphic 4. Results and participation in a traditional-methodology teaching unit.



Graphic 5. Results obtained in the game.



As we can see, the results and the students who passed the exam were not as much as passed the game and the final task. Moreover, participation and motivation is also considerably lower than in the game and the final task. This way, we can confirm that collaborative activities make the students feel more involved and motivated in the lessons and, as a consequence, the learning process change and students learn more and in a different way. It is necessary that the game was a special activity and it has better results than the final task and, either because of the competition or the written factor, the game activity had better results than the final task. All in all, having a look at the graphics that reflect the results obtained in every activity and unit, the difference is remarkable and the best results were obtained in the game, the next in the final task and, finally, in the traditional methodology unit. These conclusions complement the theoretical framework presented and described at the beginning of the paper, and they prove that motivation and learning through peer group and collaborative activities get improved and increased.

Conclusion and educational and research implications

Regarding the implementation of the game and the final task, we were very surprised because of the students' answer to the demands. We were carrying out a different teaching unit that contained contents that were not very attractive for them and the students were not used to working with the methodology. Therefore,

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firstly, it is remarkable to explain that students accepted and started to work without problems in my activities. The students worked together and the results were the ones expected: the group mates helped those less motivated students but the task also helped them because they had not done a teaching unit based on the methodology we was using. Day after day, we could observe their evolution and their involvement on the accomplishment of the task and how they helped each other in an unbelievable way because they fitted perfectly and it was not a hard task for them to guide other students. The activities within the final task made the students get very close among them and they get to know more about some of their classmates.

Even though the contents were related to the teaching unit and the students were expected to carry out a different kind of task, the results obtained in both activities are significant to the current research. Students were used to doing the same type of activities, concerning reading, completing, matching and studying for the exams, as part of a traditional-tinted methodology. It is true that the teacher used ICT (Liaw, 2017) and innovative resources in most of their lessons but the way the students used them and carried out every lesson and every unit were more similar to a traditional methodology than to a contemporaneous one. The difference was the use of ICT, but the way the teacher and the students used them were not the correct one. This is, the teacher explained the contents to the learners every lesson, following the textbook in the interactive whiteboard and accomplishing the activities suggested. The students were also completing a workbook provided by the publisher that contained the same kind of activities as the ones they carried out every day.

Furthermore, the exams that were used to make the assessment contained the same activities that the students had been doing the whole unit. So, the teacher was not teaching the students how to be critical, how to work in groups or how to learn by themselves. Some of the attitudinal contents were missing, and the development of the students as well as their knowledge were not acquired in a significant way. Specific and concrete observations were also made, centring the attention on those students who had problems either to follow the rhythm of the class or with the language itself. Taking into account the context, the characteristics of the group, the observations and the necessities of the students, it was decided to prove the students' knowledge and their abilities of adaptation to new and different methodology and resources.

However, the adaptation process was not difficult at all and they started to complete the objectives immediately. Besides, the group was very motivated because they were discovering new tools every day through my presentations, my resources and my visual support, even asking about them to explore the webpages at home. Concerning the objectives and the student's productions, as they had no problems to get adapted to the methodology, most of the learners achieved, lesson by lesson, the objectives proposed completing the activities and reinforcing their previous knowledge. Those students who needed more help were a little bit slower than the rest of the students by we helped them to finish their activities as well as the students around them did, and they were improving little by little but the fact they were doing the same activities as their classmates were doing motivated them a lot. The game activity was a complete success where all the students

participated, achieving the objectives, working in groups and having a good behaviour (Castañeda, Esteve & Adell, 2018). Moving to the final task, the students results were not as good as the game's results but, even so, the results were quite good bearing in mind the big difference between the methodology they normally follow and the one that we were applying. It is true that it was not easy for them to carry out every task we proposed because the students had not done it before but they answered perfectly to the unit in general and to the final task specifically. There are some difficulties that it is worth highlighting such as the written task demanded, in which the students were expected to write all the information they could find and that they presented about their projects but freely, and we should have reinforced more that specific aspect of the task. Even though it was the most complicated task for them, they made it in a better way than expected.

Regarding the management of the class, during the game, it was easy to manage the class and we were surprised about that because we have expected more noise and bad behaviour but it was completely the opposite. The resources and the methodology did not cause any problem and it was all, as we had planned it. A remarkable fact that, in our opinion, it is worth mentioning is the fact that some of the students asked us to give them the game for them to practise at home and that really impressed, because their motivation was not only about the class and they were motivated to continue working and revising the contents at home.

Concerning the aspects that we could change in order to improve the planning and the results, we would change the distribution of the time and we would spend more time in the written activity in order to guide more and help the children because it was complicated for them. The game was perfectly on time and it did really surprise them because they did not expect it and they really enjoyed the questions and they knew all the answers, so it was useful for us to check and see that they had acquired the contents.

As they were working in groups, the more motivated students implicated the less ones in order to think as a group and force them to participate (Carrasco, Castellanos, & Vilorio, 2019). The fact that impressed me the most was that they were participating among them and even the less implicated students wanted to participate and talk when the answers were corrected. The massive participation of all of them surprised me; nonetheless, it was not only the participation but also the domain of the contents they had that made me think the game was the kind of activity they needed to be interested on the contents. This way, they were learning and they did not realize about that, they were not able to think of the activity as a tiring and monotonous exercise but as a small competition with their classmates and, what is more important, a test to prove their knowledge. Every time they obtained a right answer and a point they reinforced their knowledge and they were incredibly happy. As the main objective was that the students could practise the contents and they could reflect on them, the questions were tricky and pupils often found some difficulties to get the right answer but the mental processes and the connections they were making question by question are not possible to obtain carrying out a traditional test with close and written questions.

Children are not used to applying contents and research about what they are learning, so they do not really appreciate the importance of what they are learning and how useful the information is. For that reason, I decided to orient my Teaching Unit in a different way, making children reflect and apply the contents to reality. This way, pupils can learn more than the contents the unit set and they also construct a significant knowledge. Through this unit they were able to talk profoundly about economic sectors and, at the same time, they were able to recognise them when they listen something related to some of the aspects the unit includes.

Regarding the implementation of the teaching unit in which the activities used to carry out the current research, it had specific activities in which the learners were able to express their opinions about the activities and the teacher and, later on, I was capable of seeing and analysing their opinions and complement my notes, my own critics and aspects to develop with the pupils' opinions. They expressed what was more difficult for them, what they liked the most, what they liked the least and so on. At the end of the teaching unit, I reflected on my own notes and most of the aspects coincided with the students' suggestions. Besides, their motivation and participation is also a good indicator of the well-received activities and their attitudes towards some tasks show whether they found the activity difficult or not. Overall, the results showed what the students have learnt and what they need to reinforce, but the adaptation to the methodology and their tasks were successfully carried out.

The current research and its results have been significant to the role as a teacher as well as the starting point. Its development and accomplishment are being very important to me because a teacher has to teach but she has also to adapt their methodology to the students and the society, this is the learning context, in order to make the process as much effective as possible. This way, the investigation and reflection on the own results and the improvement of the own role are very important aspects to have into account when developing concrete strategies and activities. In this case, the accomplishment of an innovative teaching unit give way to either check the students' possibilities and abilities or to check the own implementation and localize those aspects that could be improved to get better results. The figure of the teacher is necessary to be auto critical and it has to be always open to improvements and variations on students' preferences. Apart from the details we commented before, we consider important to think about the teaching unit in general as well as about what we have learnt from it.

The implementation of the current research leaded us to revise all the notes and the students' reflections on their learning process as well as to revise their self-assessments, where the learners reflected on what they have learnt through all the sessions. After that, we reflected on the results we obtained and we complemented them with the different theories that support our implementation. The fact of accomplishing a deeper analysis of the data made my teaching unit more complete, we could reflect better on the ways of improvement of the teaching unit to achieve better acquisition of the contents, and the language associated to them. After all, the results we showed and analysed previously in the paper are not as significant as they could be because we have made the research a group of students and we have compared the students' results with their own results and

motivation in other teaching units. The research could have been more complete if we had had the possibility to carry out the same teaching unit in several groups of students in varied contexts and, later on, analyse all the results, reaching a richer reflection. Thus, we would like to continue learning on how to investigate and extend the current research, having the possibility to compare different contexts to obtain a representative conclusion.

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