The Use of TV Game Shows to Enhance Learner Engagement in the English as a Foreign Language Classroom.

José Rui da Costa Teixeira

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Keywords: engagement, behavioural engagement, participation, TV game shows, gamification, game-based learning.

Abstract

This research explores the impact of incorporating adapted TV game show games on students' behavioural engagement in the classroom. The study involved 36 Portuguese students over a period of three months, where game-based elements were introduced to enhance engagement and participation of the participants. Data was collected through a questionnaire to find patterns among the participants, and a post-lesson survey, along with observational notes to measure the student's behavioural engagement in the lessons. The results indicated that the gamified lessons significantly improved students' behavioural engagement, with notable increases in participation, collaboration, and fun. While in general the students expressed greater levels of behavioural engagement during the game-based lessons, a few still faced challenges in being involved with the tasks. The findings align with previous studies suggesting that gamification can enhance student engagement, although the effects on academic achievement remain inconclusive due to the limitations of the self-reported data from the survey and the absence of formal assessment of the topics taught.

O uso de jogos de programas televisivos para aumentar o envolvimento dos alunos na sala de aula de Inglês como língua estrangeira.

Palavras-Chave: envolvimento, envolvimento comportamental, participação, jogos de programas televisivos, gamificação, aprendizagem baseada em jogos.

Resumo

Este estudo explora o impacto da incorporação de jogos de programas televisivos ao estilo de jogos na participação comportamental dos estudantes em sala de aula. O estudo envolveu 36 alunos portugueses durante um período de três meses, nas quais foram introduzidos elementos de aprendizagem baseada em jogos para aumentar o envolvimento e a participação dos participants. Os dados foram recolhidos através de um questionário para identificar padrões entre os participantes, e de um inquérito pós-aula, juntamente com notas observacionais, para medir o envolvimento comportamental dos alunos nas aulas. Os resultados indicaram que as aulas gamificadas melhoraram significativamente o envolvimento comportamental dos alunos, com aumentos notáveis na participação, colaboração e diversão. Embora, no geral, os alunos tenham expressado níveis mais elevados de envolvimento comportamental durante as aulas baseadas em jogos, alguns ainda demonstraram dificuldades em se envolver nas tarefas. Os resultados alinham-se com estudos anteriores que sugerem que a gamificação pode melhorar o envolvimento dos estudantes, embora os efeitos sobre o desempenho académico permaneçam inconclusivos devido às limitações dos dados auto relatados do inquérito e à ausência de avaliação formal dos tópicos ensinados.

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1. Introduction

Considering that engagement is a relatively recent field of study in educational psychology (Reschly & Christenson, 2012), especially when compared to more well-established areas within psychology such as motivation (Zhou et al., 2021), it poses an interesting topic of research. Although a recent construct, it is one of the most popular research topics in this field of study and it is considered the central concept that defines all learning (Hiver et al., 2021b), being described as "the holy grail of learning" (Sinatra et al., 2015, p. 1). In English as a Foreign Language (EFL) settings, students' behavioural engagement is a critical factor in the effectiveness of language learning and better outcomes, as engaged students are more likely to participate actively in classroom tasks, enhancing their overall learning experience (Christenson et al., 2012; Finn & Zimmer, 2012; Fredricks et al., 2016). Therefore, the present study aims to evaluate the impact of using adapted TV game shows on the engagement of English as a Foreign Language (EFL) learners, in comparison to more traditional teaching methods, for example, Presentation, Practice and Production (PPP).

The interest in investigating this topic arose during the first three months of the Supervised Teaching Practice when four tenth-grade classes were observed, and it was noted that the students in two classes were less participative. This distinction was made clear by the reluctance and unwillingness of these students to engage in activities by answering the teacher's questions. Most of the time, few students raised their hands to answer voluntarily, only answering if they were asked directly. The teaching models usually used were PPP and Communicative Language Teaching (CLT) and since active participation is crucial in CLT (Richards, 2006), the lack of student engagement suggested that alternative strategies might be needed to foster a more interactive and motivating classroom environment.

The two classes mentioned were presented with a game in a lesson. The purpose of the game was to train students how to use a specific verb tense before applying it in exercises. As a result, an increase in voluntary participation was observed in the two quieter classes and in the other two classes. However, in the next lesson, there was no use of games, and although there were plenty of moments to participate, as there were exercises to answer

orally, there was an overall decrease in participation. As Gozcu and Caganaga (2016) suggest, games are a crucial component of English as a foreign language classes, as they support learning the target language whilst having fun and reducing the learners' anxiety towards language learning.

When engaged in educational games, the learning effectiveness could be considerably influenced (Yu et al., 2020) and in this study, TV game shows will be adapted to be used as educational games to promote the learners' engagement in the classroom. As Gergelyová (2020) mentions, TV game shows are among the most popular shows broadcast, becoming a part of most people's daily lives. If used creatively in the classroom they can develop the students' knowledge of the language and, for the purpose of the study, the learners' engagement in the classroom. Moreover, games in general blend both competition and collaboration in the classroom in which every student can benefit from the opportunity to be engaged (Gergelyová, 2020).

In the teaching and learning sphere, although it seems there is no consensus nor a concrete definition, as its meaning alters according to different theoretical perspectives (Sinatra et al., 2015), engagement can be defined as:

- the quantity and quality of learners' involvement and active participation in a learning activity (Christenson et al., 2012; Hiver et al., 2021a)
- the students' activity in class to achieve the learning objectives (Fredricks et al., 2004)
- action, the most relevant characteristic, which refers to students actively participating in and taking initiative with tasks (Hiver & Sang, 2021; Lawson & Lawson, 2013)

These definitions point to the fact that engagement is a multifaceted and broad concept that many researchers and teachers are familiar with (Hiver et al., 2021b; Sang & Hiver, 2021). However, Fredricks et al.'s (2004) framework is the most widely acknowledged (Xu et al., 2023). This framework is divided in terms of behavioural, emotional, and cognitive engagement. Behavioural engagement, the most visible and recognizable aspect (Oga-Baldwin, 2019) specifically focuses on the notions of positive conduct in the classroom and

involvement in school-related activities, effort, concentration, and participation (Fredricks et al., 2004), which is of the most importance in the learning process to effectively teach and learn (Ke et al., 2015).

It is possible to consider engagement of relative importance when it comes to learning, as it is considered one of the key factors in predicting students' success in language learning (Oga-Baldwin, 2019). However, when it comes to foreign language teaching, there is little research investigating engagement and how the learning environment might foster it (Sulis & Philp, 2021). Seeing that the present report aims to explore how, by gamifying the classroom, learner engagement can be enhanced, the lack of research and the difficulty in empirically investigating the topic (Hiver et al., 2021a) makes it a challenge to work on.

When referring to gamification, TV game shows can act as an opportunity to engage students. While in Gergelyová (2020) there is no empirical evidence that TV game shows specifically promote learning in the classroom, if we consider TV game shows as educational games, there is a plethora of empirical research regarding the use of games and elements of gaming in the classroom (Barata et al., 2013; Dichev & Dicheva, 2017; Gozcu & Caganaga, 2016; Hew et al., 2015; Ibáñez et al., 2014; Smiderle et al., 2020; Wichadee & Pattanapichet, 2018). For that reason, TV game shows will be considered as being educational games to promote engagement in the classroom. The choice of adapting TV game shows and not any other type of games is the simple fact that the students might already be familiar with some of them thus making them more relatable and engaging. Therefore, this led to the question that is the research questions for this study:

• What is the potential impact of using adapted TV game shows on students' behavioural engagement in the classroom?

2. Literature Review

2.1. Learner Engagement

The topic of engagement has become one of the most investigated among researchers in the educational context (Hiver et al., 2021a) and it is thought to shape all learning (Sinatra et al., 2015). Therefore, it is possible to say that without engagement, it is unlikely that learning will occur (Hiver et al., 2021b). Although there is not much clear, systematic knowledge on engagement, there is a common sense that it is ideal for learning (Philp & Duchesne, 2016).

Research into engagement has attracted researchers' attention to understand and enhance the outcomes of students who perform poorly at school (Finn & Zimmer, 2012) since the middle of the 20th century. It is seen by researchers as a possible solution to student alienation, lack of motivation and achievement (Fredricks et al., 2004). This growing interest in engagement has naturally led to various definitions and conceptualisations, making it an even more interesting yet complex concept due to the flexibility in how it can be measured. (Oga-Baldwin, 2019). By the end of the 20th century, Newmann et al. (1992) defined engagement as "an inner quality of concentration and effort to learn" (p.11) which involves students' interest, participation, and psychological efforts dedicated to learning, understanding, or mastering knowledge. This effort that the authors mention goes beyond just completing tasks or striving for high grades. It involves the serious and genuine dedication of students towards learning (Newmann et al., 1992). Moreover, at the beginning of the 21st century, Kuh (2003) defined student engagement as the extent to which learners actively invest their time and effort in learning or other academic activities. Fundamentally, students who studied more, learned more, setting a foundation of well-developed skills that can be applied after finishing school (Kuh, 2003).

Skinner and Pitzer (2012) in their research on student engagement, look at it as "the active verb between the curriculum and actual learning" (p.23). Engagement in the classroom is seen by Skinner and Pitzer (2012) as a crucial factor in the quality of the students' experience when attending school. Moreover, engagement also plays an important role in the students' academic development through their entire education. Therefore,

considering the statement at the beginning of the paragraph, engagement acts as a bridge between the course contents and the students' active participation in class. Without engagement, meaningful and effective learning is unlikely to occur (Hiver et al., 2021b; Rabah et al., 2018). In order to foster significant learning through engagement, learners need to be participative, actively involved in tasks and dedicate themselves to acquiring knowledge on the subject being taught (Hiver et al., 2021b). For that to happen, the lesson should move away from being a passive, teacher-centred experience, to enable learners to be actively engaged with the tasks (Deslauriers et al., 2019).

Interestingly, Oga-Baldwin (2019) defines engagement as how students "act, think, feel, and interact" (p.1). 'Act' and 'interact' are particularly crucial to this study as they refer to observable behaviours and actions exhibited by students, as well as their participation in class. The latter aspect is of particular importance as student engagement is thought to be developed through interaction (Anderson, 2003). Moreover, for fruitful learning and participation, student engagement is commonly considered an essential prerequisite (Appleton et al., 2008). There is widespread agreement that high learner engagement is associated with numerous positive outcomes in the field of education such as enhanced critical thinking and higher grades (Carini et al., 2006; Fredricks et al., 2016; Fredricks et al., 2019). In the Portuguese case, according to the *Perfil do Aluno à Saída da Escolaridade Obrigatória* (PASEO) (Direção-Geral da Educação, 2017), students should be leaving mandatory schooling with certain competences. Among them, critical thinking, interpersonal relationships, and languages and texts might be in part fostered through learner engagement as the previous authors suggested.

Finally, Skinner and Pitzer (2012) define engagement in school learning activities as constructive, enthusiastic, willing, emotionally positive, and cognitively focused, and, as seen in this chapter, this multifaceted concept points to the fact that its characteristics are not uniform or unchanging but rather dynamic and diverse (Sang & Hiver, 2021).

When talking about engagement it is only natural that we refer to motivation, as they have a connection in the educational context. However, as many authors seem to point out, these two constructs can be distinguished. It is important to define the relationship between

engagement and motivation as the latter is central to understanding engagement (Appleton et al., 2008). It is argued that motivation and engagement are two separate concepts as motivation describes the intensity, direction, and quality of one's energy, which is often used to answer the "why" of a certain behaviour, and engagement reflects the students' active involvement in a task (Appleton et al., 2006; Maehr & Meyer, 1997; Reeve et al., 2004). This distinction is important to make since engagement is often what teachers want to promote in their lessons; however, they frequently refer to it as motivation (eg.: I want to motivate my students to…) (Oga-Baldwin, 2019). In simple terms, engagement refers to action (Lawson & Lawson, 2013), which encompasses the intensity and quality of the learners' involvement in classroom tasks (Martin et al., 2017). On the other hand, motivation is more closely related to the desire, intent and energy directed to perform said action (Martin et al., 2017; Mercer, 2019). Moreover, Reschly and Christenson (2012) distinguish motivation as an antecedent of engagement. In contrast, engagement is the next step where motivation is transformed into actual behaviours and efforts directed towards achieving specific learning objectives (Reschly & Christenson, 2012; Sang & Hiver, 2021).

Newmann et al. (1992) suggest that engagement entails more than motivation. In their work, it is proposed that motivation sets the stage for students to succeed academically while engagement is crucial for effectively applying that motivation to learning and achieving goals. This means that students can be motivated to be successful in school without being engaged in the tasks (Newmann et al., 1992). In the same way, Sang and Hiver (2021) corroborate with the latter authors by highlighting that a student can be highly motivated, yet they may not be engaged in learning unless they actively apply their motivation into the proposed tasks of the lessons.

The ideas reviewed above tend to be consistent when it comes to foreign language learning. Oga-Baldwin (2019) mentions that being motivated to learn - feeling eager to achieve the learning goals and complete the tasks - does not guarantee consistent engagement in the learning environment. This means that motivation does not always translate into the actions needed to be actively involved in learning tasks. The author even illustrates a common scenario in schools. A student might begin the semester feeling

optimistic and motivated to be successful in a subject, setting high expectations for themselves. However, as time progresses, distractions such as social- or school-related activities and leisure become the priority, resulting in disinterest and boredom or distraction in class, thus diminishing their engagement in learning tasks. This is to say that the mere 'desire to succeed' is insufficient to be engaged and achieve learning goals (Oga-Baldwin, 2019). Therefore, "If motivation is will and intention, wanting and wishing, engagement is the moment when word turns to deed" (Oga-Baldwin, 2019, p.3). According to Brophy (2010), student motivation refers to the extent to which students dedicate their attention and effort to different activities, which is closely and positively related to engagement since higher engagement has the potential to produce higher motivation and vice versa (Yu et al., 2020). Therefore, to learn effectively in school, students need to show interest and engage in their classes, which influences their motivation (Nayir, 2017). Despite being distinguishable, it is important to mention that their interconnection means that motivation continues to influence engagement, and engagement, in turn, can further influence motivation (Hiver et al., 2021b).

As Appleton et al. (2006) suggest, engagement is a construct that deserves to be studied in depth, although motivation is central to understand it. According to Fredricks et al. (2004), engagement can be divided into three types. Firstly, emotional engagement refers to both favourable and unfavourable responses to teachers, peers, and the overall school atmosphere. Secondly, cognitive engagement involves reflective thinking and a readiness to invest the necessary effort to understand more difficult concepts (Fredricks et al., 2004). Lastly, the category central to this study, behavioural engagement, refers to involvement in academic, social, or extracurricular activities. In simpler terms, "behavioural engagement encompasses doing the work and following the rules; emotional engagement includes interest, values, and emotions; and cognitive engagement incorporates motivation, effort, and strategy use" (Fredricks et al., 2004, p. 65). Therefore, after reviewing their differences and connections, it becomes clear that one objective of many teachers and researchers is to encourage learners to take an active role in their learning process (*action*), a concept referred to as behavioural engagement (Sinatra et al., 2015).

2.2. Behavioural Engagement

When researchers started investigating behavioural engagement, it was viewed around the dichotomy that described students as being on-task (*engaged*) and off-task (*disengaged*) (Anderson, 1975). However, as well as the idea that action is associated with engagement mentioned by Sang and Hiver (2021), these authors also mention that scholars now think of behavioural engagement as being centred around the idea of initiative and effort applied to tasks, including voluntary speaking interaction, which is central to this study. Furthermore, Philp and Duchesne (2016) perceive behavioural engagement in language learning research as the students' active involvement and effort in tasks by participating in class.

Behavioural engagement itself is considered a significant factor in achieving positive outcomes in the classroom through the quality of the instructions and materials, and participation in school activities, which can be defined in three major ways. These are positive conduct (including following the teacher's/rules of the task and attendance), involvement in learning (including effort, concentration, and attention in the lesson), and involvement in school activities (Finn, 1989; Fredricks et al., 2004). Moreover, when it comes to academic achievement, the students who exhibit more favourable behaviour in class such as attending, completing homework, and participating in the class achieve higher levels of engagement than the students who are not as engaged (Finn & Zimmer, 2012).

Furthermore, of all the aspects of engagement mentioned, Oga-Baldwin (2019) suggests that behavioural engagement is thought to be crucial for learning, serving as a founding component of the learning process that initiates other aspects of engagement. Seeing that students choose to participate in class, even if that decision is made subconsciously, can promote and lead to increased enjoyment (emotional engagement) and deeper thinking (cognitive engagement) (Oga-Baldwin, 2019).

Of Fredricks et al's (2004) three dimensions, behavioural engagement is "the most visible and recognizable marker of engagement" (Oga-Baldwin, 2019, p.4) and, therefore, it is easier to measure and assess. It is usually done through surveys and observation of the students' active involvement in tasks (Nguyen et al., 2018; Sang & Hiver, 2021). In the daily

life of a teacher, indicators of behavioural engagement are the most noticeable since they are demonstrated physically. Elements such as the students' body language (e.g., nodding), gaze (e.g., looking at the speaker), their response to the teacher's instructions (e.g., taking down notes or starting an exercise) or even participating in class by raising their hand, are crucial in providing valuable insights of behavioural engagement in the classroom. In foreign language lessons specifically, Philp and Duchesne (2016) mention elements of behavioural engagement such as initiative, voluntary involvement in speaking and interaction and persistence on task. On the other hand, a disengaged student, as described by Oga-Baldwin (2019), may exhibit behaviours that teachers often find challenging to manage, such as looking out the window, rocking in their chairs, fidgeting, or even sleeping at their desks.

The central element of behavioural engagement to be explored in this study is the students' active participation in the classroom which is a subset of involvement in learning and is considered essential and necessary for learning to occur (Finn, 1989; Newmann, 1981). Finn (1989) divides participation into four levels ranging from responding to directions, to being involved in the governance of the school (*e.g. participating in the students' union*). For the purposes of this study, only the second level is to be considered, as it is the one that is directly observed in the classroom. This level refers to students displaying enthusiasm and initiating questions and dialogue with the teacher and their peers. The learner's active participation in class has a crucial role in the educational process as it provides a way to boost active learning. Students who enjoy learning are more prone to engage with the materials of the lesson (Cohen, 1991; Dean, n.d.; Oxford Learning, 2023) making the students' engagement in class vital for learning (Huang et al., 2018).

2.3. Gamification and Game-Based Learning

Gamification and game-based learning have become popular in educational settings as they are considered motivating (Bai et al., 2020; Yu et al., 2020). Moreover, the interactive nature of games is believed to enhance the students' engagement in the learning process (Oblinger, 2004). Holman et al. (2013) believe that incorporating gamification into learning activities enables students to be engaged with the learning experience, therefore changing their behaviour.

Although they might seem similar concepts, as they both promote active learning, gamification and game-based learning can be helpfully distinguished (University of Waterloo, 2023). On the one hand, gamification is the implementation of elements of gaming in the classroom, for example, "point systems, leaderboards, badges or other elements related to games" (University of Waterloo, 2023, para. 5). These types of elements can be considered as an external reward mechanism since they provide positive support that might encourage a change in the learners' behaviour (Woolfolk, 1998). On the other hand, game-based learning refers to the application of learning activities in the classroom that are designed based on games (University of Waterloo, 2023), with the intent to educate and enhance the students' learning (Krath et al., 2021). For this study, an amalgamation of both methods was approached as it was intended to develop games to allow learning (*game-based learning*) as well as to use the element of points to promote competition and cooperation in the classroom, which is a common feature of both gamification and game-based learning.

Gamification has become a useful technique for engagement in the classroom. For teachers, this approach has the goal of adjusting the learners' behaviours regarding the materials they are exposed to in class (Landers, 2014). It is argued that being involved in a classroom where educational games are played might be beneficial to the students' engagement (Partovi & Razavi, 2019). This system can change the students' behaviour towards the activities in the lessons since they engage with the learning activities in a way that could help them achieve the desired learning outcomes (Dichev & Dicheva, 2017; Smiderle et al., 2020; Rivera & Garden, 2021). In this case, by incorporating TV game shows in the classroom, the students might show higher levels of involvement in the classroom related to learning by being concentrated and taking the initiative to participate in the lessons, thus reaching higher levels of achievement (Fredricks, 2013).

When it comes to game-based learning, games have the potential to turn teacher-centred classrooms into learner-centred classrooms since the more engaged and involved in the learning process students become, the better the progress and outcomes of their own learning (Wichadee & Pattanapichet, 2018). Moreover, to present the adapted TV game shows, technology needs to be involved as it is essential for developing interactive and

visually engaging games to enhance students' behavioural engagement. Integrating technology in the classroom allows teachers to facilitate the knowledge acquisition process (Banna et al., 2015) and, by gamifying tasks, there is evidence that gamification might be linked to higher rates of students achieving the learning goals and progressing to the next year (De-Marcos et al., 2017).

Although the implementation of gamification or game-based learning should be designed to generate engagement and concentration in the learning activities, the changes in behaviour can be attributed in part to the element of fun that is inherent to games (Newmann et al., 1992). As Newmann et al. (1992) mention, in order to foster engagement in the hard-working process of learning, the tasks should provide opportunities for students to have fun as it reduces the learners' pressure to be successful and the monotony of unchallenging tasks. In addition, students tend to agree that gamified tasks are more enjoyable (Li et al., 2012). However, it is important to mention that fun should not be the main aspect of the learning activities as they serve only as entertainment whereas gamification and game-based learning focus on the acquisition of knowledge and changes in behaviour (Bai et al., 2020).

Dicheva et al. (2015) also agree that implementing games or elements of games in the classroom might be a powerful tool to foster the attainment of knowledge. It might even improve the collaboration, communication and problem-solving of students engaged in classroom activities which are important skills that *Perfil dos Alunos à Saída da Escolaridade Obrigatória* (PASEO) (2017) also considers crucial in the preparation of students for life after school. Moreover, through an intensive study of articles that examine the effect of engagement, it was found that most had positive results when it comes to behavioural outcomes, namely higher rates of participation and an increased amount and quality of the learners' answers encompassed with increased volunteering (Dichev & Dicheva, 2017; Dicheva et al. 2015).

2.4 Empirical Data on Gamification for Engagement

Despite the positive outcomes mentioned before and the growing empirical data on the benefits of the application of gamification in the educational field, it is argued that there is still a need for a more thorough review and analysis of the theories around gamification

for it to be more insightful and effective for guiding future research that leads to meaningful progress (Dichev & Dicheva, 2017; Krath e al., 2021). Despite several assumptions about the benefits of gamification in the educational context, such as the improvement in engagement and participation, it is still not possible to confirm such premises since research remains ambiguous (Dichev & Dicheva, 2017). Moreover, the existing research is dispersed across various educational settings with a focus on specific teaching contexts, making it difficult to develop a systematic approach at this stage due to the lack of rigorous empirical work investigating the potential of gamification in education (Dichev & Dicheva, 2017; Krath e al., 2021).

It is important to mention that in Gergelyová (2020) there is no empirical evidence that TV Game Shows specifically promote learning in the classroom. Moreover, to this date, and after thoroughly researching the application of TV game shows in education and their benefits, no empirical data has been found, hence the need to consider adapted TV game shows as educational games. If investigated through that scope, there is a plethora of data regarding the effects of gamification and game-based learning on engagement.

Dichev and Dicheva (2017) carried out an extensive critical review of various studies on engagement in which they concluded that gamification could encourage learners' motivation and engagement. They thoroughly categorized 51 studies (44 done at the university level and 7 in K-12 education), dividing them into different areas that approach gamification. 21% of the studies reviewed did not influence affective, behavioural and cognitive outcomes, 23% were considered to have positive outcomes, 6% were negative and 50% were deemed inconclusive. The inconclusive results reflect the ambiguity and limited data regarding the potential benefits of gamification and game-based learning, largely due to the studies being conducted over short periods of time or involving a small number of participants. However, given that this study also falls into these categories, it is important to acknowledge the following studies.

Barata et al. (2013) gamified a multimedia university course at *Instituto Superior Técnico* in Portugal, in which they included elements such as points, levels, challenges, leaderboards and badges. The study was five years long in which in the first three years there

were no gamified activities and the last two there were, so as to compare the results by using different measures. This study, which involved a fluctuating number of participants over the five years with an average of 48 students (52 in the first, 62 in the second, 41 in the third, 35 in the fourth, and 52 in the fifth year), had as its main goal improving student motivation in the course and, therefore, making it more interesting. According to the authors, the findings suggested there were significant improvements when it came to the learners' attention to the course materials, as the lecture slides were downloaded significantly more times in the experimental group. The evidence also pointed to students being more participative and proactive in the gamified version of the course which could mean they were more engaged. However, their final grades were not affected by the increase in their engagement (Barata et al., 2013).

Ibáñez et al.'s study (2014), was also considered inconclusive by Dichev and Dicheva (2017), as it only had a population of 22 students from a Spanish university. The main objective of the study was to gamify a learning platform to help students achieve the learning goals of the course by being awarded badges for their performance in the tasks and extra work, which was considered as the effort invested because of gamification. During the summer of 2012, the authors designed questionnaires to compare the students' pre-test and post-post knowledge of the course (*programming language*). Contrarily to the findings of the previous study, the evidence showed that, by implementing game elements in a learning environment, gamification can engage the students in achieving learning which makes it a significant indicator of academic achievement (Ibáñez et al., 2014).

Hew et al.'s study (2015) was deemed inconclusive in Dichev and Dicheva's (2017) critical review for having a short study period and a small population size. In this study, the authors conducted two experiments in an Asian university where they applied game mechanics (points, badges, and leaderboards) to explore their effects on students' cognitive and behavioural engagement. The first study was conducted during the summer of 2014 (22 participants) and the second study was conducted during the spring of 2015 (43 participants). In order to compare results, there were experimental groups and control groups (control group goals had no access to the gamified course) in both studies. After

designing the gamified course and gathering the data from the two studies, it was found that game elements overall positively affected the students' behaviour regarding the number of posts made in forums (Hew et al., 2015), therefore, it was possible to say that the students from the experimental group were more participative and motivated to engage in more difficult tasks.

Gozcu and Caganaga's qualitative case study (2016) made use of observation and interviews as their data collection methods to investigate how *Twister*, a game where the participants need to place a part of their bodies in a coloured circle in a mat (Rajala, n.d.), would affect vocabulary learning in EFL students at elementary level (A1). The authors chose to focus their observations on two adult students (22 and 23 years old) to reveal a more in-depth and detailed set of results. The observations were conducted in November during a span of eight hours, for two hours at a time, to observe their behaviours and interactions. The interviews were conducted at the end of the four cycles of games, with the aim of gaining detailed insights into the feelings and attitudes of the participants, of whom only four were interviewed. The findings suggest that *Twister* provided the opportunity for enjoyment which led to the interviewees' feeling more motivated and eager to learn. In addition, the game helped decrease the anxieties associated with learning and it revealed that the participants learned new language, memorising it and knowing the meanings and applications in a real context. This is a promising detail since learning vocabulary by memorising it as a list of words and not knowing their meaning is not considered an effective method of learning the English language (Gozcu & Caganaga, 2016). However, one of the participants found the game boring as it included unfamiliar vocabulary. Gozcu and Caganaga (2016) considered this a demotivating factor that can lead to a lack of engagement in the game.

The study by Wichadee and Pattanapichet (2018), evaluated how *Kahoot* would affect students' performance and motivation. To do so, the researchers used two groups of students from a private university in Thailand. The data was collected through English proficiency tests and two questionnaires, one on learners' motivation and one on the students' view on gamification. The control group (39 students) did quizzes about grammar and vocabulary on

paper while the experimental group did the same quizzes in Kahoot. After the application of the research tools, it was found that the students from the experimental group (38 students) not only scored higher scores in the test and had much higher levels of motivation than the control group, but they also reacted more positively to the use of the application of games for language learning. This suggests that the use of games in class can transform uninteresting or difficult topics into ones that are easier to understand. Moreover, *Kahoot* made the learning process more engaging as was observed through the participants' involvement in the activities (Wichadee & Pattanapichet, 2018).

Smiderle et al's investigation (2020), analysed the effects of gamification on students' learning, behaviour and engagement in an online learning setting of a programming course. This study, based on the participants' personality traits, was conducted for four months and counted on the participation of 40 undergraduate students from a private university in Brazil, with 21 participants randomly assigned to the control group and 19 randomly assigned to the experimental group. The study was conducted mainly through a personality test and Feeper, an online tool designed to assist teachers and students enrolled in programming courses, in which students from the experimental group were able to use the gamification elements attributed to them, namely points and badges. The students from the control group were still awarded by the system, however, they were not able to see those rewards. After the validation of the personality test and the results from Feeper, it was found that the participants from the experimental group had a higher average of points and badges than the control group. It was also concluded that, by gamifying activities, the learners' behaviour and engagement might be enhanced. For example, the students in the experimental group whose results in the personality test came out as being introverted were more engaged in the tasks than their counterparts (Smiderle et al., 2020).

Therefore, by incorporating games and elements of gaming in the classroom, bearing in mind the reviewed literature, the enhancement of students' behavioural engagement, particularly in terms of participation, in the classroom is to be expected. However, it is important to clarify that while the reviewed studies in this section provide valuable insights into gamification and engagement, not all of them focus specifically on language learning. For

instance, studies like Barata et al. (2013), Hew et al. (2015), and Smiderle et al. (2020) involve broader academic contexts, such as university course, while other studies are more focused on language learning, specifically vocabulary acquisition and language proficiency through gamified activities (Gozcu & Caganaga, 2016; Wichadee & Pattanapichet, 2018).

The reviewed literature summarises the importance of student participation in learning and achievement. Behavioural engagement, especially in terms of voluntary participation and effort in classroom tasks, has been linked to being beneficial to learning and the learners' connection to the content taught in the materials. By incorporating interactive and enjoyable elements, gamification and game-based learning have shown potential in increasing students' motivation and participation, thus enhancing their engagement in the learning process. However, as mentioned by Dichev and Dicheva (2017), while these strategies might improve leaners' behavioural engagement, further research is needed to fully understand their impact on student outcomes and their practical application in various educational settings.

3. Methodology

This action research study was developed through the four stages supported by Burns (2009) which consists of four steps: planning, action, observation and reflection. Since the main concern was the lack of behavioural engagement in class, it was intended to promote the learners' participation in the lessons through adapted TV game shows. This project took place in two 10th year classes (Class J and R), over a period of three months (a total of five lessons for each class), during the 2023-2024 school year. Before starting the investigation, the students were informed about the research. Concepts such as engagement and active participation were discussed with the learners to familiarise them with the topics they researched. The study began after all interested participants had signed a consent letter (*Appendix A*), which was distributed before the study commenced. These letters provided a clear outline of the study's objectives, the role of the participants, and the procedures involved, allowing them to make an informed decision about their involvement. Additionally, the consent letters assured participants of the confidentiality of their responses and how their data would be used. By obtaining the participants' consent, the study upheld the principles of respect and transparency stated in the Ethical Code of *Universidade Nova de Lisboa* (Despacho nº 15464/2014), which are essential when engaging learners in research.

3.1. Adapted games

The first step was to adapt the TV game shows. *Who Wants to be a Millionaire* and *The Wheel of Fortune* were the chosen games to adapt due to their widespread popularity among the students. As these games were planned to be played in teams inside the classroom, they should encourage teamwork and active participation which are crucial elements of engagement in the classroom (Dichev & Dicheva, 2017). In order to make the adaptation less time-consuming, pre-existing PowerPoint templates - created by SlideChef (2024) and Games by Tim (Hsu, n.d.) - were used, simulating the formats of both TV game shows. These templates included game mechanics, layouts, and visual elements resembling those of the games mentioned above, allowing for a quick setup that fit the classroom setting.

Firstly, *Who Wants to be a Millionaire* was adapted from SlideChef's (2024) version of the game (*Appendix B*). The original game consists of a quiz show where contestants answer

a series of multiple-choice questions to win money. The contestants must choose the correct answer from four options to progress, as the prize money increases after each question. SlideChef's (2024) version was very similar to the original and its similarity to a quiz made it an appropriate choice. However, its name was changed to Who Wants to be a Good Student and instead of earning money, the students earned points. In this version, students formed groups and took turns answering questions projected on a screen, with each question offering four answer options. The questions were similar to a gap-fill exercise, about the topic of conditionals, where sentences with missing words were presented, and the groups had to choose the correct option out of the four choices. As the levels progressed, the sentences would become more complex and challenging to reinforce their learning of the material. The questions and options were easily customised by editing the file on Google Slides. When a group chose the correct answer, the slide turned green, providing positive feedback, and if they chose incorrectly, it turned orange, indicating the mistake. This color-coded format allowed for immediate feedback and enabled the teacher to monitor understanding as the game progressed. All these aspects allowed a more dynamic learning process when compared to traditional methods (Presentation, Production and Practice).. The adapted TV game show promoted collaboration to build communication skills while remaining fun and engaging, as it required students to engage directly with the content, actively applying their knowledge in real-time rather than passively receiving information. The element of competition also made the process enjoyable and engaging, helping to maintain motivation and focus throughout the lesson.

The Wheel of Fortune is a TV game show where contestants solve word puzzles to win prizes. They take turns spinning a large wheel to determine their prize money and then guess letters to fill in the blanks of a hidden phrase. If they guess correctly, they earn the prize indicated on the wheel; if not, the turn passes to the next player. The goal is to solve the puzzle by guessing letters until the full phrase is revealed, with contestants competing for the highest earnings (Wheel of Fortune Live!, n.d.). The version implemented in the classroom context was adapted from a PowerPoint developed by Games by Tim (Hsu, n.d.) (*Appendix C*). This game, fundamentally a more developed version of the *hangman* game, contained a plethora of features that allowed the game to be played in various ways. However, to keep the

game simple, only the basic features were used, namely spinning the wheel, choosing consonants, buying vowels and the meaning of the words presented. In contrast to the *Who Wants to be a Millionaire* adaptation in which the students earned points, in *The Wheel of Fortune* they earned fictitious money as the PowerPoint file did not allow the removal the dollar sign.

3.2. Context

3.2.1. The School

The school where the present study took place was situated in a suburban area of Oeiras. By being surrounded by residential areas and well-maintained streets it was easy to access by any means of transportation apart from the train. As in most Portuguese schools, a library, gymnasium, computer and science labs, and cafeteria were part of the school's facilities. Although the school's infrastructure was the oldest in the municipality and lacked some conditions, it provided the students with a positive earning environment, great staff and teachers, and access to digital tools. The school had classes from the 7th to the 12th year and most of the student body could be classified as upper-middle class due to the school's location. Additionally, the school had a diverse student population with an array of ethnic backgrounds.

The English lessons took place in classrooms equipped and arranged in the typical style found in local schools. They were composed of a whiteboard, a teacher's desk with a computer connected to a projector, and the students sat in pairs or alone at tables facing the board with barely anything on the walls. The English lessons in the 10th year were conducted three times a week. Each lesson was a block of 50 minutes, making a total of 2 hours and 30 minutes per week. The teaching approach focused on the coursebook, which was Engaging 10 (Esteves et al., 2021). However, other types of activities were implemented such as group discussions, brainstorming, games, and quizzes with the incorporation of multimedia tools. Lastly, the students were assessed through both summative and formative assessments. The summative assessment included written tests and oral presentations, and the formative assessment comprised of all the work done in class and at home.

3.2.2. The Participants

For this study, two 10th year classes were selected. Class J and R started the school year with a total of 24 students, however, by the time the research began, both had a total of 18 students (mostly 15-year-old teenagers, 10 female and 8 male in class J and 8 female and 10 male in class R) and all decided to participate in this study making a total of 36 participants. In class J and R, the participants were all native Portuguese speakers with a level of language competence ranging from A2 to B2. In class J, the A2 level was attributed specifically to a student who was diagnosed with dyslexia that made it difficult for them to read and write whereas in class R, two of the students lacked sufficient knowledge of the language in all four areas (*reading, writing, listening, speaking*). Seeing that the classes were presented with the same approaches and lessons for this project, both classes were considered as one group of participants (*see Table 1*) and, when pertinent, in the data analysis certain aspects of class J and R results are mentioned separately.

Table 1

Participants

	N	**%**
Total number of participants	36	100
Gender		
Female	18	50
Male	18	50
Age		
14 years old	6	16.66
15 years old	27	75
16 years old	2	5.56
17 years old	1	2.78
Students with learning difficulties	3	8.33

From primary observations of both classes on the first term before starting the research, it was clear that there was a higher tendency for the students in class R not to participate as much as class J. Most of the time, the students would only answer questions if they were asked, as most did not raise their hands to answer either the teacher's questions

or the correction of exercises. Just by observing it was clear that class J had higher levels of engagement compared to class R. One clear example was when the students were asked to form groups. In class R the students would take more time to organise groups as sometimes they were resistant and would rather do the proposed activities alone. The cooperating teacher often would have to intervene and get the students into groups. Moreover, another aspect common to both classes was their distraction and conversations with other classmates about topics unrelated to the lessons. This aspect was more prominent in class R during exercises.

Besides not voluntarily participating in the lessons, other signs of poor behavioural engagement were evident in students from both classes. Eye contact and nodding were rare in these classes, meaning that some students would often be distracted when the cooperating teacher was teaching. Some would not finish - in some cases not even start - the assigned tasks. Moreover, the students would sometimes distract their classmates by talking about topics unrelated to the lessons. Given these challenges, it became crucial to find strategies to foster higher levels of engagement as they are key to learning and the success of the learners (Oga-Baldwin, 2019).

3.3. Lessons

For this study, five lessons of 50 minutes for each of the two classes were planned and applied to both classes. The first plan for the unit to be taught was originally intended to be composed of two lessons, a lesson without games and a lesson with games, however, due to time management, it ended up being composed of three lessons, two without games and one with the game. This unpredictable occurrence was useful in the sense that the two lessons prior to the game had different types of interaction and exercises. The second didactic unit kept the original planning; therefore, it had a lesson without and one with a game. Below, in Table 2, a summarized table is presented with the activities and content planned for the lessons of this study.

Table 2

Overview of planned activities and content of the lessons for both classes.

Didactic Unit	Lesson	Activities	Content	Tools/Materials	
Unit 1: Conditionals	Lesson 1	Oral exercises, Worksheet (exercises 1-3)	Conditionals – Types 0,1 and 2	Appendix E (presentation), Appendix F (worksheet)	Post-Lesson Survey Completed and Collected
	Lesson 2	Listening exercise (song), Worksheet (exercises 4-6)	3rd conditional	Appendix F (worksheet)	
	Lesson 3	Game (*Who Wants to be a Millionaire*)	Review of all 4 conditionals	Appendix B (game)	
Unit 2: Technology Vocabulary	Lesson 1	Video analysis (Zima Blue), Worksheet (comprehension exercises)	Technology vocabulary	Appendix I (presentation), Appendix J (worksheet)	
	Lesson 2	Game (*The Wheel of Fortune*)	Technology vocabulary	Appendix C (game)	

The first plan for the unit to be taught was the four types of conditionals, a part of the curriculum for the 10th year inserted in the topic "Global Communication" of the coursebook "Engaging 10" (Esteves et al., 2021). The three lessons (*Appendix D*) were structured as follows:

- Lesson 1: Zero, first and second conditionals were introduced with oral exercises (*Appendix E*) of sentence building and gap filling, followed by a worksheet exercises 1-3 (*Appendix F*). Students completed a post-lesson survey at the end of the lesson.
- Lesson 2: The third conditional was taught using a gap-filling for a song (exercise 5), followed by guessing the conditional's grammatical structure through examples of sentences from the song and completing the worksheet exercises 4 and 6 (*Appendix F*). Students completed a post-lesson survey at the end of the lesson.

- Lesson 3: The students played the adapted version of *Who Wants to be a Millionaire* (*Appendix B*) to review all four conditionals. Points were tracked using a grid that recorded all the teams' scores (*Appendix G*). Students completed a post-lesson survey at the end of the lesson.

The second plan for the unit to be taught was dedicated to vocabulary about technology as it was part of the curriculum for the 10th year, inserted in the topic "Our Techy World" of the coursebook "Engaging 10" (Esteves et al., 2021). The lessons (*Appendix H*) were as follows:

- Lesson 1: Students predicted content by analysing pictures from "Zima Blue", an episode from "Love, Death and Robots" on Netflix, and technology-related words (*Appendix I*). Then, they watched the episode. After that, they completed comprehension exercises on a worksheet (*Appendix J*), which was corrected orally, followed by a post-lesson survey.
- Lesson 2: The students played the adapted version of *The Wheel of Fortune* (*Appendix C*), which focused on technology related vocabulary. Teams were formed after the rules were explained and then they played the game in which the points were automatically tracked. Students completed a post-lesson survey at the end of the lesson.

3.4. Instruments

3.4.1. Engagement and Participation Questionnaire

Of the multidimensional construct that is students' engagement, behavioural engagement is the most often assessed as this can be done through direct observation and post-lesson surveys (Nguyen et al., 2018; Sang & Hiver, 2021). Therefore, after gathering the consent forms previously distributed to the students before the research started, a questionnaire was distributed in class to understand why students were reluctant to participate in class, as a way to profile both classes and predict outcomes (*Appendix K*). To design the questionnaire, some factors that can hinder engagement in class were considered in pertinent items such as fear of making mistakes, shyness, anxiety, a lack of confidence, lack

of motivation, lack of interest (Aziz et al., 2018; Juhana, 2012), and limited vocabulary or grammar knowledge.

The questionnaire consisted of two parts. Part one was divided into three parts. The first section (from **A** to **G**) was dedicated to the factors that hinder engagement previously mentioned. The second section (from **H** to **J**) was to comprehend the students' views on individual, pair, and group work. The last section (from **K** to **R**) focused on various aspects that assessed the students' perceptions of their engagement and participation in the classroom environment (expressing opinion, group activities, use of technology and interaction with the teacher and classmates). To evaluate all 18 items, a Likert scale from totally disagree to totally agree (1-5) was applied to measure the degree to which students agreed or disagreed with the statements. The data was organized in a table that included relevant statistics, such as the mean, standard deviation, and frequency distribution, to analyse quantitatively the most relevant statements' responses. The mean and standard deviation were calculated to determine the central tendency and variability of student ratings, while the frequency distribution helped identify the percentage of students who agreed, disagreed, or were neutral on each statement**.**

Part 2 of the questionnaire sought to grasp the students' opinions through two open-ended questions to gather qualitative data related to the statements. Question **1** sought to provide more nuanced feedback on the reasons behind the students' ratings of items **F** (The lack of interest in the subject discourages my involvement in class) and **L** (Group activities positively impact my engagement in class). Question **2** aimed to provide students with the opportunity to give feedback on how classroom practices and teaching could be enhanced to enhance their engagement and participation in class. The responses to these open questions were analysed to identify common themes and insights. These themes were then quantified to show the frequency of mentions, providing a clearer understanding of the factors influencing student engagement.

3.4.2. Post-Lesson Survey

Since the main objective was to compare traditional lessons with lessons that contained adapted TV game shows, post-lesson surveys (*Appendix L*) were developed for

students to answer at the end of each of the five lessons designed for this study. The surveys contained a Likert scale (from **A** to **G**) similar to the first questionnaire for students to answer, with the aim to evaluate the effectiveness of the lessons by measuring the students' self-reported behavioural engagement in the lesson. In addition to the statements, a question was designed to obtain a deeper understanding of certain answers the students gave to a specific statement (question **1**) and another to allow students to reflect on how their participation contributed to their learning experience (question **2**), both presented at the end of the questionnaire**.** The results of surveys were gathered and organized in a table that included relevant statistics, such as the mean, standard deviation, and frequency distribution, to analyse quantitatively the most relevant statements' responses. Through the students' answers to the open questions in the questionnaires, it was possible to identify themes and patterns that revealed their perceptions of engagement, highlighting their motivation, interest, and participation. The answers to the two open-ended questions were presented alongside the Likert-scale results, offering a more comprehensive view of the students' feedback.

Moreover, paired-sample t-tests were performed in SPSS (Statistical Package for the Social Sciences) to compare the survey results after the lessons. The purpose of these tests was to determine whether there were any statistically significant differences in the participants' responses to the post-lesson survey based on the different conditions (lessons without and with adapted TV game shows). This type of test was appropriate seeing that it compared the group before and after being exposed to the different conditions, which allowed to determine if there were meaningful differences in terms of behavioural engagement in the lessons.

The significance of the paired t-test is determined by the p-value, which is used to help determine whether the results of a study are statistically significant. A p-value less than 0.05 is considered significant, while a p-value greater than 0.05 suggests that the difference between both conditions is not statistically significant. For instance, if the results of one of the survey's statements after performing the t-test were p=0.20, then it would indicate that,

there were not significant differences between lessons without and with adapted TV game shows for that particular statement.

3.4.3. Observation

The students were also observed with the help of the other teacher trainee doing the internship in the school. To facilitate this process, a detailed observation sheet was designed to take notes during the entire five lessons that were part of the study (*Appendix M*). These observations aimed to capture specific behaviours that were recorded in an observation grid with a checklist. During the observations made in the first term, six students, three from each class, stood out due their lack of engagement with the tasks they were presented with. Therefore, to provide data for the checklist on behavioural engagement, those six students were closely observed during the five planned lessons.

The checklist contained the following behaviours: Completing tasks (CT), collaborating in pair/group work (CPGW), paying attention (PA), which was measured through the students' eye contact with the teacher, nodding, and responding "Yes/No" to the teacher's questions, voluntary participation (VP), following the teacher's instructions (FTI), and disruptive behaviours (DB). The criteria chosen for the checklist were directly related to behavioural engagement, encompassing essential aspects of active participation, adherence to instructions, and observable behaviours in the classroom (Appleton et al., 2006; Finn & Zimmer, 2012; Maehr & Meyer, 1997; Reeve et al., 2004).

For each condition, observations were made in intervals representing 10 minutes of the lesson, resulting in five intervals per lesson, as seen in *Appendix M*. For a more intuitive interpretation of the results, each behaviour was analysed in terms of "observed behaviours" (OB) and "applicable intervals" (AI). "Observed behaviours" (OB) represent the 10-minute intervals during which a particular behaviour was noted. "Applicable intervals" (AI) refers to the total number of 10-minute intervals during the lesson in which it was possible for the behaviour to occur. For example, if collaborating in pair/group work was only possible during 20 minutes of the lesson, then the number of applicable intervals would be two. Afterwards, if the students were observed engaging in pair/group work during those two intervals, they would have two ticks, indicating that they were engaged pair/group work at least once

during each of the 10-minute intervals. The numbers presented inside the grid's cells next to "Time", represent the 10-minute intervals, hence they were presented as "00-10; 10-20; 20-30; 30-40; 40-50".

Finally, below the grid, a space to take notes was made to write general comments on the students' behavioural engagement and participation, to provide more detailed feedback on the students' involvement in the lessons. As a guide to the teacher trainee, important aspects to observe were written as a guide such as: patterns of interaction with peers; if the students seemed interested or bored; relevant situations during the lessons regarding the participants' behavioural engagement; how the students were perceiving and dealing with the games.

The results from the observation grids of the five lessons were collected and set in tables that were analysed, focusing on the types of behaviours exhibited by the six participants during the lessons. The notes were reviewed and used to create descriptive summaries of what occurred during the lessons, focusing on the behaviours mentioned before, which were presented in narrative form throughout the analysis of the results providing context and examples of how students participated and interacted during the lessons.

In summary, to analyse the quantitative data, all the data from the Likert scales and the observations were analysed statistically, and the sum, mean, standard deviations and frequency distribution were calculated. Finally, paired-sample t-tests were performed in SPSS (Statistical Package for the Social Sciences) to compare the survey results after the lessons. The purpose of these tests was to determine whether there were any statistically significant differences in the participants' responses to the post-lesson survey. Through the students' answers to the open questions in the questionnaires, it was possible to identify themes and patterns that revealed their perceptions of engagement, highlighting their motivation, interest, and participation. Moreover, through the observations, the qualitative data were used to provide a more comprehensive analysis of the effects of TV game shows on the participants' behavioural engagement.

4. The Practicum

4.1. Results and Discussion

When entering this stage of the research, it is appropriate to revisit the research question of this study:

• What is the potential impact of using adapted TV game shows on students' behavioural engagement in the classroom?

In this section, the questionnaires (Appendix K) are the first to be examined to perceive the students' views on participation and engagement in the classroom to profile the group of this study. This is followed by the analysis of the lessons begins with a presentation of the observational data gathered in the lesson (behavioural engagement checklist) (Appendix M) to provide a foundation for understanding the students' behaviours and participation during the lessons, followed by qualitative insights taken from the notes for each lesson. Finally, the post-lesson survey results are discussed through the Likert-scale responses and written answers from the students. This allows for a comprehensive analysis of the possible impact of the adapted TV game shows on the participants' behavioural engagement.

4.1.1. Participation and Engagement Questionnaire

Before analysing the data gathered in the lessons with and without TV game shows, the questionnaires were examined in detail. By profiling the group through this initial questionnaire, it was possible to identify factors and themes that might influence their engagement and participation in class which helped to set a context for analysing the gathered data in the lessons. After gathering the results from the 36 participants, through the closed questions (*see Table 3*) it was possible to argue that not all statements reflected high amounts of agreement and disagreement as the mean was around neutral (3). In these results, although close to the neutral value, the standard deviation above 1 indicated a relatively high variability in responses, meaning that the responses were widely spread across the scale. This implied that there was a significant diversity in how respondents felt about some of the statements. However, some results were particularly notable due to their

divergence from the neutral value and for their relevance to this study, which are highlighted in *Table 3*.

Table 3

Participation and Engagement Questionnaire Results for both classes

Statements	Mean	Standard Deviation	Frequency Distribution				
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
			1	*2*	*3*	*4*	*5*
A. The fear of making mistakes negatively affects my participation in class.	3.47	1.17	2 5.56%	7 19.44%	6 16.67%	14 38.89%	7 19.44%
B. Shyness negatively affects my participation in class.	3.19	0.97	3 8.33%	5 13.89%	10 27.78%	18 50%	0 0%
C. Anxiety makes it difficult for me to actively engage in classroom activities.	2.97	1.09	4 11.11%	8 22.22%	11 30.56%	11 30.56%	2 5.56%
D. I lack self-confidence, which affects my participation in class.	3.17	1.17	3 8.33%	9 25%	7 19.44%	13 36.11%	4 11.11%
E. My lack of motivation affects my engagement in class.	2.86	1.11	5 13.89%	9 25%	9 25%	12 33.33%	1 2.78%
F. The lack of interest in the subject discourages me from participating in class.	2.22	1.18	11 30.56%	15 41.67%	3 8.33%	5 13.89%	2 5.56%
G. My lack of knowledge of the language restricts my participation in class.	2.47	1.42	12 33.33%	9 25%	7 19.44%	2 5.56%	6 16.67%
H. I prefer to complete class activities individually.	2.39	1.19	10 27.78%	10 27.78%	11 30.56%	2 5.56%	3 8.33%
I. I prefer to work in pairs.	3.81	0.99	1 2.78%	2 5.56%	10 27.78%	13 36.11%	10 27.78%
J. I prefer to work in groups (3 or more).	3.78	1.16	2 5.56%	3 8.33%	8 22.22%	11 30.56%	12 33.33%
K. I feel comfortable expressing my opinions in the classroom.	3.08	1.11	1 2.78%	14 38.89%	6 16.67%	11 30.56%	4 11.11%
L. Group activities positively impact my engagement in class.	3.89	0.84	1 2.78%	0 0%	9 25%	18 50%	8 22.22%
M. I find the classroom activities challenging and stimulating, which encourages my participation.	3.06	0.88	2 5.56%	6 16.67%	17 47.22%	10 27.78%	1 2.78%
	3.97	0.76	0	2	5	21	8

N. I collaborate positively with classmates during pair or group activities.			0%	5.56%	13.89%	58.33%	22.22%
O. The use of technology in the classroom positively impacts my engagement and participation.	4.06	0.78	0 0%	1 2.78%	7 19.44%	17 47.22%	11 30.56%
P. During class, I feel capable and comfortable asking the teacher questions.	3.78	1.00	1 2.78%	3 8.33%	8 22.22%	15 41.67%	9 25%
Q. During class, I feel capable and comfortable asking my classmates questions.	4.06	0.70	0 0%	0 0%	8 22.22%	18 50%	10 27.78%
R. With the use of educational games and healthy competition, I would participate more in class.	4.06	0.85	0 0%	1 2.78%	9 25%	13 36.11%	13 36.11%

Across statements A to E, the analysis revealed that while factors such as fear of making mistakes, shyness, and lack of self-confidence affected some of the participants' engagement in class, these factors were not collectively experienced, as understood through the variations in the responses. Anxiety and lack of motivation also showed an inconsistent impact across the surveys, indicating that these issues only affected some participants and were not universally perceived as significant barriers to the students' engagement in class.

In statement F ("The lack of interest in the subject discourages me from participating in class") there was a general tendency towards disagreement (M=2.22) with a moderate variability in the responses (SD=1.18). The majority of participants (72.23%) *disagreed* or *strongly disagreed* that the lack of interest in the subject discouraged them from participating in class, while (19.45%) shared the opinion that their lack of interest in the subject did affect their participation. Interestingly, as mentioned before (*see Section 3.2.2.*), during the observations, class R was generally less engaged than class J, and in this specific statement, only one participant from class J chose *agree* while the remaining *agree* and *totally agree* were chosen by students from class R.

One of the questions at the end of the questionnaire ("Comment your response to items F and L. Why did you give those scores?") (*Question 1 in Appendix K*) asked students to comment on their responses to statement F ("The lack of interest in the subject discourages

me from participating"). This statement aimed to understand if the lack of interest in the subject was a factor which impacted the students' participation in class.

After analysing the open-ended responses to statement F in question 1 from *Appendix K*, the three main common themes that emerged were:

- the students' interest in the subject (13 students)
- the students' marks and obligations (6 students)
- the students' lack of interest in the subject (6 students)

By order of the points mentioned above, 13 students mentioned that they found the subject interesting, which encouraged their participation. For example, one student stated, "I enjoy the subject a lot; it is helpful for my future" and another mentioned "I disagree with the statement for the reason that I enjoy the subject, and I want to learn it as it is the most spoken language in the world at the moment". When referring to the second point, 6 participants stated that they participated because the subject impacted their final mark, regardless of their interest, indicating that for these students external motivators play a significant role in their decision to engage in class activities. On the other hand, 6 students indicated that the lack of interest demotivates them, however, the source of the demotivation varied. For instance, 4 students simply mentioned that the lack of interest demotivated them with responses being, for example, "when I'm not interested in the lesson, I do not feel motivated to participate". Moreover, 3 students mentioned that sometimes they do not understand the materials due to some language barriers which was a factor that discouraged their participation. As one participant stated, "Sometimes I lack interest in the subject since my knowledge of it is not enough, which affects my confidence and comfort to participate". Another student answered that "If I do not enjoy a subject, I will not put effort into participating, however, if I knew the materials without much effort I would participate more".

These comments revealed a balanced set of attitudes toward participation concerning the participants' interest in the English subject. For some students, interest was a part of their engagement in class, while others were influenced by external factors such as marks or feeling obligated to participate regardless of their interest in the subject. Moreover, language barriers also played a role in the participants' perception of how they interacted in class.

Nonetheless, the data suggested that the lack of interest in the subject was not perceived as a factor that influenced the participation of the majority of the students, as most disagreed with the statement.

Statements H, I, and J were presented to perceive the students' preferences for working formats, either individual, pair, or group work. Here it was clear that the students prefer collaborative work over individual work. The statement referring to individual work (statement H) had a mean of 2.39 in which only 13.89% of the students stated that they preferred to work individually in the classroom activities. In comparison, pair and group work (statements I and J) were highly favoured with means of 3.81 and 3.78 respectively, with a significant portion of students (63.89% in both pair and group work) preferring these learning formats.

This inclination for collaborative work indicated that the participants might find it beneficial to interact with other students to reach the learning goals. Given that one of the objectives of this study was to foster higher levels of behavioural engagement through collaborative work using the adapted TV game shows, the students' preference suggested that this approach could effectively enhance their engagement and participation in class. However, this might not be applied to the group as a whole due to some issues with collaborative work, related to the fear of making mistakes, shyness, lack of self-confidence or even unwillingness to work in a group. Nevertheless, this could only be examined after the planned lessons were taught, which will be discussed in the observation chapters.

Since in statement J, it was found that the participants had a preference for group work, the findings in statement L corroborated with that. The students were asked if group activities positively impacted their engagement in class. Through the calculations for this statement (M=3.98, SD=0.84), there was an inclination towards agreement. with consistent responses indicating that the participants shared a similar view. The frequency distribution revealed that most participants (72.22%) believed that group activities enhanced their engagement in class. while only one participant (2.78%) believed that there was no positive impact on their engagement. This indicated a possible benefit in the implementation of group activities in the lessons, such as the ones in this study.

Similarly to statement F (The lack of interest in the subject discourages me from participating in class.), the participants developed their views on their scores to statement L (Group activities positively impact my engagement in class.) in question 1 from *Appendix K* ("Comment your response to items F and L. Why did you give those scores?") to provide a deeper understanding of how group activities impact their engagement in class.

Overall, the students who selected *4* and *5* indicated the following key points:

- Collaboration and mutual help (12 students)
- Comfort and confidence (7 students)
- Enjoyment and fun (4 students)

By order of the points mentioned above, 12 students highlighted that group activities promote collaboration which, as 3 of the participants in this theme mentioned, help them in understanding the materials being taught. As one student remarked, "when working in groups, we can help each other because we may know things that others do not, and thanks to communication between students in group work, we always learn something". The second most prominent theme was comfort and confidence in which 7 student expressed that working in a group helped them feel more comfortable "even if they are the only ones to participate, as it is better than working alone". Lastly, 4 students mentioned that group activities make lessons more enjoyable, which enhanced their engagement in class.

When it came to the views of students who selected 3 (25% of the participants), the main reason for their neutral stance, besides group work not having a significant impact on their engagement compared to individual work, was the unequal contribution in group work (6 students). These participants pointed out that the distribution of work between students is not always equal, which can hinder the effectiveness of group activities and the students' participation. One student mentioned that "organizing group activities is challenging because some students work less than others", which can lead to frustration, potentially reducing the overall engagement in the activity.

Finally, the participant who reported level 1 in the Likert Scale (totally disagree) provided an interesting insight by expressing that their "effort is proportional to [their]

interest in the subject, which is influenced by the didactic activities proposed in the classroom for learning". They noted, however, that they did not associate group activities with higher engagement in classes.

In summary, while group activities were generally viewed as positive for engagement in class by most students, there were notable concerns regarding the effectiveness of group work due to the distribution of work. This suggested that while beneficial, these activities should be carefully managed to foster higher levels of behavioural engagement among the participants.

For statement R ("With the use of educational games and healthy competition, I would participate more in class") (see *Table 3*), the score of responses (M=4.06, SD=0.85) indicated a positive view towards the idea of incorporating educational games and healthy competition into their classroom experience to foster participation with consistent responses across the group. A significant 77.22% of participants (N=26) agreed or strongly agreed with the statement, suggesting that such activities were seen as effective in making lessons more engaging and encouraging active participation. Seeing that no participants strongly disagreed and only one (2.78%) disagreed, there was little opposition to the implementation of these strategies in the lessons. This could have indicated that integrating educational games and healthy competition could be a valuable strategy to increase student engagement in the studied group.

When it comes to question 2 of the questionnaire, the answers were not particularly revealing as most students mentioned that they would not change anything about the lessons. However, a portion of the students (12 participants) stated that by adding elements of competition and/or games, the lessons would be more enjoyable. These were the expected answers given that before this questionnaire was filled, the students already knew what the present study would be about. Therefore, their responses may have been influenced by their anticipation of this study's theme of gamification. This awareness could have led them to emphasize the potential benefits of incorporating game-based learning activities into the lessons to foster higher levels of behavioural engagement.

After analysing all the data from the first questionnaire it is possible to affirm that the issues stated from A to G were recognized as factors affecting engagement, however, students exhibited a strong inclination toward interactive and pair/group work as seen through their preference for collaborative work. Moreover, they also found technological tools and educational games effective in enhancing their participation. The overall finding suggested that incorporating adapted TV game shows could significantly increase behavioural engagement and participation in the classroom.

4.1.2. First Set of Lessons – Observation

The students were observed with the assistance of another teacher trainee, using a detailed observation sheet to record specific behaviours during the three lessons. Three students from each class, who showed a lack of engagement, as mentioned in *Section 3.4.3*, were closely monitored and their behaviours were noted in a behaviour checklist (*see Appendix M*). The checklist included the following behaviours: Completing tasks (CT), collaborating in pair/group work (CPGW), paying attention (PA), voluntary participation (VP), following the teacher's instructions (FTI), and disruptive behaviours (DB). The observations were made in 10-minute intervals, and the results were analysed in terms of observed behaviours and applicable intervals. Moreover, notes were taken below the checklist to capture relevant behaviours of the class.

The first lesson of this unit was a lesson without games dedicated to teaching conditionals type zero, one and two. The lesson went as described in the lesson plan (*Appendix D*).

By the end of lesson 1, the results of the checklist provided an overview of the behaviours observed (*see Table 4*).

Table 4

Unit 1: Lesson 1 – Behavioural engagement checklist

Participants	Behaviours					
	CT	CPGW	PA	VP	FTI	DB

	OB	AI	OB	AI	OB	AI	OB	AI	OB	AI	OB	AI
I	0	*2*	0	*0*	1	*5*	1	*5*	2	*4*	3	*5*
II	1	*2*	0	*0*	1	*5*	2	*5*	3	*4*	1	*5*
III	2	*2*	0	*0*	4	*5*	1	*5*	3	*4*	0	*5*
IV	1	*2*	0	*0*	1	*5*	2	*5*	1	*4*	5	*5*
V	2	*2*	0	*0*	4	*5*	2	*5*	3	*4*	0	*5*
VI	2	*2*	0	*0*	4	*5*	1	*5*	3	*4*	0	*5*
Legend	CT – Completing Tasks CPGW – Collaborating in Pair or Group Work PA – Paying Attention VP – Voluntary Participation FTI – Following the Teacher's Instructions DB – Disruptive Behaviours OB – Observed Behaviours AI – Applicable Intervals											

When it came to completing tasks (CT), half of the participants (III, V, VI) were consistently engaged with the materials being taught, while the other half (I, II, IV) either completed tasks in one interval of 10 minutes or did not complete the tasks. This suggested that when it came to individual tasks such as those presented in lesson 1, there was a mixture of levels of engagement in the class. This class had no opportunities for collaborating in pair or group work (CPGW), therefore, there were no observable behaviours regarding this condition. Participants III, V, and VI were observed paying attention (PA) during four out of five possible intervals, while participants I, II and IV were observed paying attention during only one interval. Attention, therefore, varied significantly among the observed students, which might have indicated differences in how students engaged with teacher-centred instructions. Voluntary participation (VP) was relatively low overall, with the observed students only engaging in one or two out of the five intervals. Although there were opportunities for voluntary participation in exercises, these six participants chose not to engage voluntarily, and only answered when asked directly by the teacher, suggesting a need for different teaching strategies to encourage more active participation. When referring to

following the teacher's instructions (FTI), most students were compliant, however, participant IV showed more signs of disengagement or even resistance to the lesson format. Finally, participants I, II, and IV showed disruptive behaviours such as talking to other students while the lesson was being taught, getting distracted with school supplies, or even checking notifications on their phones without the teacher noticing. This suggests that for some students, the traditional lesson structure may not be engaging enough, leading to off-task behaviours.

Through the notes written below the checklist for general comments of the class's behavioural engagement, the overall lesson showed the same types of behaviours in the whole group. The participants were either engaged in the lesson or almost completely disengaged. For example, two of the 36 participants were completely distracted during the whole lesson, therefore they did not participate. The only reason those two students were able to complete some of the exercises by the end of the lesson was that the cooperating teacher focused their attention on them. It was noted that although there was some voluntary participation to answer the presented exercises, during most of the lesson the teacher asked the students to answer the exercises. Since most of the answers were correct, this suggested that students may have understood the material but probably were afraid of making mistakes, an issue that was very present in the participation and engagement questionnaire where 21 participants agreed with the statement (*see Table 3*).

The second lesson of this unit was dedicated to teaching conditionals type three to all participants. It contained grammar exercises to do in pairs and completing the lyrics of a song as described in the lesson plan (*Appendix D*). In Table 5, the results of the checklist show the observed behaviours throughout the lesson, reflecting how students engaged with the activities and the material presented.

Table 5

Unit 1: Lesson 2 - Behavioural engagement checklist

Participants	Behaviours					
	CT	CPGW	PA	VP	FTI	DB

	OB	AI	OB	AI	OB	AI	OB	AI	OB	AI	OB	AI
I	4	*5*	2	*3*	2	*4*	1	*3*	4	*5*	4	*5*
II	2	*5*	1	*3*	1	*4*	2	*3*	2	*5*	4	*5*
III	5	*5*	3	*3*	4	*4*	1	*3*	5	*5*	1	*5*
IV	3	*5*	0	*3*	3	*4*	2	*3*	4	*5*	4	*5*
V	4	*5*	1	*3*	3	*4*	2	*3*	4	*5*	0	*5*
VI	4	*5*	1	*3*	2	*4*	1	*3*	4	*5*	0	*5*
Legend	CT – Completing Tasks CPGW – Collaborating in Pair or Group Work PA – Paying Attention VP – Voluntary Participation FTI – Following the Teacher's Instructions DB – Disruptive Behaviours OB – Observed Behaviours AI – Applicable Intervals											

In this lesson, the participants observed showed an overall high rate of task completion seeing that there were five applicable intervals. This could possibly be attributed to the song the participants worked on during this lesson. Therefore, seeing that there were tasks during the five intervals, the students seemed to take advantage of it, either because they enjoyed doing the tasks, or because they felt they had to. Participant II was less engaged in completing tasks. Through the notes in the observation sheet, this participant started by doing the proposed exercises but quickly lost interest and started showing disruptive behaviour - by talking to classmates. The rate of collaboration varied significantly. Participants I and III showed higher levels of collaboration compared to the other participants. While participant III was observed collaborating with their partner by sharing answers or asking questions when in doubt, participant IV had no observed instances of collaboration, indicating a reluctance to engage in pair activities during this lesson. Although participant IV completed some of the proposed exercises (CT= 3/5) due to their interest in the song's artist, this solitary effort further highlighted their lack of collaboration with peers.

In this lesson, half of the participants (III, IV, V) exhibited higher levels of attention, while participant II had only one observed interval of paying attention out of four, indicating variability in engagement. Voluntary participation was balanced among the six participants, but II, IV, and V primarily responded when prompted, similar to previous lessons where the teacher often needed to call on students. Most participants followed the teacher's instructions effectively, as shown by the high number of observable behaviours. However, participant II demonstrated disengagement and some disruptive behaviours, while participants I, II, and IV exhibited disruptive actions in 4 out of 5 intervals, often leaning on desks, fidgeting with school supplies, and discussing unrelated topics with their partners.

Overall, in this lesson, it was noted that most students engaged in pair work effectively by doing the exercises and asking their partners questions. However, other students were not engaged in the lesson. For example, a student was colouring the worksheet, and another pair were talking and laughing instead of doing the proposed exercises. Moreover, during the exercises, two students had to be warned for throwing paper balls at other students indicating a combination of focused participation and disruptive behaviour among the class. This type of behaviour could be attributed to the lack of interest in the subject or the class materials, seeing that the students that engaged in such behaviours demonstrated a lack of interest during the first term of the school year, mostly for their lack of knowledge of the language.

The final lesson of this unit was dedicated to applying the knowledge obtained in the previous lessons in the adapted TV game show (*Who Wants to be a Millionaire*) as described in the lesson plan (*Appendix D*). In Table 6, the results of the checklist show the observed behaviours throughout the lesson, reflecting how students engaged with the activity.

Table 6

Unit 1: Lesson 3 - Behavioural engagement checklist

Participants	Behaviours											
	CT		CPGW		PA		VP		FTI		DB	
	OB	AI	OB	AI	OB	AI	OB	AI	OB	AI	OB	AI

I	4	4	3	*3*	3	*4*	3	*4*	3	*4*	5	*5*
II	3	4	3	*3*	1	*4*	1	*4*	3	*4*	1	*5*
III	4	4	3	*3*	4	*4*	3	*4*	3	*4*	0	*5*
IV	4	4	3	*3*	2	*4*	0	*4*	2	*4*	3	*5*
V	4	4	3	*3*	4	*4*	2	*4*	4	*4*	0	*5*
VI	4	4	3	*3*	4	*4*	0	*4*	4	*4*	1	*5*
Legend	CT – Completing Tasks CPGW – Collaborating in Pair or Group Work PA – Paying Attention VP – Voluntary Participation FTI – Following the Teacher's Instructions DB – Disruptive Behaviours OB – Observed Behaviours AI – Applicable Intervals											

In this lesson, five out of the six participants were fully engaged in completing tasks, in this case, playing the game. This indicated that the TV game show format was successful in keeping students focused on the task. Collaborative group work was also consistent, with each participant fully engaged during all applicable intervals, suggesting that the type of content and competition encouraged collaborative effort. This type of behaviour was expected due to the results of statement R ("With the use of educational games and healthy competition, I would participate more in class") of the participation and engagement questionnaire (*see Table 3*). Attention levels were generally high with participants III, V, and III showing full attention during the entire lesson. However, participants II and IV demonstrated lower levels of attention, indicating that while the game show format was engaging for most, some students still struggled with maintaining focus, especially during rounds where other groups were answering. There was some variability in voluntary participation. While Participants I, III, and V actively participated voluntarily in most intervals, participants IV and VI did not volunteer at all during the lesson. However, through the notes, the six participants discussed in their groups the possible correct answers but

since each group named a spokesperson, those were the students whose voluntary participation was accounted for. Therefore, the lack of voluntary participation from participants IV and VI may not accurately reflect their engagement in the activity, as their contributions were conveyed through their group's spokesperson. Following instructions was consistent among most of the observed participants. Participant IV ranked the lowest score out of the six (*FTI=2/4*) which is related to their score for disruptive behaviours. Participant I displayed disruptive behaviours in all intervals, all related to talking with their group about topics unrelated to the lesson. The same applies to participant IV (*DB=3/5*). This suggests that while the adapted TV game show was engaging for most, it might have been overstimulating or distracting for some.

Through the notes in the observation sheet, it can be suggested that most participants found the game exciting and engaging since all groups worked collaboratively and thought about how conditionals are formed to provide the right answers. Students with difficulties or those who did not understand the material were also engaged in the activity by trying to help the group and earn points. On the other hand, a few students were not engaged in the activity. They did not collaborate and just sat in their groups waiting for the end of the lesson. Interestingly, when the bell rang, the students waited to know the results of the game to see who had won. It was the first time that the students stayed in class after it rang. This behaviour highlighted the effectiveness of the game in capturing and maintaining students' interest.

When comparing the three lessons, there was a distinct difference in student behavioural engagement between the first two lessons and the lesson with the game. In the two lessons without games, learners were more passive, with noticeable variations in student engagement and attention. In contrast, the lesson incorporating the TV game show demonstrated a marked increase in behavioural engagement. Students were more engaged in the task, collaborated effectively, and showed enthusiasm throughout the activity**,** although some students still exhibited disruptive behaviours or struggled to maintain focus during the activity. The game's competitive and interactive elements appeared to enhance student participation, suggesting that such formats can positively impact classroom

dynamics and overall student behavioural engagement, demonstrating higher levels of active involvement in tasks (Sang & Hiver, 2021).

4.1.3. First Set of Lessons - Post-Lesson Survey

As previously mentioned, nearing the end of each lesson, the students completed a post-lesson survey to evaluate some aspects of the lesson and to self-evaluate their engagement and participation in class. Therefore, for each lesson, the results were gathered, and the means, standard deviations and frequency distributions were calculated to provide insights into the students' perceptions and self-reported levels of behavioural engagement (*See Table 7*). Paired-sample t-tests were performed to check if there were any significant differences between the lesson without the TV game show and the lesson with the TV game show. *Table 8* presents the summarized version of the T-tests.

As seen in *Section 3.3.*, in the first lesson, Zero, first and second conditionals were introduced with oral exercises (*Appendix E*) of sentence building and gap filling, followed by a worksheet exercises 1-3 (*Appendix F*). In the second lesson, the third conditional was taught using a gap-filling for a song (exercise 5 from *Appendix F*), followed by guessing the conditional's grammatical structure through examples of sentences from the song and completing the worksheet exercises 4 and 6 (*Appendix F*). Finally, in the last lesson, the students played the adapted version of *Who Wants to be a Millionaire* (*Appendix B*) to review all four conditionals.

Table 7

Unit 1: Post-Lesson Survey Results

Statement	Lesson	Mean	Standard Deviation	Frequency Distribution				
				Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
				1	*2*	*3*	*4*	*5*
A. Today, I felt motivated to participate in class.	*1*	3.33	0.71	0	4	17	14	1
	2	3.25	0.86	1	6	13	15	1
	3	3.97	0.96	1	1	8	14	12
	1	3.17	0.87	2	4	17	12	1
	2	3.42	0.89	1	4	13	15	3

B. I was engaged and participated actively in class.	*3*	3.97	0.83	0	2	7	17	10
C. I felt comfortable participating in class.	*1*	3.36	0.89	0	8	9	17	2
	2	3.53	0.80	0	5	9	20	2
	3	3.81	0.91	0	3	10	14	9
D. I had fun in class.	*1*	3.06	0.70	1	5	21	9	0
	2	3.44	1.01	1	6	10	14	5
	3	4.33	0.71	0	1	2	17	16
E. I paid attention to the lesson.	*1*	3.94	0.70	0	1	7	21	7
	2	4.11	0.57	0	0	4	24	8
	3	4.33	0.58	0	0	2	20	14
F. I would like to have more lessons like this.	*1*	3.44	0.64	0	1	20	13	2
	2	3.61	0.95	1	3	11	15	6
	3	4.61	0.54	0	0	1	12	23
G. I understood the topics taught.	*1*	4.06	0.88	0	2	7	14	13
	2	4.11	0.70	0	0	7	18	11
	3	4.19	0.66	0	0	5	19	12

The most relevant results - the ones with higher mean differences between the lessons - are highlighted in the table. This facilitated a comparison between lessons with and without TV game shows, highlighting differences in student responses and offering a clearer understanding of how different teaching approaches, including the use of adapted TV game shows, impacted students' classroom experiences and engagement. To perform paired-sample t-tests for this unit (*see Table 8*), it was necessary to calculate the mean of the statements in the survey responses from lessons 1 and 2 for all participants (N=36). This averaging was required to create a single representative score for each condition, allowing for a fair comparison between the lessons without TV game shows and the lesson with TV game shows.

Regarding the results for statement A of the survey, there was an increase in students' motivation to participate through the three lessons. In Lesson 1, which did not include adapted TV game shows, the mean score was M=3.33. Most students felt moderately motivated to participate, with 17 participants at level 3 (*neutral*) and 14 at level 4 (*agree*). However, the lower end of the scale still presented some responses, with 4 students

disagreeing with the statement and only one student feeling highly motivated to participate in this lesson.

In this lesson, students who chose higher response options mentioned that they were "motivated because [they] already knew some conditionals" which made it easier to understand and perform well. Moreover, more than one student who agreed or felt neutral towards the statement mentioned that their motivation had to do with having good marks. However, one stated that "the topic was not interesting, the lesson was not captivating, therefore [they] did not feel motivated to participate". Finally, three participants mentioned that their difficulties in the English language hindered their motivation to participate, suggesting that while being familiar with parts of the content learned and the pressure of marks provided motivation, challenges such as language barriers diminished some of the students' motivation to participate in this lesson.

Lesson 2, also without adapted TV game shows, had a slightly lower mean score of M=3.25. This lesson showed more variability in responses (SD=0.86), with 15 participants agreeing with the statement "Today, I felt motivated to participate", six students disagreeing and one student at level 1 (*totally disagree*). One student mentioned that they "felt motivated because the exercises were not difficult" while another mentioned that they were "motivated because [they] liked the materials being taught". However, similarly to lesson 1, one student who chose *neutral* in the survey mentioned that they "do not like to participate but [they] do it nonetheless as it has an impact on the mark". This is also the opinion of some students who agreed and disagreed with the statement, which might suggest that their motivation to participate has no relation with the materials taught, but rather the impact on their marks or a sense of obligation to perform well at the subject. Finally, when it comes to the students who disagreed with the statement, the participants mentioned that they were "sleepy and tired", were "never motivated" and "the lesson was boring" suggesting that external factors such as fatigue or a lack of interest in the lesson's content impacted their motivation to participate. Such factors are considered demotivating leading to a lack of engagement (Gozcu and Caganaga, 2016).

Lesson 3, which incorporated the adapted TV game show, showed a noticeable improvement in responses with a mean score of *M*=3.97. More students rated their motivation at higher levels of the Likert-scale, with 14 students agreeing with the statement and 12 totally agreeing. The use of the adapted TV game show appeared to have positively influenced motivation as reflected in a student's answer to question 1 of the survey: "I felt motivated because it was a game". Moreover, another student who agreed with the statement mentioned that they "felt motivated because of the competition". Most answers from the students who agreed with the statement revolved around these ideas of competition, fun and group work. However, the participant who chose *totally disagree* on the survey said that they "did not like it (*the game*)" and the participant who disagreed with the statement mentioned that they were "not comfortable in the group" suggesting that while gamifying the lesson might improve the students' motivation to participate, it might not apply to all students.

This clear increase in motivation to participate, with the shift from *neutral* to positive responses to the statement, suggested that the gamified classroom increased students' motivation to participate in class, similar to Wichadee & Pattanapichet's (2018) findings where students in the gamified setting scored higher motivation levels.

A paired-sample t-test was conducted to compare the results of the statement "Today, I felt motivated to participate in class" in lessons without TV game shows and lessons with TV game shows. For item A, there was a significant difference in the scores for the lesson without games (*M*=3.29, *SD*=0.63) and the lesson with games (*M*=3.97, *SD*=0.97) conditions; $t(35)=-3.86$, $p<0.001$. Although the numerical difference between the mean scores may seem small, it was statistically significant due to the paired nature of the data and the sample size. The difference was substantial enough to demonstrate that incorporating games can have a meaningful impact and increase on the students' motivation to participate in class.

The data collected from the survey for statement B ("I was engaged and participated actively in class") (*see Table 7*) revealed notable differences in student engagement and participation across the three lessons. The participants in Lesson 1 rated a mean score of *M*=3.17 for their engagement. Most students rated their engagement as *neutral* (*N*=17) indicating moderate participation in class. However, the presence of two *totally disagree*

suggested that some students felt disengaged. Lesson 2 showed slight improvements, with a mean score of *M*=3.42. Engagement was higher, with more students rating higher levels on the survey (*15 agreed and 3 totally agreed*). This indicated a positive shift, although 13 participants remained *neutral* towards engagement and participation in class. Lesson 3 had the highest mean of the three lessons (*M*=3.97). Most students were engaged and participated in class as shown by the frequency distribution (*17 agreed and 10 totally agreed*). The absence of ratings at level 1 (*totally disagree*) and only two at level 2 (*disagree*) suggested that the adapted TV game show boosted student engagement. These findings align with existing literature on the positive impact of gamified activities on behavioural engagement (Hew et al., 2015). This suggested that incorporating gamified elements and game-based learning could be a practical strategy for educators to enhance students' active participation and behavioural engagement in the classroom.

A paired-sample t-test was conducted to compare the results of the statement "I was engaged and participated actively in class" in lessons without TV game shows and lessons with TV game shows. For item B, the scores were similar when comparing the lesson without games (*M*=3.29, *SD*=0.75) and the lesson with games (*M*=3.97, *SD*=0.84). However, the t-value of -3.91 and the p-value of less than 0.001 indicated that the increase in student engagement and participation when games were included in the lesson is statistically significant, meaning that inclusion of games had a real impact on student behavioural engagement and active participation.

The survey data for statement D of the survey (“I had fun in class”) (*see Table 7*), reveals significant differences in how much fun students reported having in this unit. In Lesson 1, the mean score for this statement was *M*=3.06. Most students (*N*=21) rated their enjoyment of the lesson as *neutral,* and few participants seemed to have fun in the lesson as nine chose *agree*. This suggested that the lesson was generally perceived as average in terms of enjoyment. Lesson 2 showed a slight increase in enjoyment, with a mean score of *M*=3.44. The frequency distribution and standard deviation (*SD*=1.01) indicated a broader spread in the results, with more students rating the lesson as fun (*14 agreed and 5 totally agreed*). This suggested that this lesson was better received, although there were still some students that

did not find it particularly enjoyable (*1 totally disagreed and 6 disagreed*). Lesson 3 had a significantly higher mean score (*M*=4.33) when compared to the other lessons of the unit. Most students rated their enjoyment of the lesson at high levels (*17 agreed and 16 totally agreed*). The low standard deviation (*SD*=0.71) suggested that most students found this lesson enjoyable, due to the incorporation of the adapted TV game show.

The comparison of results for statement D highlights a significant increase in students' enjoyment across the three lessons, with the most substantial rise occurring when the lesson was gamified. This aligns with Gozcu and Caganaga's (2016) view that games are essential in EFL classes, as they make learning enjoyable and reduce anxieties towards language learning. The increase in enjoyment can be attributed to the inherent fun in games, which, as Newmann et al. (1992) suggest, fosters engagement by making the learning process less monotonous and more motivating. Moreover, this element of fun can be related to the results of the statement C (*see Table 7*) which saw an increase in comfort to participate, suggesting that a more enjoyable and engaging classroom environment also encourages greater student involvement and reduces barriers to active participation.

A paired-sample t-test was conducted to compare the results of the statement "I had fun in class" in lessons without TV game shows and lessons with TV game shows. For item D, there was a significant difference in the scores for the lesson without games (*M*=3.25, *SD*=0.69) and the lesson with games (*M*=4.33, *SD*=0.72) conditions; $t(35)=-13.00$, $p<0.001$. The results indicated that incorporating games in the lesson significantly increased students' enjoyment of the class.

Lastly, regarding the data for statement F of the survey ("I would like to have more lessons like this") (*see Table 7*), the participants in Lesson 1 rated a mean score of *M*=3.44. Most students (*N*=20) expressed moderate interest in having similar lessons while 13 participants *agreed* and only two students rated it at level 5. Lesson 2 showed a slight improvement, with a mean score of *M*=3.61. More students expressed a desire for similar lessons, as seen through the increase in levels 4 (*N*=15) and 5 (*N*=6). This suggested a growing interest in having similar lessons, however, when comparing it with lesson 1, more students appeared to lack an interest in having similar lessons (*1 totally disagreed and 3*

disagreed). Lesson 3 had the highest mean score (M=4.61) and lowest standard deviation (SD=0.54). Almost all students rated their interest in having similar lessons at levels 4 and 5 (*12 agreed and 23 totally agreed*). This strong preference was probably due to the inclusion of the TV game show. This appealing and effective approach aligns with the findings of Gozcu & Caganaga (2016), who noted that students felt more eager to learn in a gamified environment. Similarly, Wichadee & Pattanapichet (2018) found that incorporating games made the learning process more engaging, which could explain the participants' preference for the lesson that included the adapted TV game show.

A paired-sample t-test was conducted to compare the results of the statement "I would like to have more lessons like this" in lessons without TV game shows and lessons with TV game shows. For item F, there was a significant difference in the scores for the lesson without games (M=3.53, SD=0.68) and the lesson with games (M=4.61, SD=0.55) conditions; $t(35)$=-8.88, p<0.001. The results indicated that incorporating games in the lesson significantly increased students' desire for similar lessons.

After analysing the survey results, students were asked how their participation in classroom activities contributed to their learning experience (*see Question 2 in Appendix L*). Their responses provided valuable perceptions of how participation influenced their learning across the three lessons. In Lesson 1 several students noted that participation helped them understand the three types of conditionals. One student shared, "The more I participate, the more I have the chance to correct mistakes and clear up doubts, which helps in the learning process", while another emphasised that "When students participate, and they are correct they feel more motivated to learn". Furthermore, few students acknowledged that participation made them more attentive. One student mentioned, "Participating makes me pay more attention," and another highlighted that "speaking in the class helps to memorize the content."

On the other hand, some students did not find participation beneficial. For instance, one participant noted that they "did not participate, so it did not contribute". Although they still managed to learn by paying attention, which is a way to engage with the material, significant learning usually occurs when the students are actively involved and participative

(Hiver et al., 2021b). A student who mentioned in Question 1 that they have difficulties with the subject, shared that they rarely participate, therefore it contributes negatively to their learning. Finally, one student remarked, "I believe it is possible to learn theory without necessarily answering questions" suggesting that, for some, the process of learning can occur independently of active participation. This perspective underlines a different learning style where absorbing information passively might be sufficient, although it contrasts with the views of many who benefit from more active engagement.

In lesson 2, many students shared that participation positively contributed to their learning of the third conditional. One student stated that "answering questions made [them] understand [their] doubts," while another mentioned that "participating helps because when [they are] wrong, the teacher corrects and explains why [they are] wrong, something that does not happen when [they] see that [they are] wrong and do not know why." Overall, students emphasized the role of participation in clarifying misunderstandings and reinforcing their knowledge of the conditionals.

The introduction of the adapted TV game show in Lesson 3 significantly impacted the participants' perceptions of their learning. Many students felt that the game made the lesson more engaging and allowed them to be "involved in learning". Holman et al. (2013) suggested that integrating gamification into educational activities can enhance student engagement, leading to positive changes in behaviour as seen throughout these results. Furthermore, one student remarked that the lesson was "productive because the game was stimulating," and another shared that the game "helped in better understanding the content." One student also noted that the game provided instant feedback, which was beneficial for learning the correct answers and why they were the correct ones. Moreover, one student found that participating was beneficial to their learning experience since they "understood better the content [of the lessons] in the game than with regular exercises". However, as in previous lessons, one student mentioned that they did not participate, therefore, it did not contribute to their learning experience.

Table 8

Unit 1: Summarized t-tests.

Statement	Lesson without a TV game show (M ± SD)	Lesson with a TV game show (M ± SD)	t	p	Significant Difference
A	3.29 ± 0.63	3.97 ± 0.97	-3.83	<0.001	yes
B	3.29 ± 0.75	3.97 ± 0.84	-3.91	<0.001	yes
C	3.44 ± 0.71	3.81 ± 0.92	-2.66	0.0059	yes
D	3.25 ± 0.69	4.33 ± 0.72	-13	<0.001	yes
E	4.03 ± 0.49	4.33 ± 0.59	-3.41	<0.001	yes
F	3.53 ± 0.68	4.61 ± 0.55	-8.88	<0.001	yes
G	4.08 ± 0.67	4.19 ± 0.67	-0.83	0.2059	no

Legend:
A. Today, I felt motivated to participate in class.
B. I was engaged and participated actively in class.
C. I felt comfortable participating in class.
D. I had fun in class.
E. I paid attention to the lesson.
F. I would like to have more lessons like this.
G. I understood the topics taught.

The post-lesson survey results showed that incorporating adapted TV game shows enhanced students' behavioural engagement in the lesson. The consistent increase in means and the students' answers to the questions across the three lessons indicated improvements in motivation, active participation and enjoyment. Specifically, the mean scores for motivation, engagement, and fun rose significantly in the gamified lesson, with students commenting their enjoyment for competition. These findings suggested that gamification and game-based learning can create a more engaging learning environment, although they did not significantly improve the participants' comprehension of the materials taught (see *statement G in Table 7*).

4.1.4. Second Set of Lessons - Observation

As in *Section 4.1.2*, the students were observed using a detailed observation sheet to record specific behaviours during the two lessons. The same six students were closely monitored, and their behaviours were noted in a behaviour checklist (see Appendix M). The observations were made in 10-minute intervals, and the results were analysed in terms of

observed behaviours and applicable aiming to capture behavioural engagement. Moreover, notes were taken below the checklist to capture relevant behaviours of the class.

The first lesson of this unit was dedicated to teaching vocabulary about technology, viewing and doing comprehension exercises about an episode of a series. The lesson went as described in the lesson plan (*Appendix H*). In Table 9, the results of the checklist show the observed behaviours throughout the lesson, reflecting how students engaged with the activities and the material presented.

Table 9

Unit 2: Lesson 1 - Behavioural engagement checklist

Participants	Behaviours											
	CT		CPGW		PA		VP		FTI		DB	
	OB	AI	OB	AI	OB	AI	OB	AI	OB	AI	OB	AI
I	1	*3*	2	*3*	3	*5*	0	*2*	2	*5*	5	*5*
II	2	*3*	1	*3*	4	*5*	0	*2*	4	*5*	1	*5*
III	3	*3*	2	*3*	5	*5*	1	*2*	5	*5*	1	*5*
IV	1	*3*	1	*3*	1	*5*	0	*2*	1	*5*	5	*5*
V	3	*3*	3	*3*	5	*5*	0	*2*	5	*5*	0	*5*
VI	3	*3*	3	*3*	5	*5*	0	*2*	4	*5*	1	*5*
Legend	CT – Completing Tasks CPGW – Collaborating in Pair or Group Work PA – Paying Attention VP – Voluntary Participation FTI – Following the Teacher's Instructions DB – Disruptive Behaviours OB – Observed Behaviours AI – Applicable Intervals											

The variation in observed behaviours for completing tasks indicates that while participants III, V, and VI were actively engaged in completing the tasks, participants I, II, and

IV were less involved which was consistent with the results of the first lesson of Unit 1 (*see table 4*). Collaboration in pairs or group work was limited since participants V and VI showed consistent pair work throughout the intervals while the others showed less frequent collaboration. For example, participant II did not collaborate in pair work due to changes in the class seating chart. Their partner was not the usual one, therefore, they barely communicated during the entire lesson. Moreover, participant IV spent most of the lesson distracted and talking with their classmates which resulted in their low scores. The consistent attention from participants III, V, and VI suggests they were highly engaged. In contrast, participants I and IV exhibited less attention, which could reflect disengagement or difficulty with the material. It was noted that throughout the entire watching activity, they were fidgeting with school supplies. Since their knowledge of the language was poor, especially when it came to listening skills, it was assumable that they were not paying attention.

Voluntary participation was limited in this lesson with two out of five applicable intervals, therefore, only participant III participated voluntarily. However, six out of the 36 participants participated voluntarily which meant that the trend of the teacher calling out for participation remained similar to the first lesson without games from Unit 1. The participants observed followed the teacher's instructions which might have helped in maintaining the students' engagement in the tasks. The lower levels of compliance of participants I and IV reflect their scores in completing tasks and paying attention. Finally, participants I and IV showed disruptive behaviours throughout the whole lesson by being distracted and talking with their classmates about topics unrelated to the lesson. The participants who scored one out of five in this condition (II, III, and VI) were also observed talking with their partners about topics unrelated to the lesson while answering the pair work questions. The amount of disruptive behaviours in this lesson suggested that some students were less engaged or found the lesson less stimulating.

In this lesson, only seven out of the 36 participants contributed voluntarily by guessing what the episode would be about, telling the meaning of vocabulary, and answering the questions from the worksheet that were solved in pairs. Therefore, the pattern of the

teacher having to ask the students to answer was the same as in the first lesson of Unit 1. It was noted that, besides the students that did the activities, one pair was constantly laughing instead of doing the proposed activities, some pairs were doing the activities individually, other students did not do the proposed activities (*either for being distracted during the watching activity or because they had to write complete answers and not just fill in gaps as usual*) and, for the first time, one of the participants was sleeping. This indicated that despite the lesson's structure, with the presence of a media component, there were varied levels of engagement, which highlighted the need for different strategies to enhance the students' behavioural engagement.

The second, and last lesson of this unit was dedicated to learning new vocabulary about technology through an adapted TV game show (*The Wheel of Fortune*). The lesson went as described in the lesson plan (*Appendix H*). In Table 10, the results of the checklist show the observed behaviours throughout the lesson, reflecting how students engaged with the activities and the material presented.

Table 10

Unit 2: Lesson 2 - Behavioural engagement checklist

Participants	Behaviours											
	CT		CPGW		PA		VP		FTI		DB	
	OB	AI	OB	AI	OB	AI	OB	AI	OB	AI	OB	AI
I	3	*4*	3	*4*	2	*5*	2	*3*	3	*5*	5	*5*
II	4	*4*	4	*4*	5	*5*	0	*3*	5	*5*	1	*5*
III	4	*4*	4	*4*	5	*5*	1	*3*	5	*5*	1	*5*
IV	4	*4*	4	*4*	5	*5*	0	*3*	5	*5*	3	*5*
V	4	*4*	4	*4*	5	*5*	2	*3*	5	*5*	0	*5*
VI	4	*4*	4	*4*	5	*5*	0	*3*	5	*5*	0	*5*
Legend	CT – Completing Tasks CPGW – Collaborating in Pair or Group Work PA – Paying Attention											

	VP – Voluntary Participation FTI – Following the Teacher's Instructions DB – Disruptive Behaviours OB – Observed Behaviours AI – Applicable Intervals

All six participants were observed completing tasks consistently, by being engaged in the game, throughout the lesson with only participant I being engaged in three out of four intervals of 10 minutes. Curiously, the interval that lacked such behaviour was the last one, which was the closest to the end of the lesson. Again, all participants collaborated in this teamwork and paid attention during all applicable intervals except participant I, which suggested that collaboration and competition played a crucial role in fostering higher levels of behavioural engagement in the lesson. In the same way that occurred in lesson three with from Unit 1, the lack of voluntary participation from participants II, III, IV and VI may not accurately reflect their engagement in the activity, as their contributions were conveyed through their group's spokesperson. Overall, all participants followed the instructions of the teacher except participant I which contributed to the success of the lesson's structure and objectives. Finally, participants I and IV showed the highest rates of disruptive behaviours out of the six observed students. As usual, the behaviour was talking to other members of their groups about topics unrelated to the lesson.

Besides the behaviours mentioned above, the lesson was a significantly more stimulating lesson in which students who usually do not participate were collaborating in their groups to try and guess the words of the game. Interestingly, one of the highest achieving students throughout the school year was resistant to pair and group work as most of the time they would not cooperate, however, during this lesson, they were observed helping their group demonstrating high levels of behavioural engagement when compared to previous lessons.

When comparing both lessons, the game-based lesson demonstrated improved collaboration, attention, and following instructions, with the usual students displaying

disruptive behaviours but still collaborating in the game. Voluntary participation also increased, although it varied among participants. Overall, the introduction of an adapted TV game showed significantly enhanced student behavioural engagement compared to traditional lessons.

4.1.5. Second Set of Lessons - Post-Lesson Survey

For each lesson, the results of the post-lesson survey (*Appendix L*) were gathered, and the means, standard deviations and frequency distributions were calculated to provide insights into the students' perceptions and self-reported levels of behavioural engagement (*See Table 11*). Moreover, the most relevant results (the ones with higher mean differences between the lessons) were highlighted in the table. Paired-sample t-tests were performed to check if there were any significant differences between the lesson without the TV game show and the lesson with the TV game show. *Table 12* presents the summarized version of the T-tests.

As seen in *Section 3.3.*, in the first lesson, the participants predicted content by analysing pictures from an episode of "Love, Death and Robots" on Netflix, and technology-related words (*Appendix I*). Then, they watched the episode. After that, they completed comprehension exercises on a worksheet (*Appendix J*), which was corrected orally. In the last lesson, the students played the adapted version of *The Wheel of Fortune* (*Appendix C*), which focused on technology related vocabulary.

Table 11

Unit 2: Post-Lesson Survey Results

Statement	Lesson	Mean	Standard Deviation	Frequency Distribution				
				Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
				1	*2*	*3*	*4*	*5*
A. Today, I felt motivated to participate in class.	*1*	3.47	0.83	0	2	21	7	6
	2	4.50	0.65	0	1	0	15	20
B. I was engaged and participated actively in class.	*1*	3.28	1.02	1	7	14	9	5
	2	4.56	0.68	0	1	1	11	23

C. I felt comfortable participating in class.	*1*	3.44	0.93	0	5	16	9	6
	2	4.22	0.79	0	1	5	15	15
D. I had fun in class.	*1*	3.86	0.89	0	3	8	16	9
	2	4.56	0.55	0	0	1	14	21
E. I paid attention to the lesson.	*1*	4.39	0.76	0	1	3	13	19
	2	4.53	0.60	0	0	2	13	21
F. I would like to have more lessons like this.	*1*	4.25	0.86	1	0	4	15	16
	2	4.92	0.28	0	0	0	3	33
G. I understood the topics taught.	*1*	4.25	0.79	1	0	2	19	14
	2	4.67	0.47	0	0	0	12	24

The survey data for Statement A ("Today, I felt motivated to participate in class") revealed a significant increase in students' motivation to participate when the adapted TV game show was included in the lesson. Lesson 1, which did not include the game, had a mean score of *M*=3.47. In this lesson, most students felt moderately motivated to participate (*21 responded neutral*) and seven agreed with the statement. Six participants reported a high level of motivation to participate, while two students responded *disagree* to the statement, suggesting that although there was an inclination towards agreement, there was still room for improvement in motivation to participate. Although one student mentioned in question 1 that they were sleepy and another had "no interest in the topic", most students that chose *neutral*, *agree* and *totally agree* reported that they enjoyed the activity and "it was an interesting topic that was not explored before in this way, which helped in motivating to participate in the lesson". Lesson 2, which included the TV game show, showed a significant increase in motivation to participate (*M*=4.50). In this lesson, 15 students responded *agree* and 20 responded *totally agree* with only one student responding *disagree* who answered question 1 by saying that they "do not like to talk". However, the students who agreed reported that the adapted TV game show activity was "fun and challenging" and it was a "much more dynamic lesson". These findings align with the results for statement A from Unit 1, where the implementation of the adapted TV game show also contributed to increased student motivation to participate.

A paired-sample t-test was conducted to compare the results of the statement "Today, I felt motivated to participate in class" in lessons without TV game shows and lessons with

TV game shows. For item A, there was a significant difference in the scores for the lesson without games (M=3.47, SD=0.84) and the lesson with games (M=4.50, SD=0.65) conditions; t(35)=-6.35, p<0.001. The results suggested that incorporating games in the lesson significantly increased students' motivation to participate in class.

The survey data for statement B ("I was engaged and participated actively in class") (*see Table 11*), showed a substantial increase in student engagement and participation when the adapted TV game show was incorporated in the second lesson. In lesson 1, the mean score was M=3.28. The high standard deviation (SD=1.01) showed that the engagement levels were spread across the 5 levels of the Likert-scale indicating that a portion of the participants struggled with engaging and participating in class. Lesson 2 showed a significant improvement in engagement and participation, with a mean score of M=4.56. The majority of students rated this statement at the highest levels (*11 agreed and 23 totally agreed*). Only two participants rated their engagement below level 4, demonstrating an increase in how actively students participated when the TV game show was included which was also verified in statement B from Unit 1.

A paired-sample t-test was conducted to compare the results of the statement "I was engaged and participated actively in class" in lessons without TV game shows and lessons with TV game shows. For item B, there was a significant difference in the scores for the lesson without games (M=3.28, SD=1.03) and the lesson with games (M=4.56, SD=0.69) conditions; t(35)=-6.74, p<0.001. The results suggested that incorporating games in the lesson significantly increased students' engagement and active participation in class.

Regarding the results for statement C of the survey ("I felt comfortable participating in class") (*see Table 11*), there was a notable increase in students' comfort levels when participating in class with the inclusion of gamification. In Lesson 1, the participants rated a mean score of M=3.44, with most students (N=16) remaining neutral and nine agreeing with the statement. However, five participants disagreed, and another six agreed totally with the statement, which indicated that while some students felt comfortable, others were less at ease participating. Lesson 2 showed an improvement in comfort to participate, with a mean score of M=4.22. Most students felt comfortable participating in the adapted TV game show,

with 15 students rating their comfort at both levels 4 and 5. Only one student reported their comfort in participating at level 2. This suggested that the game created a more inclusive and comfortable environment for the majority of the class as seen in statement C from Unit 1**.**

A paired-sample t-test was conducted to compare the results of the statement "I felt comfortable participating in class" in lessons without TV game shows and lessons with TV game shows. For this item, there was a significant difference in the scores for the lesson without games (M=3.44, SD=0.94) and the lesson with games (M=4.22, SD=0.80) conditions; $t(35)$=-4.35, p<0.001. The results suggested that incorporating games in the lesson significantly increased students' comfort in participating in class.

Finally, the survey data for statement D ("I had fun in class") (*see Table 11*), showed a significant increase in students' enjoyment from lesson 1 to lesson 2. Lesson 1 had a mean score of M=3.86. While most students reported having fun (*16 agreed and 9 totally agreed with the statement*), a smaller portion of the participants rated it lower with eight students at level 3 and three at level 2. This indicated that although many students found the lesson enjoyable, there was some variability (SD=0.89) in how much fun they had in the lesson. In Lesson 2 there was a significant rise in enjoyment, with a mean score of M=4.56. Besides one student who rated *neutral* in this statement, all chose level 4 or 5 from the scale (*14 agreed and 21 totally agreed*). This suggested that the gamified environment enhanced the overall fun in the lesson.

As previously seen in statement D from unit 1, the element of fun in the participants' learning experience is crucial to foster higher levels of behavioural engagement. Newmann et al. (1992) and Li et al. (2012) both emphasised that tasks designed to be enjoyable can reduce pressure and monotony, thereby enhancing student engagement. However, it is important to strike a balance. While fun can significantly enhance engagement, it should not overshadow the core goals of gamification and game-based learning, which focus on knowledge acquisition and behavioural change (Bai et al. 2020).

A paired-sample t-test was conducted to compare the results of the statement "I had fun in class" in lessons without TV game shows and lessons with TV game shows. For item D, there was a significant difference in the scores for the lesson without games (M=3.86,

SD=0.90) and the lesson with games (*M*=4.56, *SD*=0.56) conditions; $t(35)=-4.38$, $p<0.001$. The results suggested that incorporating games in the lesson significantly increased students' enjoyment in class.

These results align with Ibáñez et al's (2014) findings that integrating gamification in a learning environment contributes to achieving learning outcomes. Moreover, gamification can positively influence the students' behaviour towards learning activities (Dichev & Dicheva, 2017; Smiderle et al., 2020; Rivera & Garden, 2021) which is reflected in the improved understanding of the content taught. However, no proper testing of the learning outcomes (e.g.: pre-/post-test of the material) was done in both units, therefore, the data provided by the students' self-report on the surveys was taken into account to make such claims.

After analysing the post-lesson survey results, students were asked how their participation in classroom activities contributed to their learning experience (*see Question 2 in Appendix L*). Their responses provided valuable perceptions of how participation influenced their learning across both lessons. In Lesson 1, students generally felt that their participation improved their performance. One student noted that, as they felt motivated, "it helped develop sentences in English to answer the questions [of the worksheet]," while another highlighted that "the more [they] participate, the more [they] learn." Participation also helped in identifying doubts, with one student mentioning that participation contributes to their learning experience since they "might have doubts [they] did not know [they] had". The activities were also beneficial for specific skills, with one student noting that the pair activities helped in developing their writing competencies.

Finally, in Lesson 2, the participants reported that the game made learning more enjoyable and effective. One student commented that the adapted TV game show "made learning fun," while another stated that they "learned new vocabulary" through participation. The dynamic nature of the game was also highlighted, with students mentioning that they "had to think about what was being said" and another mentioned that participation "helps in internalizing" the content. However, one student felt that the game did not introduce any new knowledge ("I learned nothing new"). Despite this, most responses were positive,

emphasizing the value of participation in attaining, reinforcing and applying their knowledge.

Table 12

Unit 2: Summarized t-tests.

Statement	Lesson without a TV game show (M ± SD)	Lesson with a TV game show (M ± SD)	t	p	Significant Difference
A	3.47 ± 0.84	4.50 ± 0.65	-6.35	<0.001	yes
B	3.28 ± 1.03	4.56 ± 0.69	-6.74	<0.001	yes
C	3.44 ± 0.94	4.22 ± 0.80	-4.35	<0.001	yes
D	3.86 ± 0.90	4.56 ± 0.56	-4.38	<0.001	yes
E	4.39 ± 0.77	4.53 ± 0.61	-1.04	0.1519	no
F	4.25 ± 0.87	4.92 ± 0.28	-4.32	<0.001	yes
G	4.25 ± 0.81	4.67 ± 0.48	-2.97	0.0027	yes

Legend:
A. Today, I felt motivated to participate in class.
B. I was engaged and participated actively in class.
C. I felt comfortable participating in class.
D. I had fun in class.
E. I paid attention to the lesson.
F. I would like to have more lessons like this.
G. I understood the topics taught.

The post-lesson survey also revealed that incorporating adapted TV game shows significantly improved students' behavioural engagement, as seen in chapter 4.1.3. The mean scores regarding motivation, engagement and enjoyment of the lessons all increased notably in the lesson that incorporated the adapted TV game show with the students reporting that the gamified lesson was more dynamic and enjoyable, which contributed positively to their learning experience with higher levels of understanding of the taught materials. In statement E there was no significant difference which, in this case, could be seen as a positive indication of consistent high levels of attention throughout both types of lessons.

5. Conclusion

The present research aimed to find the potential impact of using adapted TV game shows on students' behavioural engagement in the classroom. By profiling the participants through the engagement and participation questionnaire, it was found that, by applying the proposed games in the lessons, the participants would probably be more behaviourally engaged in the lessons even if they experienced factors that hindered their participation, such as lack of interest for the subject, insufficient of knowledge of the language, or even some anxieties related to oral participation. Then, lessons without and with games were implemented in the participants' classes, and, through the analysis of the data and discussion presented in the previous chapter, the results indicated that both classes was more engaged in the gamified lessons of both units, which align with the findings discussed in chapter 1.

The main trends found in the results pointed to the general enjoyment of the gamified learning experience which the participants considered more dynamic, which lead to higher levels of behavioural engagement of the students during the lessons with games. The students exhibited increased participation, collaborated more effectively with their peers, and demonstrated a greater willingness to engage in the classroom activities. However, some of the participants exhibited lower levels of attention, indicating that while the game show format was engaging for most, some students still struggled with maintaining focus, especially in the lessons with games, during rounds where other groups were answering. One way to prevent this from happening could be by allowing the students to perform individual tasks, such as worksheets with exercises, to earn points for the team while they wait for their turn.

When comparing with the studies reviewed in chapter 2, the findings of this study align with the trend that suggests that incorporating game-based elements had the ability to enhance students' behavioural engagement, as seen in the studies by Barata et al. (2013), Hew et al. (2015), Gozcu and Caganaga (2016), Wichadee and Pattanapichet (2018), Smiderle et al. (2020). Similarly, Barata et al. (2013) found in their study that gamification had no effect on final grades which is possible to connect to the second set of lessons in which the students scored high averages when mentioning that they understood the topics taught. Nonetheless, in the first set of lessons the opposite occurred, with the increase in averages

which indicated that the students understood the topics better in the gamified lesson, similar to the findings in Ibáñez et al. (2014), who found that gamification can enhance students' learning.

The increase in behavioural engagement highlights the potential for gamification to enhance students' interest and motivation, which could lead to improved learning outcomes in the long term. Teachers may find that by incorporating these elements, they can create a more inclusive and interactive learning environment, thus increasing student involvement and enjoyment in lessons. This approach encouraged active participation, collaboration, and enthusiasm, which may help reduce disengagement among students.

Concluding this research provided valuable insights into the challenges and complexities of educational research, specifically the multifaceted term that is engagement. However, when it comes to the data gathered, it proved to be a challenge since the study relied heavily on self-reported measures which can be subject to inaccuracies. Moreover, self-reported data from students, as the Post-Lesson Survey, can be subject to bias, as the participants might report what they think the teacher wants to see in the results.

While the potential impact of using adapted TV game shows on students' behavioural engagement in the classroom seemed to be a positive one in this research, several aspects of the study could be refined to enhance reliability of the results. For example, introducing a control group that does not participate in the gamified lessons would allow for a more suitable comparison. Although the results seem to point to the fact that indeed the differences between lessons were significant as seen through all the data gathered, the small sample size of 36 participants might limit the generalizability of the findings, as Dichev and Dicheva (2017) pointed out, the small number of participants might deem the results inconclusive even if they are positive as in this study. Nonetheless, these findings were satisfactory having in mind all the previous research mentioned.

Another limitation of this study was that there was no testing of the materials taught besides the summative tests done for the subject, which were not included as data for this study, therefore achievement of the learning outcomes could not be determined as being more positive or negative after the application of the adapted TV game shows. However,

through formative assessment, such as observation and classwork, there was a notable difference in achieving the learning outcomes as the lessons progressed to the gamified lesson. The only data that could indicate that the learning outcomes were achieved was through the students' answers to statement G of the post-lesson survey ("I understood the topics taught"). Therefore, in future studies, combining the qualitative feedback from students with quantitative data, such as test scores, could help in reinforcing the conclusions drawn. Lastly, interviewing the six students would provide more details on their perspectives and personal experiences during the lessons, which would offer deeper insights into the impact of these gamified activities.

If this study were to be conducted again, a larger sample would be needed and there would be greater emphasis on more types of data to provide a wider range of results, while not relying as much on self-reported measures. Even so, the application of adapted TV game shows in the classroom presents promising possibilities for enhancing student behavioural engagement. The lessons become more interactive and enjoyable, thereby fostering a more dynamic learning environment where the students feel more motivated to participate actively. By reducing the monotony of traditional teaching methods, as the ones used in this study, and introducing the elements of competition and fun, it can help mitigate disengagement and even encourage students who usually do not enjoy group work to take part in classroom activities. Moreover, as Bai et al. (2020) suggested, it is important to keep in mind that the goal of gamification and game-based learning is knowledge acquisition and behaviour change and not just the ludic aspects of it.

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Appendices

Appendix A: Consent Letter

Carta de Consentimento aos Alunos e Alunas

Assunto: Convite para participação no estudo no âmbito do Relatório Final de Estágio

Caro(a), Aluno(a),

O meu nome é José Rui da Costa Teixeira, e no âmbito do Mestrado em Ensino de Inglês no 3º Ciclo do Ensino Básico e Secundário da Universidade Nova de Lisboa, estou neste momento a desenvolver a investigação conducente à realização do relatório final de estágio intitulado "The Use of TV Game Shows to Enhance Learner Engagement in the EFL Classroom" (O uso de jogos de programas televisivos para aumentar o envolvimento dos alunos na sala de aula de Inglês como língua estrangeira no decorrer do presente ano letivo, na vossa instituição, e sob a supervisão pedagógica da professora cooperante Isabel Santos.

Este projeto de investigação visa analisar o potencial impacto da utilização de jogos de programas televisivos, adaptados à sala de aula, no "envolvimento comportamental" (participação na aula) dos alunos. Este estudo será levado a cabo visto que, com base em observações de aulas no primeiro período, certas turmas demonstraram uma menor participação, nomeadamente em resposta a métodos de ensino tradicionais.

A recolha de informação será realizada através de um primeiro inquérito para documentar as possíveis razões para o qual os alunos tendem a não participar na aula. Serão também feitos pequenos inquéritos anónimos em todas as aulas para efeitos de comparação de aulas em que são aplicados os jogos acima mencionados com aulas em que não são aplicados. Finalmente, serão tomadas notas sobre os tipos de interação dos alunos na aula para avaliar o seu envolvimento na aula.

Neste sentido, venho convidar-te para participar neste estudo. A tua participação consistirá em responder aos questionários acima mencionados. É importante referir que a tua participação será sempre anónima e para fins exclusivos de tratamento académico.

É ainda importante realçar que a tua participação neste projeto será voluntária e que estou disponível para esclarecer quaisquer dúvidas que persistam. Evidenciar que tanto a instituição bem como os participantes serão anónimos, atendendo à proteção da identidade e de dados pessoais. Salientar, por fim, que toda a informação recolhida ao longo do projeto constituirá e será mencionada no meu relatório final de estágio e, eventualmente, em publicações no âmbito académico, sendo o tratamento de dados utilizado exclusivamente para este fim.

Agradeço, desde já, a tua disponibilidade, atenção e apoio prestados.

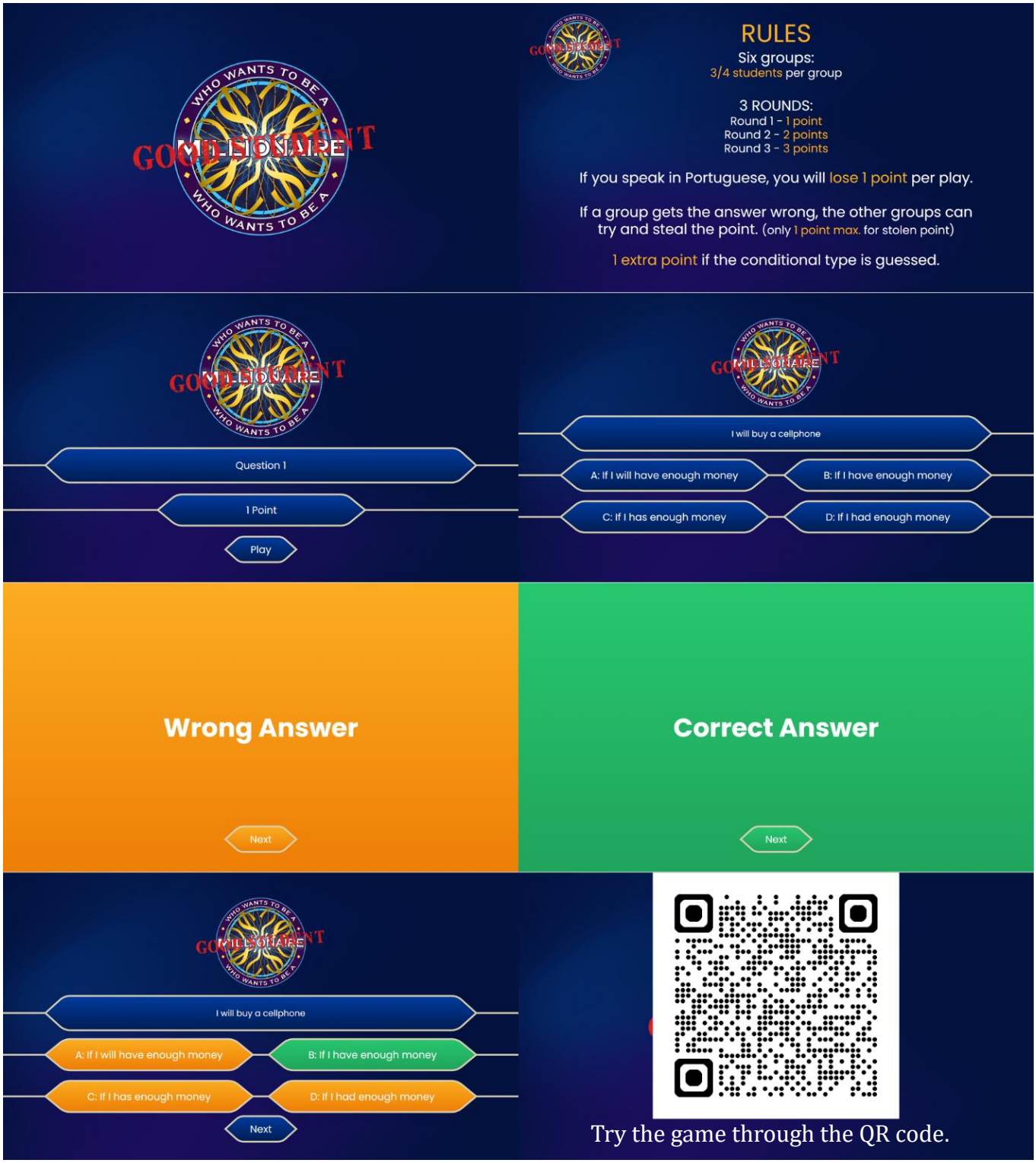
José Teixeira Isabel Santos

Eu, _____, aluno(a) da Escola [redacted], da turma ____ do 10º ano, declaro que fui informado(a) dos objetivos do projeto de investigação intitulado "The Use of TV Game Shows to Enhance Learner Engagement in the EFL Classroom" e ☐ aceito / ☐ não aceito participar no referido estudo, cuja informação será recolhida e utilizada para fins exclusivos de tratamento académico.

Data: _____

Assinatura: _____

Appendix B: *Who Wants to be a Millionaire* – Adapted TV game show used in Unit 1 with question examples.

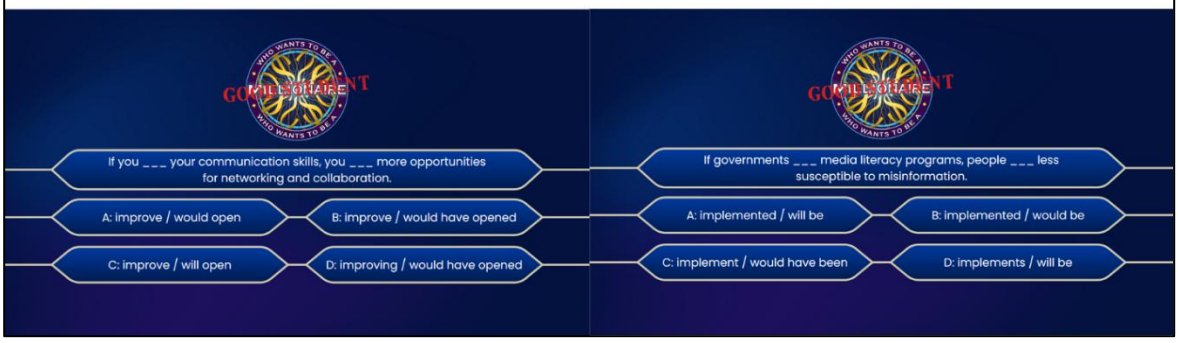


Try the game through the QR code.

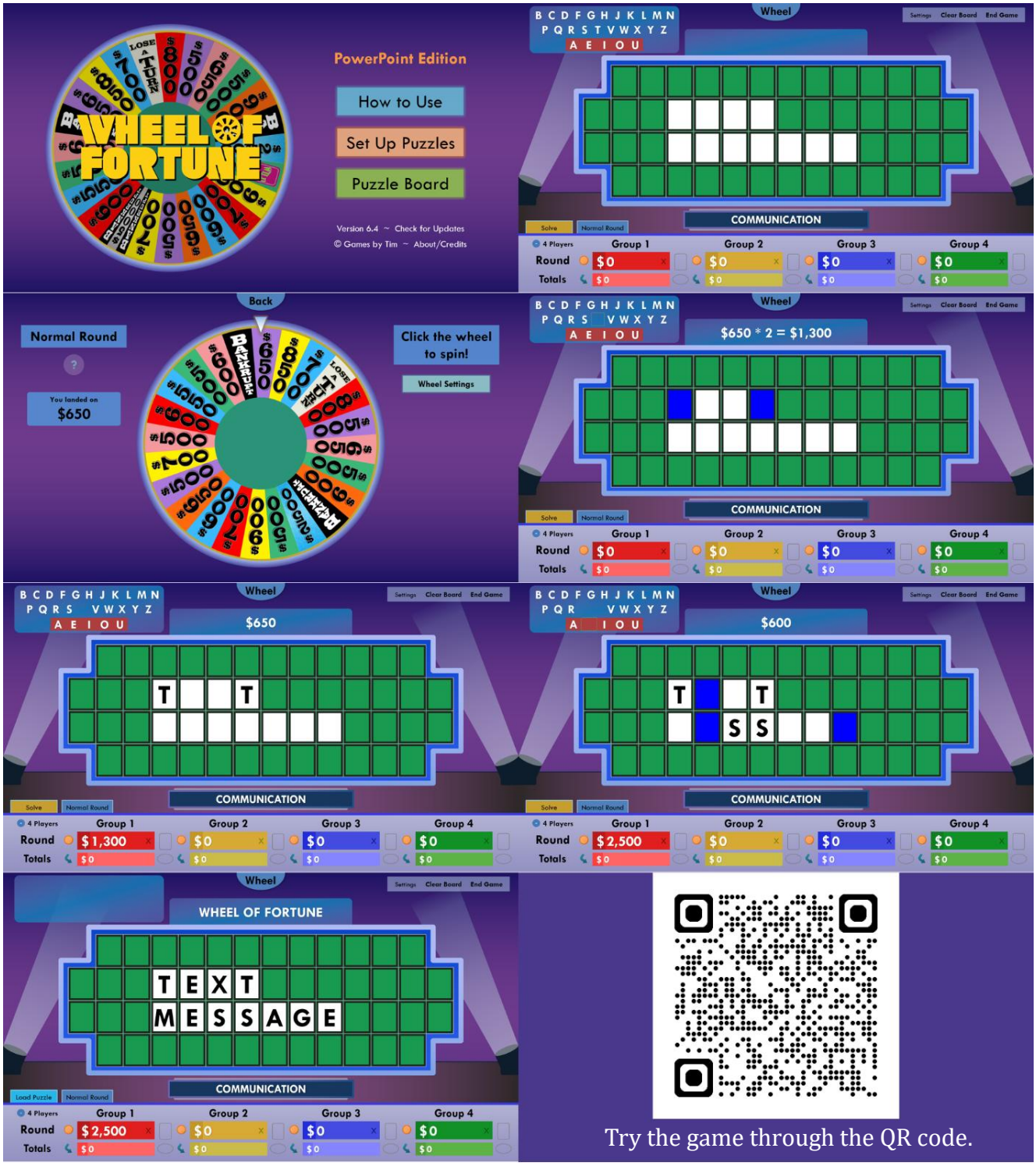
ROUND 1

ROUND 2

ROUND 3



Appendix C: Games by Tim, *The Wheel of Fortune* (Hsu, nd) – Adapted TV Game show used in Unit 2



Appendix D: Unit 1 lesson plans – Conditionals

School Year 2023/2024

Topic: Unit 3 "Global Communication"
Year: 10
Lesson: If Clauses
Main Aims:
To recall previous knowledge of if clauses.
To understand the conditional types 0, I, II and III.
To apply the knowledge obtained in exercises.
To collaborate in teamwork to achieve the goal of a game.
Time: Three Lessons (3 x 50 minutes).

Lesson 1 – Conditionals type 0, I and II

Learning Objectives	Procedures	Interaction	Time	Materials and teaching aids
To recall previous knowledge. To identify different types of if clauses.	**Warmer** - Teacher opens the Presentation and asks students to read the dialogue presented on the screen. - After reading it, teacher asks if there is something that is frequent throughout the text (Students are expected to notice the *if clauses* presented in the text). - After the students' feedback, the teacher asks if all *if clauses* are the same. - Students answer. - Teacher lets students know that there are four different types of *if clauses* that they are going to revise some and learn others.	Whole class	10'	Presentation Whiteboard Whiteboard marker

	Summary - Teacher writes the summary on the board: "If clauses – Presentation and Practice."			
To define conditionals type 0, I and II. To apply the knowledge obtained in exercises. To distinguish the different types of conditionals.	**If clauses Presentation and Practice** - Teacher presents the introduction to the conditionals. - **Zero Conditional:** Teacher presents <u>type 0 conditional</u> teaching the students what it is and how it is used with the support of the presentation. - After explaining the students play a short game with emojis. For each line of emojis, the students must build a sentence with the zero conditional. - Students raise their hands to answer. - **First Conditional:** Teacher presents <u>type I conditional</u> teaching the students what it is and how it is used with the support of the presentation. - After explaining the students play the same game with emojis. - Students raise their hands to answer. - **Second Conditional:** Teacher presents <u>type II conditional</u> teaching the students what it is and how it is used with the support of the presentation. - After explaining teacher tells students that they are going to practice the use of the three conditionals they have seen so far in two distinct exercises. - Teacher lets students know that in exercise 1 they must match the *if clause* with the *main clause*. - Students do the exercise orally.	Whole class	40'	Computer Projector Internet Connection Presentation Worksheet

2

	- Teacher projects the correction (students raise their hand to answer). - In exercise 2 the students must choose the right verb so that the *if clause* and the *main clause* will be in accordance. - Students do the exercise orally. - Teacher projects the correction (students raise their hand to answer). - Teacher hands out the worksheet and asks students to do exercises 1 2 and 3 individually. - Students do the exercises. - Students raise their hands to answer.	Individual work Whole class		

Lesson 2 – Conditional type III

Learning Objectives	Procedures	Interaction	Time	Materials and teaching aids
	Warmer - Teacher asks students if they know Adele. - After the students' feedback, the teacher says that in order to discover how to build the type III conditional they are going to listen to a song by Adele. **Summary** - Teacher writes the summary on the board: "Conditional Type III – Presentation and Practice."	Whole class	2'	Whiteboard Whiteboard marker
To recall previous knowledge.	**Third Conditional**	Whole class	48'	Computer Projector

3

To identify the conditional type. To define the conditional type. To order and fill in the lyrics of a song. To apply the knowledge obtained in exercises.	-	The students must fill in the gaps and order the chorus while listening to the song. Teacher plays the song. Students do exercise 5 and check their answers with their partners. Teacher plays the song again. Teacher projects the missing lyrics and corrects them with the students' input. Together with the students, the form for type III conditional is built by analysing the lyrics. Teacher presents <u>type III conditional</u> teaching the students what it is and how it is used with the support of the presentation. Students practise by doing exercise 6. The teacher explains that they must build type III conditional sentences according to the context provided. Students do the exercise in pairs. Teacher projects the key to the exercise. Students do exercise 4 in pairs. Teacher projects the correction.	Individual work Whole class Pair work Whole class Individual work Whole class		Internet Connection Presentation Speakers Worksheet

Lesson 3 - Revision and "Who Wants to Be a Good Student"

Learning Objectives	Procedures	Interaction	Time	Materials and teaching aids
To recall prior knowledge.	**Warmer** - Teacher asks students if they have ever watched any type of TV game show. - After the students answer, the teacher tells students that they are going to play "Who Wants to be a good student" a version of *Who Wants to Be a Millionaire*. **Summary** - Teacher writes the summary on the board: "If clauses – Revision and Game"	Whole class	5'	Whiteboard Whiteboard marker
To recall the structure and form of the conditionals. Apply knowledge of the conditionals. Compare sentences to choose the correct option. To communicate with peers.	**If clauses revision and Game** - Teacher presents the revision of the four conditional types (Canva Presentation). - For each type, the students say the structure of it. - Teacher opens the Game presentation. - Teacher shows students the rules of the game. - The students make teams and prepare for the game. - The class plays the game.	Whole class Teamwork	45'	Computer Projector Internet Connection Presentation Who wants to be a millionaire PowerPoint

Appendix E: Unit 1 presentation

Full presentation through the QR code.

Appendix F: Unit 1 worksheet

Name: _____ Year 10 No. ____ Class: ____ Date: ___/___/__

If Clauses

1. Match the two parts to form Zero Conditional sentences.

a. If you don't like gossip news,	**1.** if you sleep at least 8 hours.
b. You don't get tired	**2.** it turns into ice.
c. If you freeze water	**3.** you get purple.
d. If you mix red and blue,	**4.** don't buy any tabloids!

2. Make sentences in the First Conditional.

a. you **/** want **/** to buy **/** this magazine **/** I **/** lend **/** you **/** the money.

_____

b. they **/** not publish **/** your story **/** you **/** not finish **/** it **/** before 5 pm.

_____

c. you **/** work **/** hard **/** you **/** finish **/** your **/** report **/** on time.

_____

d. my father **/** get **/** angry **/** he **/** not have **/** his Sunday paper **/** before lunch.

_____

3. Circle the correct option to make second conditional sentences.

a. What **will / would** you say if he asked you to write an article for his magazine?
b. If he **posts / posted** his own photos on his blog, it would look more personal.
c. I'd spend the whole afternoon watching TV if I **don't / didn't** need to study.
d. If the journalist allowed her to speak up, she **will / would** reveal the truth about what happened.
e. She would be able to raise the money if her campaign **was / is** broadcast on TV.
f. If you **are / were** late again for class, the English teacher would be very angry.
g. Unless he **didn't have / had** his smartphone, how could he film the tornado from his bedroom?

PAUSE HERE!

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4. Build conditional sentences (type 3) according to the context provided. Follow the example:
He lost his glasses, so he wasn't able to read. If he hadn't lost his glasses, he would have been able to read.

a. I didn't forget it because she called me this morning.
But if_____

b. He wasn't hungry, so he didn't eat anything.
However, if_____

c. They didn't turn right at the station, so they got lost.
But if _____

d. I didn't realise you were tired when I asked you to go for a walk.
If _____

e. He spent too much time online, so he didn't get ready for the test.
But if _____

f. I didn't see you at school, so I couldn't ask you about your weird post.
Nevertheless if _____

Third Conditional

Adele – "If it hadn't been for love"

5. Listen to the song. Fill in the blanks and order (1 to 4) the chorus of the song.

Never woulda _____ to Birmingham
If it _____ _____ for love
Never woulda _____ the train to Louisian'
If it _____ _____ for love
Never woulda _____ _____ the blindin' rain
Without one dollar to my name
If it hadn't been, if it hadn't been for love

Never woulda _____ the trouble that I'm in
If it hadn't been for love
Woulda _____ _____ like a wayward wind
If it hadn't been for love
Nobody knows it better than me
I wouldn't be wishing I was free
If it hadn't been, if it hadn't been for love

- Lord have mercy on my soul
- At least I know he's lying still
- Four cold walls against my will
- Four cold walls without parole

Never woulda _____ to that side of town
If it _____ _____ for love
Never woulda taken a mind to track him down
If it hadn't been for love
Never woulda _____ _____ a forty-four
And put myself behind a jailhouse door
If it hadn't been, if it hadn't been for love

- Lord have mercy on my soul
- At least I know he's lying still
- Four cold walls without parole
- Four cold walls against my will

Never woulda _____ to Birmingham
If it hadn't been for love
Never woulda _____ the train to Louisiana
If it hadn't been for love
Never woulda _____ _____a forty-four
And put myself behind a jailhouse door
If it hadn't been, if it hadn't been for love

woulda = would have

6. Find <u>4 examples</u> of activities the singer would/wouldn't have done if it hadn't been for love.

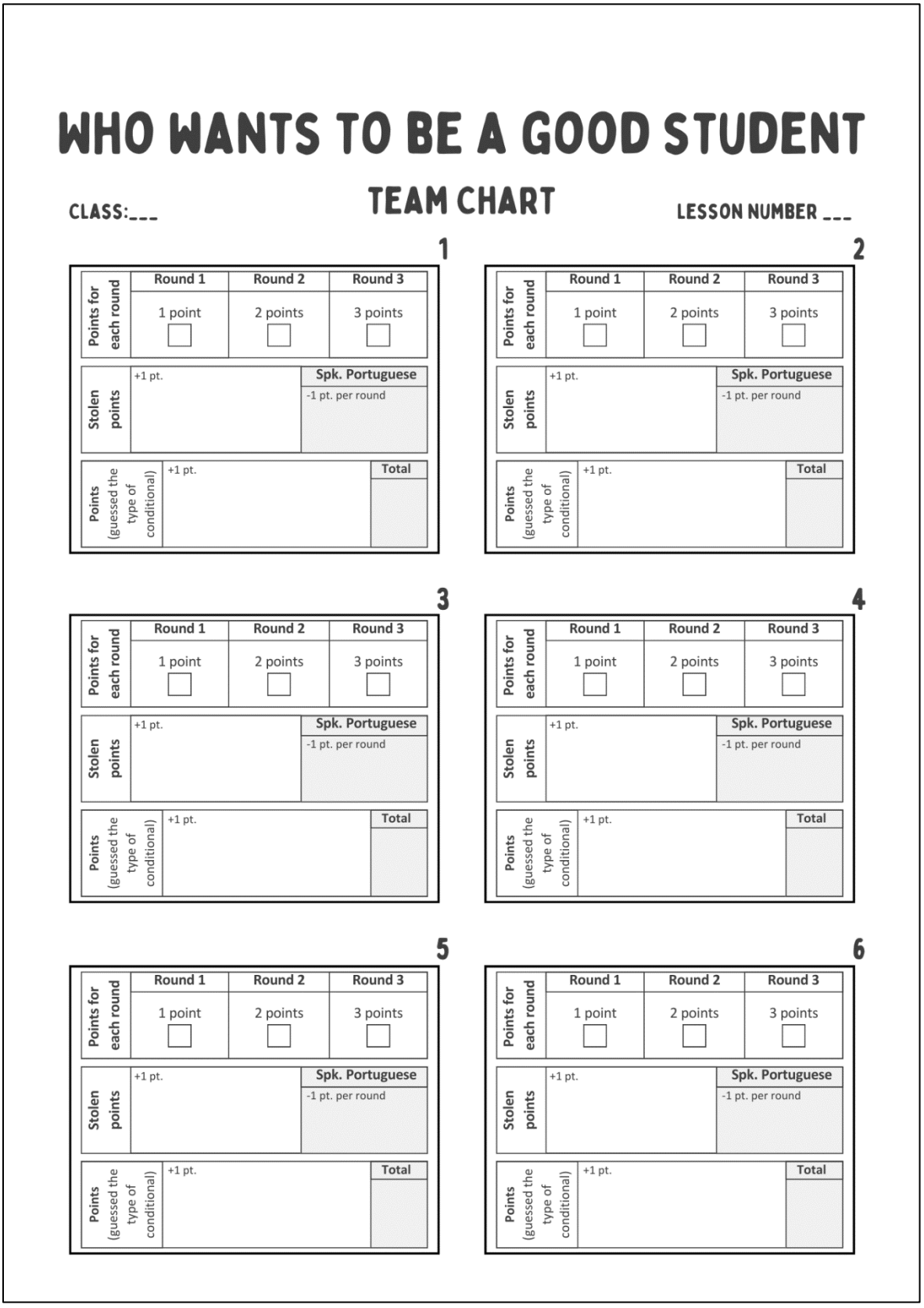
_____

_____

_____

_____

Appendix G: Team chart - *Who Wants to be a Good Student*



WHO WANTS TO BE A GOOD STUDENT

TEAM CHART

CLASS:___ LESSON NUMBER ___

Points for each round	Round 1	Round 2	Round 3
	1 point ☐	2 points ☐	3 points ☐
Stolen points	+1 pt.	Spk. Portuguese	-1 pt. per round
Points (guessed the type of conditional)	+1 pt.	Total	

1

Points for each round	Round 1	Round 2	Round 3
	1 point ☐	2 points ☐	3 points ☐
Stolen points	+1 pt.	Spk. Portuguese	-1 pt. per round
Points (guessed the type of conditional)	+1 pt.	Total	

2

Points for each round	Round 1	Round 2	Round 3
	1 point ☐	2 points ☐	3 points ☐
Stolen points	+1 pt.	Spk. Portuguese	-1 pt. per round
Points (guessed the type of conditional)	+1 pt.	Total	

3

Points for each round	Round 1	Round 2	Round 3
	1 point ☐	2 points ☐	3 points ☐
Stolen points	+1 pt.	Spk. Portuguese	-1 pt. per round
Points (guessed the type of conditional)	+1 pt.	Total	

4

Points for each round	Round 1	Round 2	Round 3
	1 point ☐	2 points ☐	3 points ☐
Stolen points	+1 pt.	Spk. Portuguese	-1 pt. per round
Points (guessed the type of conditional)	+1 pt.	Total	

5

Points for each round	Round 1	Round 2	Round 3
	1 point ☐	2 points ☐	3 points ☐
Stolen points	+1 pt.	Spk. Portuguese	-1 pt. per round
Points (guessed the type of conditional)	+1 pt.	Total	

6

Points for each round	Round 1	Round 2	Round 3
	1 point ☐	2 points ☐	3 points ☐
Stolen points	+1 pt.	Spk. Portuguese	-1 pt. per round
Points (guessed the type of conditional)	+1 pt.	Total	

Appendix H: Unit 2 lesson plans – Technology Vocabulary

School Year 2023/2024

Topic: Unit 4 "Our Techy World"
Year: 10
Lessons: "Zima Blue" – Technology Vocabulary and Video Activity / Techy Words - "The Wheel of Fortune".
Main Aims:
Lesson 1:
To recall and obtain new vocabulary about technology.
To understand the content of a short movie.
To apply the knowledge obtained from watching a short movie.
To improve language skills through communication.
Lesson 2:
To recall and obtain new vocabulary about technology.
To collaborate in group work to play the games successfully.
To improve language skills through communication.
Time: Two lessons (50+50 minutes).

Lesson 1: "Zima Blue" – Technology Vocabulary and Video Activity.

Learning Objectives	Procedures	Interaction	Time	Materials and teaching aids
To recall technology vocabulary. To predict the content of the short movie.	**Summary** - Teacher writes the summary on the board: "Zima Blue" – Video Activity. **Warmer (Pre-Watching)** - Teacher tells students they will watch a short, animated movie named "Zima Blue". Before watching, the students will predict what it will be about through some	Whole class	5'	Computer Projector Internet Connection Presentation Whiteboard

1

	technology keywords mentioned in the video and frames from the clip. Teacher opens the Presentation, and students do the activity (Slides 1 and 2).			Whiteboard marker
To analyse the short video.	**Watching** - Teacher prepares the students saying that one of the exercises they are going to do after watching the video is to write a summary of it as well as to answer some questions about the short movie. - Teacher lets students know that the video will be played one time. - Students watch the short movie. - Teacher asks for first impressions of the movie and checks their predictions.	Whole class	15'	Computer Projector Internet Connection Speakers Short Movie "Zima Blue" Whiteboard Whiteboard marker
To describe the main plot and themes of the short movie. To interpret the short movie. To discuss the progression of technology comparing the short movie to today's world.	**Post-Watching** - Teacher hands out the Worksheet. - Teacher tells students that in exercise A they must do a summary of the short movie in pairs. - Students pair up and do the exercise. - Students give their feedback by reading their summaries. Teacher projects the correction (Slides 3 and 4). - In exercise B, the students must answer the questions from their understanding of the short movie. - Students do the exercise. - Students answer the questions orally. Teacher projects the correction (Slides 5 to 10).	Whole class Pair work Whole class Pair work Whole class	30'	Worksheet Computer Projector Internet Connection Presentation

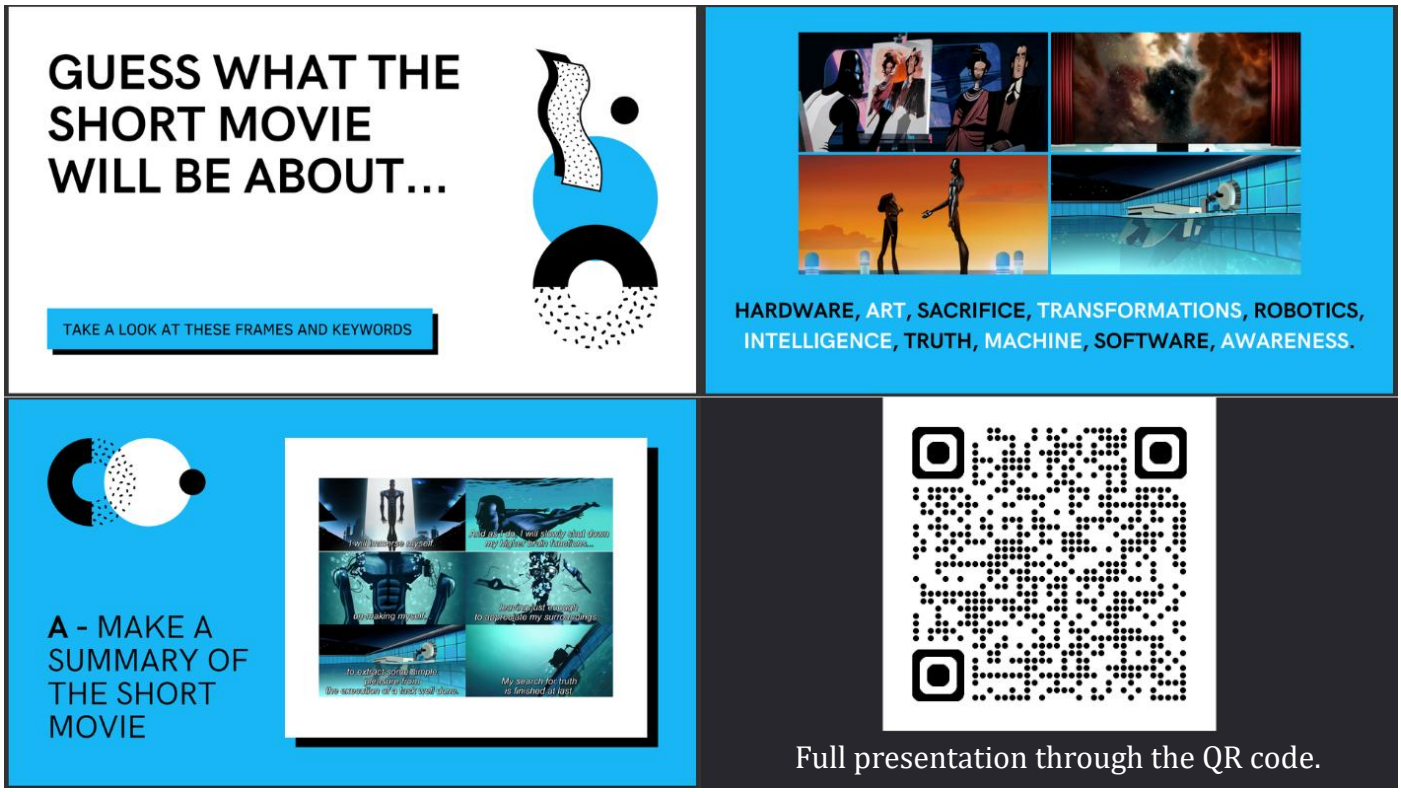
	- In exercise C, the students must, in pairs, discuss the question and share their discussion with the rest of the class. - Students discuss in pairs. - Students share their discussion and thoughts with the class.	Pair work Whole class		

Lesson 2: Techy Words – "The Wheel of Fortune".

Learning Objectives	Procedures	Interaction	Time	Materials and teaching aids
	Summary - Teacher writes the summary on the board: Techy Words – "The Wheel of Fortune".	Whole class	2'	Whiteboard Whiteboard marker
To understand the instructions of a game. To recall and learn new technology vocabulary. To identify technology-related vocabulary. To apply knowledge of technology vocabulary.	***The Wheel of Fortune*** - Teacher tells students that, in the same groups, they will play "The Wheel of Fortune". - Teacher asks if they know the game. Teacher tells students that it is a game similar to "hangman" but with techy vocabulary and, in this case, imaginary money they must manage. - The first team will spin the will to see how much currency they win per letter guessed. After seeing the quantity, the team chooses a consonant. If the consonant is correct, they win the quantity. If there are more of the same consonants in the puzzle, the quantity is multiplied	Whole class	48'	Computer Projector Internet Connection The Wheel of Fortune PowerPoint

To develop teamwork and communication skills.		by the number of times the guessed consonant appears. After this, the team can choose to buy a vowel before moving on to the next round and spin the wheel again. The team continues until they solve the puzzle/guess the wrong consonant/ "bankrupt" comes in the wheel. If the team wants to, they can guess the puzzle to save their money in the bank. If the consonant guessed does not appear in the puzzle, the game moves on to the next team. There is the possibility that "bankrupt" comes out on the wheel, this means that not only the team loses all their money in that round, but also loses the chance to guess another consonant and the game moves on to the next team. Wins the team with the most money saved in the bank. - Teacher asks if students understand the game, if not, repeat the instructions and then, as the host, play the game and explain the rules while playing. Once each puzzle is guesses, the students must say what the word means. - Students play the game.	Teamwork		

Appendix I: Unit 2 presentation



Appendix J: Unit 2 worksheet

Name: _____ Year 10 No. ____ Class: ____ Date: ___/___/2024

ZIMA BLUE

A. <u>In pairs</u>, make a summary of the short movie. Write about 100 words.

B. Answer the following questions.

1. What is the significance of the color blue for Zima?

2. How did the paintings change as time went on?

3. How does Zima evolve from a simple cleaning robot to a renowned artist?

C. We see technology evolve from a simple pool-cleaning robot to a cosmic artist. How does this progression compare to technological advancements in our world today? How far can technology go? <u>Discuss in pairs</u>.

Appendix K: Engagement and participation questionnaire

Participation and Engagement Questionnaire

Part 1

Below is a series of statements about participation and engagement in the classroom. **There are no right or wrong answers.** Please respond by indicating the degree to which you agree or disagree with the statements. Thank you for your cooperation!

	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
A. The **fear of making mistakes** negatively affects my participation in class.	○	○	○	○	○
B. Shyness negatively affects my participation in class.	○	○	○	○	○
C. Anxiety makes it difficult for me to actively engage in classroom activities.	○	○	○	○	○
D. I lack **self-confidence**, which affects my participation in class.	○	○	○	○	○
E. My **lack of motivation** affects my engagement in class.	○	○	○	○	○
F. The **lack of interest** in the subject discourages me from participating in class.	○	○	○	○	○
G. My **lack of knowledge of the language** restricts my participation in class.	○	○	○	○	○
H. I prefer to complete class activities **individually**.	○	○	○	○	○
I. I prefer to work in **pairs**.	○	○	○	○	○
J. I prefer to work in **groups** (3 or more).	○	○	○	○	○

Participation and Engagement Questionnaire - Part 1 (Continuation)

	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
K. I feel **comfortable expressing my opinions** in the classroom (in English).	○	○	○	○	○
L. Group activities positively impact my engagement in class.	○	○	○	○	○
M. I find the classroom activities **challenging and stimulating**, which encourages my participation.	○	○	○	○	○
N. I **collaborate positively** with classmates during pair or group activities.	○	○	○	○	○
O. The use of technology in the classroom **positively impacts** my engagement and participation.	○	○	○	○	○
P. During class, I feel **capable and comfortable asking** the teacher questions.	○	○	○	○	○
Q. During class, I feel **capable and comfortable asking** my classmates questions.	○	○	○	○	○
R. With the use of **educational games** and **healthy competition**, I would participate more in class.	○	○	○	○	○

Part 2

1. Comment on your response to items F and L. Why did you give those scores?

2. What **changes or improvements** do you think could be made in the classroom or in the teaching approach to better encourage participation in class? (From responding to the teacher and asking questions to actively working on classroom activities)

Appendix L: Post-lesson survey

Lesson number:_____ **Date:** ____/____/2024	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
A. Today, I felt motivated to participate in class.	◯	◯	◯	◯	◯
B. I was engaged and participated actively in class. (I answered voluntarily; completed the activities; participated in pair/group work)	◯	◯	◯	◯	◯
C. I felt comfortable participating in class.	◯	◯	◯	◯	◯
D. I had fun in class.	◯	◯	◯	◯	◯
E. I paid attention to the lesson.	◯	◯	◯	◯	◯
F. I would like to have more lessons like this.	◯	◯	◯	◯	◯
G. I understood the topics taught.	◯	◯	◯	◯	◯

1. Regarding statement **A**, why did you feel motivated or not motivated to participate in the class?
2. How did your participation in the classroom activities contribute to your learning experience?

Appendix M: Observation sheet

Observation - Class ___

Lesson Number:_____

Date:____/____/2024

Leaning/lying on the desk. Disturbing other students.
Talking about topics unrelated to the class.

	Completing tasks					**Collaborating in pair/group work**					**Paying attention**					**Orally participating** (voluntary)					**Following the teacher's Instructions**					**Disruptive behavious**				
Guide ------>	(Circle the room and check)					IInteraction **S -> Other Ss**					Eye contact with the **T**, nodding. "Yes/No" to the **T's** questions					Interaction **S->T** (Questioning and answering)														
Time / Student	**00 10**	**10 20**	**20 30**	**30 40**	**40 50**	**00 10**	**10 20**	**20 30**	**30 40**	**40 50**	**00 10**	**10 20**	**20 30**	**30 40**	**40 50**	**00 10**	**10 20**	**20 30**	**30 40**	**40 50**	**00 10**	**10 20**	**20 30**	**30 40**	**40 50**	**00 10**	**10 20**	**20 30**	**30 40**	**40 50**

If, for example, in the first 10 minutes there have been no opportunities to collaborate in group work, write a **-**.

S -> Student
T -> Teacher

General comments on students' **behavioural engagement and participation** (Notes)

(talking with classmates; types of interaction; if they seem interested or bored; something interesting that happened which is relevant; if the games are going well...) This part is more important to understand if they are more engaged (or not) in the lesson with the explored topics (with and without games)