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# THE EFFECTS OF BOARD GAME USE ON TEFL STUDENTS' ORAL PERFORMANCE

TESIS PARA OPTAR AL TÍTULO DE PROFESOR(A) DE INGLÉS

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**AUTORIZACIÓN**

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**Abstract**

In Teaching English as a Foreign Language (TEFL) university environments, students' oral performance is often influenced by affective factors such as anxiety, which can set back participation and communicative effectiveness during speaking activities. In this context, exploring the effects of different teaching strategies that promote a supportive learning environment is particularly relevant. This investigation explores the effects of using board games on students' oral performance, with a specific focus on anxiety, fluency, and accuracy in a TEFL setting at UMCE. The study adopts a mixed-method convergent research design within a quasi-experimental approach. Data was collected through a student pre-intervention questionnaire, a post-intervention questionnaire, an observation chart completed by the researchers, and an oral performance rubric applied by the teacher. Students' oral production and affective responses were compared across two instructional contexts: a Socratic Seminar and a board game session. The results indicate that although students generally demonstrated adequate oral performance during Socratic Seminars, the use of board games contributed to reduced anxiety levels, greater comfort when speaking English, and improvements in overall oral performance. Additionally, higher levels of engagement and more positive classroom dynamics were observed during the board game session. These findings suggest that board games constitute an effective pedagogical strategy to enhance oral production and reduce affective barriers in TEFL classrooms.

***Keywords**: Board game, TEFL students, oral performance, anxiety, motivation*

**Resumen**

En los entornos universitarios de Estudiantes de Inglés como una Lengua Extranjera (TEFL) , el desempeño oral de los estudiantes suele verse influido por factores afectivos como la ansiedad, lo que puede limitar la participación y la efectividad comunicativa durante las actividades de expresión oral. En este contexto, resulta especialmente relevante explorar los efectos de diferentes estrategias de enseñanza que promuevan un entorno de aprendizaje de apoyo. Esta investigación analiza los efectos del

uso de juegos de mesa en el desempeño oral de los estudiantes, con un enfoque específico en la ansiedad, la fluidez y la precisión en un contexto de TEFL en la UMCE.

El estudio adopta un diseño de investigación mixto de tipo convergente dentro de un enfoque cuasiexperimental. Los datos se recopilaron mediante un cuestionario aplicado a los estudiantes antes de la intervención, un cuestionario posterior a la intervención, una pauta de observación completada por los investigadores y una rúbrica de desempeño oral aplicada por el docente. La producción oral y las respuestas afectivas de los estudiantes se compararon en dos contextos instruccionales: un Seminario Socrático y una sesión con juegos de mesa.

Los resultados indican que, si bien los estudiantes demostraron en general un desempeño oral adecuado durante los Seminarios Socráticos, el uso de juegos de mesa contribuyó a la reducción de los niveles de ansiedad, a una mayor comodidad al hablar en inglés y a mejoras en el desempeño oral general. Asimismo, se observaron mayores niveles de participación y dinámicas de aula más positivas durante la sesión de Juegos de Mesa. Estos hallazgos sugieren que los juegos de mesa constituyen una estrategia pedagógica eficaz para potenciar la producción oral y reducir las barreras afectivas en las aulas de TEFL.

***Palabras claves**: Juego de mesa, Estudiantes de Inglés como una Lengua Extranjera (TEFL), expresión oral, ansiedad, motivación*

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## Introduction

Learning a foreign language like English often triggers what Dewaele et al. (2023) describe as a gap between actual performance and self-perceived proficiency, leading to 'over self-awareness' and anxiety. As Gregersen (2020) notes, these 'unpleasant feelings of tension' are dynamic and directly impact the learner's willingness to engage in uncomfortable speaking situations." Besides anxiety, the lack of confidence, fear of failure and judgement, or fear towards certain assessments, and other factors can negatively impact the learning process of the learner. Authors such as Macintyre and Gardner (1991) reinforced the idea that high anxiety levels can hinder language acquisition and reduce learners' willingness to speak, ultimately affecting their oral proficiency. Therefore, the ways in which we teach and evaluate the process of learning a new language, might have a significant influence on student engagement, motivation, and academic performance.

There are findings that show the importance of using varied ways to evaluate oral performance in educational settings. One of those ways is through the use of board games inside the classroom; as Fithriani (2018) identified, pupils themselves reported that board games assisted them in gaining confidence in using English during speaking lessons; board games lowered their speaking anxiety and provided a game-like atmosphere which enabled them to express their ideas freely within the context provided. Following that same line, Cheng (2018) reported that board games had a positive impact on lowering language anxiety and improving oral performance among students. Student engagement is a multifaceted construct that integrates emotional, behavioural and cognitive dimensions (Fredricks et al., 2004). Emotional engagement concerns students' affective reactions in the classroom, such as interest and enjoyment, whereas cognitive engagement refers to the mental effort learners invest as they work to understand and advance through learning activities. Crucially, these dimensions should not be treated as separate because "in reality these factors are dynamically interrelated within the individual; they are not isolated processes" (Fredricks et al., 2004, p. 61). From this perspective, examining how different oral

tasks shape students' engagement, motivation and anxiety can offer valuable insight into pedagogical practices that strengthen participation and learning under real classroom conditions.

The objective of this research is to determine the effects of integrating board games on the oral performance of TEFL students, by addressing anxiety, analyzing students' levels of motivation and comparing their oral production between traditional and non-traditional assessment settings.

To investigate these issues, this study will focus on the following research question: How does the integration of board games influence the oral performance of TEFL students. By addressing this question, the research aims to contribute to a deeper understanding of the learning necessary conditions that balance students' feelings and their oral performance.

This research is organized first with a section that presents the research question along with the general and specific objectives. Then, a literature review that is the theoretical basis of this study. After that, there is the methods section, which presents the research design and a detailed description of the instruments and procedures used to collect the information. Which is followed by the results and discussion, providing descriptive data and interpretations. Next, the conclusion presents the main findings, the limitations, and pedagogical implications of this study. After that, a list of references with all the sources from which it was obtained information that supports this research, and finally the appendixes segment that presents the instruments that were used to gather information.

## Objectives

### Main Objective

- To determine the effect of board games on the oral performance of students in TEFL settings, focusing on anxiety, motivation, and speaking sub-skills.

### Specific Objectives

- To analyze the effect of board games on students' levels of speaking anxiety during oral tasks.
- To analyze the effect of board games on students' levels of motivation during oral tasks.

- To compare students' oral production in a seminar and a board game session.

## Literature Review

When beginning the research, several factors could affect students' oral performance, such as anxiety, motivation, confidence, social factors, among others, as well as relevant concepts to tackle, like oral performance, language-related, such as accuracy, intelligibility, and so on. After deciding to incorporate board games into the research, theory regarding that topic was found as a tool for language learning since board games have been increasing in terms of attention within society. Therefore, methodologies for using board games for learning and their differences will be addressed.

### Oral Performance

Oral performance refers to a learner's ability to produce spoken language in a coherent, fluent, and understandable manner. Skehan (1998) proposed a framework for analyzing oral performance based on three dimensions: fluency, accuracy, and complexity. These elements are often in tension, with gains in one potentially impacting the others. Ellis and Barkhuizen (2005) further elaborated on how oral language production can be assessed through these dimensions, emphasizing their relevance in task-based language teaching.

Effective oral communication in a foreign language hinges on a balance between accuracy and fluency, as both are considered vital indicators of speaking proficiency (Roosdianna, Munir, & Anam, 2018). Given this, the present work will primarily focus on those two dimensions.

#### *Accuracy*

Accuracy involves "the ability of the learner to use correct grammar, intelligible pronunciation, and appropriate diction" (Wang, 2014, p. 112), reflecting conformity to target language norms. Accuracy can be developed through activities that encourage language production, such as targeted grammar practice, pronunciation drills, and corrective feedback. Indeed, explicit grammar instruction has been

shown to enhance grammatical accuracy, particularly when paired with focused corrective feedback (Sumida, 2018).

***Fluency***

Fluency, on the other hand, refers to the ability to produce spoken language "without undue pausing or hesitation" (Skehan, 1996, as cited in Wang, 2014, p. 110). In practice, however, many learners allocate disproportionate attention to correctness, which can slow speech and reduce spontaneity; as Wang (2014) notes, an "over-focus on accuracy may result in the lack of fluency" (p. 111). One way to address this tension is to design classroom work that allows learners to repeat tasks with purposeful follow-up, so that control and speed develop together over time. In Wang's (2014) account, "the further practice helps learners gradually to achieve a fluent and accurate speech by repeating the same task" (p. 113). Under these conditions, teachers can also normalise risk-taking and reduce fear of error, helping learners sustain speech in real time while continuing to refine accuracy.

***Intelligibility***

Beyond fluency and accuracy, oral performance in second language learning has often been evaluated has often been evaluated primarily in terms of native-like pronunciation and accent, which can lead teachers and assessors to overlook communicatively relevant aspects such as clarity and listener understanding (Isaacs, 2014, as cited in Kunnan, 2024). This traditional evaluative model is described by Levis (2005) as the "nativeness principle," wherein pronunciation instruction is oriented toward the emulation of native speakers. Nevertheless, contemporary research has increasingly challenged this paradigm. Levis (2020) argues that "speakers who are perceived as strongly accented can also be highly intelligible" (p. 4). This shift highlights the need to assess spoken language not based on accent, but rather on the capacity of the speaker to be understood throughout the entire verbal exchange.

Munro and Derwing (1995) further reinforce this argument by stating that a foreign accent alone does not reliably predict either comprehensibility or intelligibility. Their study demonstrated that heavily accented speech can be fully intelligible, while mildly accented speech can, in some instances, impede understanding. This finding is crucial in illustrating that communicative success does not depend on phonological proximity to a native model. Similarly, Derwing and Rossiter (2001) underscore that second language learners often prioritize being understood over achieving native-like pronunciation, particularly in everyday communicative contexts where the transmission of meaning takes precedence.

This communicative approach is supported by Luoma (2004), who proposes a multidimensional model for assessing oral performance based on the three previously mentioned components (fluency, accuracy, and complexity) and incorporating a fourth: intelligibility, which reflects the listener's ability to comprehend the speaker's intended message. These components interact dynamically in real-time oral communication. In this regard, Bygate (1987) points out that effective speaking depends on knowledge of the language system and on the ability to use it appropriately and spontaneously in interaction.

In the present study, intelligibility is considered a central criterion for assessing oral performance. This approach not only reflects the communicative realities of language use in multilingual contexts, it also validates the use of didactic strategies such as game-based learning, which will be discussed in greater detail in a next section. These strategies promote learner confidence, reduce anxiety, and create the conditions for spontaneous and purposeful interaction. In light of these findings, oral proficiency should not be the imitation of native norms, actually, it is reframed as the ability to be understood clearly, consistently, and purposefully in diverse communicative situations.

## Influential Factors

### *Anxiety*

Anxiety, as defined by Jha, Bhalerao, and Dhole (2018), refers to a “subjective sense of unease, dread or foreboding. It is an emotional state which is seen in response to a significant stress or perceived threat (...). It affects both physical and mental health”.

For this research, the focus is on anxiety within the context of second language learning, which can be mentioned as “foreign/second language anxiety”. Foreign language anxiety has been extensively studied as a key factor affecting oral performance. Horwitz, Horwitz, and Cope (1986) coined this term to physiologically define a specific feeling of dread in students within a second language class, aiming to differentiate it from other types of anxiety. Gardner and MacIntyre (1993) define it as “the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient” (p. 5).

Speaking anxiety is a significant emotional barrier that affects second language (L2) learners’ performance. Sosa-López and Mora (2022) note that "many L2 learners find speaking-oriented activities to be highly anxiety-evoking" (p. 1). The perceived attitude of the interlocutor also impacts anxiety levels. Sosa-López and Mora concluded that negative responses, such as signs of misunderstanding or indifference, can increase stress and hinder communicative performance. Research shows that higher anxiety generally correlates with reduced fluency and grammatical accuracy, often manifested as additional pauses and hesitations (Goberman et al., 2011). Macintyre and Gardner (1991) reinforced the idea that high anxiety levels can hinder language acquisition and reduce learners' willingness to speak, ultimately affecting their oral proficiency.

Regarding the use of a foreign language, Zhang and Dong (2019) confirmed that:

> “Students with high-level anxiety are often lacking in confidence when speaking English. They always think that others will do better than them and they dare not speak in English or answer

teacher’s questions initiatively. They tend to fear that they would be laughed at due to their poor pronunciation or some mistakes in the use of vocabulary or grammar.” (p.274)

Psychological factors such as nervousness, anxiety, and low confidence can impede speaking abilities; for this reason, creating a "relaxing and safe learning atmosphere" is crucial (Aziz & Kashinathan, 2021, p. 990). In fact, a study conducted by Amini, Elfrida, and Kasmaini (2019) analyzed the relationship between students' anxiety levels and oral presentation performance in an English as a Foreign Language (EFL) speaking class. Their findings demonstrated that students with lower anxiety levels obtained better results in their speaking tests compared to those with higher anxiety levels.

Born from these affirmations, this study aims to find a resource that serves to reduce these anxiety levels in students. Aljarbuoi (2023) asserted that "minimizing the negative factors of English language anxiety can help students in oral performance and improve their English language learning" (p. 9020). Additionally, she points out that teachers can support students by "creating a relaxed classroom, organizing group work to foster a positive relationship between students, and fixing the student-teacher relationship" (p. 9020).

Along the same line, Baharuddin and Rashid (2014) affirm that students declared that a more informal and friendly classroom environment could help alleviate anxiety-provoking situations. Likewise, some findings suggest that despite increased stress, learners may produce more complex language in less intimidating contexts, such as when speaking with non-native speakers (Sosa-López & Mora, 2022), or in this case, playing board games.

***Assessment Anxiety***

**Grading.** According to Marcus and Tomasi (2020), grades are a standardized way for measuring academic achievement. While they might be considered as motivators, some research suggests that they undermine students' motivation and have a negative impact on learning (Harackiewicz, Abrahams, and Wageman, 1987). Holtgreive (2016) argues that "when they [students] focus their energy through their attention on grades, learning may or may not result". Research indicates that students often experience stress, anxiety, and fear of failure when their performance involves a grade (Leslie, 2021; Lipnevich & Smith, 2008). These emotional reactions can directly affect oral performance. For instance, Leslie found that students who were told they would be graded retained less information compared to those who were told their performance would not be evaluated. In addition, grades can lead to reduced risk-taking behavior in students, as they tend to choose the easiest task to avoid failure, rather than aiming to improve or succeed (Pulfrey, Buchs & Butera, 2011; Condry, 1977). This is particularly relevant in oral tasks, where risk-taking is essential for development.

Grading also affects classroom dynamics. Hayek, Toma, Guidotti, Obhere as a factor that influences students' performance, and it refers to the impact that a test has on teaching and learning (Green, 2013). Inerlé, and Butera (2016) confirm that "although work instructions called for group cooperation, and actually the very task structure required coordinating actions, the mere mention of grades in a peripheral area of the board managed to weaken that cooperative structure". In addition, Bowen (1995) argues that grading, as it is used to rank, fosters competition among students, which places them as adversaries rather than collaborators, leading to demoralization and suppressing intrinsic attributes such as curiosity and the desire to learn. These insights are significant when considering the design of activities, suggesting that not grading may enhance participation and performance in speaking tasks.

**Washback.** While frequently employed in assessment contexts, the term washback is treated here as a factor that influences students' performance, and it refers to the impact that a test has on teaching and learning (Green, 2013).

In particular, it addresses how the design and stakes of an assessment can affect classroom practices and learners' behaviors (Nodoushan, 2021). Both Buck (1988) and Zeng (2022) explain how tests significantly impact the classroom environment, as students and teachers tailor their performance to the demands of the assessment. Particularly, students' attitudes are influenced by tests, resulting in a negative attitude towards activities that are irrelevant to the exam.

Regarding oral performance in language learning, washback plays a critical role. When assessments focus on grammatical accuracy or rigid formats, teachers and students tend to prioritize prepared answers of the tested skills over genuine communicative skills (Chan, 2019), which limits the development of spontaneous oral abilities. On the other hand, communicative assessment tasks, such as role plays, debates, or, in this case, Socratic Seminars and board games, might produce positive washback by encouraging students to engage with language meaningfully and creatively (Pomerantz & Bell, 2007; Rahimpour, Ajideh, Amini & Farrokhi, 2013), shifting the focus from correctness to communication.

The stakes of the assessment also play a role in washback. As stated by Green (2013), washback should only be expected when participants are motivated to excel in the test, possess confidence in their ability to succeed, and feel equipped with adequate resources to succeed. In contrast, more relaxed instances, such as games, may decrease stress and increase motivation and participation, suggesting that they could be a tool to retrieve positive washback in oral performance (Dörnyei & Csizér, 2002; Pitoyo, Sumardi, & Asib, 2020). Ultimately, washback is a pedagogical tool that should be addressed when developing tasks related to language performance, more than just a product of an assessment.

**Familiarity.** The term familiarity, as defined by the Cambridge Dictionary (n.d.), refers to "a good knowledge of something, or the fact that you know it so well." Aamodt (2011) examined the impact of familiarity with test question formats on reducing anxiety, evaluating whether presenting review questions in the same format as the actual exam improved performance. The findings indicated that familiarity with the format lowered anxiety experienced immediately before the test, and it also led to higher exam scores. This highlights the effectiveness of pre-evaluation interventions due to the familiarity that previous formative instances generate.

Based on these insights, this study intends to incorporate preliminary formative sessions before the graded assessment. This approach allows participants to become familiar with the assessment format prior to the summative evaluation. At the same time, it provides an opportunity to examine whether familiarity with the activity can reduce anxiety and influence students' oral performance.

***Peer Support***

Peer interaction has been shown to have an impact on both affective and pedagogical aspects. According to Hassan et al. (2023), practicing the language with friends can be a valuable resource in the learning process, as it improves motivation and helps promote a friendly environment in which to practice the language. The study suggests that students who feel motivated and supported by their friends are more likely to persist in their efforts and tend to be more engaged in language learning activities. Furthermore, practicing with friends provides reinforcement opportunities, feedback, and creates a sense of belonging and community (Hassan et al., 2023). Thus, students prefer to practice with their peers because a friendlier and more relaxed environment gives them greater confidence to speak and reduces the fear of being judged or making mistakes (Samosir et al., 2023). On the other hand, peer assessment can be a beneficial resource in the classroom, as students can monitor each other without the need for constant teacher supervision. This promotes a change in students' attitudes and encourages critical thinking and autonomy (Azarnoosh, 2013). Finally, more structured peer feedback techniques can

be used, such as the Critical Friends Group (CFG) protocol, which promotes reflective practice in one's own and others' learning and has been shown to have a significant effect on improving the oral skills of EFL students (Ahmadpour & Ahmadpour, 2017). Therefore, peer support and assessment is a resource that can positively impact language learning.

***Motivation***

Motivation, often conceptualized in terms of the "direction, intensity, and quality of one's energies" (Maehr & Meyer, 1997, p. 373). In contrast, engagement is described as "active, goaldirected, flexible, constructive, persistent, focused interactions with the social and physical environments. " (Furrer, C., & Skinner, E. 2003), reflecting a learner's active involvement in a task (Reeve et al., 2004). This distinction is critical, as motivation is necessary but not sufficient for engagement; an individual may be motivated but not actively engaged.

Ai, Pan, and Zhong (2021) identify four main types of motivation in language learning: intrinsic, extrinsic, integrative, and instrumental. Intrinsic motivation refers to an internal drive to learn, where learners derive enjoyment and satisfaction from the learning process itself, and it is commonly linked to higher academic achievement and sustained engagement. Extrinsic motivation, by contrast, is driven by external incentives such as grades, recognition, or material rewards, and may also stem from the desire to avoid negative consequences. The authors further explain that integrative motivation is rooted in social and cultural orientations, reflecting learners' desire to interact with or become part of the target language community. Finally, instrumental motivation is associated with practical and goal-directed purposes, including academic advancement and career-related outcomes such as passing examinations, obtaining employment, or increasing income.

***Engagement***

Engagement, defined as "energy in action, the connection between person and activity" (Russell, Ainley, & Frydenberg, 2005, p. 1). It is a complex and multifaceted construct shaped by the interaction of learners' perceptions, emotions, and motivation, and is closely aligned with the principles of self-determination theory within the motivation domain (Deci & Ryan, 2013). According to Rangvid (2018), classroom engagement can be classified into three primary types: physical, emotional, and psychological. However, "observable indicators are not always accurate," (Winsett et al., 2016, p. 3). Learners who appear curious or interested may not necessarily acquire knowledge, while others may learn effectively without displaying overt signs of engagement. Engagement is widely recognized in the literature as a multidimensional construct composed of three interrelated dimensions. Behavioral engagement refers to students' active participation in academic, social, and extracurricular activities and is considered essential for promoting academic success and reducing the likelihood of school dropout. Emotional engagement involves learners' positive and negative responses toward teachers, peers, academic tasks, and the school environment, which contribute to a sense of connection to the institution and influence their willingness to engage in learning. Cognitive engagement, in turn, reflects students' level of investment, characterized by effort, persistence, and the deliberate attempt to understand complex ideas and develop challenging skills Fredricks et. al (2004).

**Confidence**

Self-confidence is widely recognized in second language acquisition literature as an essential affective factor that supports successful foreign language learning (Al-Hebaish, 2012). Defined as a psychological construct, linguistic self-confidence refers to a learner's self-perceptions of their communicative abilities in their second language (Clément et al, 1977, as cited in Abdallah & Ahmed, 2015). The degree of a student's self-confidence directly correlates with the Affective Filter hypothesis proposed by Krashen (1988). When students possess high self-confidence and motivation, the affective

filter lowers, creating a relaxed and positive environment towards language acquisition (Krashen, 1988 as cited in Amro & Maniam 2019). On the contrary, a low sense of confidence can lead to uncertainty, insecurity, and fear, interfering in the student's overall learning process (Rubio, 2007 as cited in Amro & Maniam, 2019).

Research consistently confirms a significant positive relationship between self-confidence and successful oral performance or speaking skill development (Puli Quito, 2023). A research conducted by Naouel (2015), confirms the hypothesis that students who exhibit greater trust in their linguistic abilities are more likely to enhance their speaking proficiency in the foreign language (Naouel, 2015 as cited in Amro & Maniam 2019). This internal belief of capacity is considered necessary for learners to achieve the crucial goals of communication, such as accuracy, fluency, and effectiveness (Azimova, 2020). Moreover, high self-confidence is directly associated with a learner's willingness to communicate and their propensity for active and voluntary participation in classroom communicative tasks such as role-plays, debates, and discussions (Azimova, 2020). Learners with higher confidence are generally characterized as ambitious, goal-oriented, and more optimistic about overcoming academic challenges (Wright, 2008, as cited in Azimova, 2020).

However, the absence of this factor leads to several psychological barriers that impede performance, including shyness, anxiety, fear, and panic when speaking in front of peers (Puli Quito, 2023). This high affective barrier can result in students feeling uncomfortable, speaking in low voices, stuttering, or even experiencing physical symptoms like sweating (Baggour, 2015). According to Baker and Westrup (2003), teachers have a critical role in reducing these negative effects, by encouraging, praising and acknowledging their students (Baker and Westrup, 2003 as cited in Baggour, 2015). Teachers can promote confidence in the classroom by building a non-threatening atmosphere and by the use of incentives such as continuous positive support, motivational phrases, and external rewards (Puli Quito, 2023).

**Game-Based Learning**

In recent years, Game-Based Learning (GBL) has emerged as a compelling instructional approach that integrates educational content with game mechanics to enhance learner engagement, motivation, and achievement (Plass et al., 2015). By blending entertainment with education, this approach fosters motivation and cognitive engagement among learners (Frontiers in Psychology, 2023).

In line with this study's definition and understanding of oral performance, approaches that prioritise interaction and meaning-making over mechanical accuracy are particularly relevant. As previously mentioned by Krashen's (1982), Affective Filter Hypothesis suggests that emotional barriers, such as anxiety, can inhibit language acquisition, while learning environments that promote motivation and reduce stress facilitate input processing. GBL aligns with these conditions, offering learners engaging and goal-oriented tasks that reduce the cognitive and emotional burden often associated with oral production.

Reinders and Wattana (2015) demonstrated that digital games create psychologically secure environments, lowering anxiety and enhancing willingness to communicate in a second language. Similarly, Grimshaw, and Cardoso (2018) found that learners who engaged with mobile games like Spaceteam ESL reported increased oral fluency and reduced speaking-related anxiety, attributing these improvements to the immersive and low-pressure nature of the gaming context. In this regard, GBL emerges as a promising pedagogical strategy to mitigate affective barriers and foster oral performance, highlighting its potential in EFL contexts.

***Board Games in Learning***

As highlighted by Iacopo Falciani (2020), to gain a better understanding of GBL, it is helpful to explore various types of games while considering factors such as the location where the game takes place and the environment in which students engage. One prevalent type of game used in GBL is board games.

A board game is characterized as a game that is generally played by two or more people, in which pieces are placed, moved, or removed from designated spaces on a board (Noda et al., 2019). Depending on the game, there may be dice, cards, tokens, and other pieces, which are used in specific ways according to the corresponding rules. Mainly, board games are classified as cooperative, collaborative, competitive, or quasi-competitive (Cheng, Y. C., 2018), and can be further divided by theme, where we can find strategy games, role-playing games, thematic games, and war games, among others (Wong, C. H. T., & Yunus, M. M., 2021). Each player must use strategies to achieve certain goals during the game, having to follow rules in a specific context. According to Wong (2021), board games can be used as a tool to teach speaking skills, since they incorporate turn-taking and cooperative learning, requiring every player to speak, which allows communication between students to occur naturally.

Board games have experienced a resurgence due to digital fatigue and cultural shifts (Donovan, 2018). Their appeal lies in simple yet strategic mechanics that encourage social learning, creativity, and problem-solving (Zagal et al., 2006; Horn et al., 2012). Within a classroom, students can use board games as a tool that allows them to practice the language, enhancing their language skills. Board games, in particular, offer opportunities for authentic language use in low-stress environments; according to Poole et al. (2019), playing board games can be beneficial for creating a learning environment where students can experiment with the language, potentially reducing anxiety and fear of failure. Moreover, Karasimos (2021) demonstrated that using board games with EFL preschoolers enhanced their verbal participation and vocabulary acquisition.

Likewise, board games create a classroom where students learn from their own and others' experiences through interaction, collaboration and decision-making (Gee & Hayes, 2012). Wong & Yunus (2021) state that while playing, students listen to the opinions and ideas of their peers, exposing them to new linguistic structures and vocabulary. Equally, students with more experience in the game or greater command of the language can help those who have more difficulties, promoting a collaborative learning

dynamic (Wong & Yunus, 2021.) This aligns with Vygotsky's zone of proximal development, where students face challenges that are slightly above their current level (Vygotsky, 1978, as cited in Faya Cerqueiro, F., & Chao Castro, M., 2015.)

Board games are effective tools for promoting language learning, as they also play a significant role in fostering motivation and lowering anxiety. Paris and Yussof (2012) found that students who participated in board game interventions showed improved performance in a post-test compared to a control group, despite having received the same instructional content; this outcome was attributed to motivational factors (as cited in Poole et al., 2019). Similarly, Cheng (2018) observed that board games effectively lowered language anxiety and improved oral performance among English learners.

Fithriani (2018) identified that pupils reported that board games assisted them to gain confidence in using English during speaking lessons, lowering their speaking anxiety and providing an environment that enabled them to express their ideas freely within the context provided. In the same line, Wong & Yunus (2021) argue that board games can enhance students' motivation to speak, thereby encouraging greater participation and social interaction. Ultimately, Ahmed (2022) found that game-based learning increased motivation and reduced anxiety in EFL contexts. Overall, these findings suggest that board games support the cognitive, affective and motivational dimensions of language learning, creating a more engaging and safe environment for practicing speaking.

***Game-Building in Learning***

When it comes to board games, the preparation phase, including designing the board and establishing the rules, is crucial. Involving students in the “game-building” process can be educational and motivating, as it actively engages learners by making the experience interactive, enjoyable, and personally meaningful. This approach fulfills students' need for autonomy, allowing them to take control of their learning and make meaningful choices, thereby enhancing intrinsic motivation and engagement. According to Deci et al (1999, as cited in Ryan & Rigby, 2006), when activities are conducted out of

genuine interest or personal value, perceived autonomy is higher. They found that choice provisions, the use of rewards as informational feedback rather than as tools to control behavior, and non-controlling instructions significantly enhance autonomy, which in turn promotes intrinsic motivation. Conversely, any conditions that reduce a learner's sense of choice or freedom can interfere with perceived autonomy and undermine intrinsic motivation.

According to Acacia Education (2023), reward systems in game-based learning, such as immediate feedback, stimulate dopamine release, reinforcing learning behaviors and encouraging persistence. The interactive nature of GBL further enhances student engagement by making learning more enjoyable and less tedious, while elements such as rewards, challenges, and progress tracking sustain motivation and promote continued learning over time.

In addition, game design requires critical thinking, problem-solving, and a deep understanding of content, improving comprehension and retention (National Association of Elementary School Principals [NAESP], 2023). Collaboration and communication skills are also developed through team-based game-building activities, further increasing student engagement (Frontiers in Education, 2024). This process supports personalized learning experiences and fosters a growth mindset by encouraging iteration and learning from mistakes (NAESP, 2023). Furthermore, the narrative and creative components of game-building enhance cognitive and emotional engagement, making learning more memorable and motivating (Li et al., 2024).

In summary, transforming learning into an active process of creation, game-building motivates students through meaningful challenges, rewards, and collaborative experiences, ultimately enhancing their educational experience. Moreover, educational board games offer a low-cost, effective alternative to digital games, particularly in settings with limited access to technology. They promote Bloom’s higher-order which, according to Anderson and Krathwohl (2001), higher-order thinking skills involve complex cognitive processes such as analyzing, evaluating, and creating, which require learners to

manipulate and transform knowledge rather than merely recall it. They can be skills through game design, strategy development, and reflective play (Miller, 2022).

**Text-Based Instruction**

Text-based instruction (TBI) is a pedagogical approach that centers the learning process around authentic texts that serve as models of communication and language use. This approach is based on the fundamental principle that human communication occurs through complete texts, whether written or spoken, and not through the use of isolated or decontextualized vocabulary or grammatical structures (Mickan, 2011). Therefore, the text is established as the primary teaching unit, functioning not only as an information source, but also as a model for production (Rashid, 2020). TBI contrasts with structural methods, which have typically separated grammar and vocabulary from real contexts, treating language as a collection of items that are assembled into established sentence patterns (Mickan, 2011).

One of the purposes of this approach is to promote interaction with the text, allowing students to perceive, understand, and interpret the material (Rashid, 2020). According to Rashid (2020), this approach may stimulate the integrated development of the four language skills, as the exercises that can be employed are not only receptive, but also productive. The learning process in these activities is conceived directly, as learners express their ideas of the text in written or spoken form, as well as indirectly, when students listen to each other throughout speaking activities. Consequently, text-based instruction helps students to develop communication competence in an authentic environment (Pinilih et al., 2023). The advantages of these integrated activities are significant: they develop fundamental skills, offer a deep understanding of the content, encourage critical thinking, and promote student autonomy (Rashid, 2020). This autonomy is evident in allowing students to select texts based on their interests and work with them outside of the classroom (Mickan, 2011). Therefore, exposing students to authentic texts is substantially helpful in the learning process, as it promotes the development of critical thinking, the four skills of communication student autonomy.

## Assessment

### *Socratic Seminars*

According to Delić and Bećirović (2016), Socratic Seminars, also known as Socratic Circles, are exploratory intellectual conversations centered on a text and designed to resemble Socrates' instruction-through-questioning method. Nowadays, Socratic Seminars are applied as a structured oral task aiming to elicit communicative output. This type of discussion prioritizes inquiry over information and discussion over debate; thus, when used as a pedagogical approach or form of assessment, the main point is seeking to understand information in a text by examining it through questions and answers. Along with this, the goal for students is to support one another in understanding the ideas, issues, and values reflected in a specific text. In some cases, Socratic Seminars may also be conducted using a video or film, demonstrating that this method can be adaptable to different contexts or proficiency levels.

Ultimately, “the Socratic seminar method offers a highly effective way to assess oral production” (Pristiwo, 2023). This is mainly because it excels at building strong argumentation skills through active speaking. Therefore, if educators are looking to foster critical thinking, they should see Socratic Seminars as an incredibly valuable tool for improving students' speaking abilities within a discussion-based setting.

### *Rubrics*

In this study, one of the instruments to be used in the interventions is a Cambridge oral performance assessment rubric. These rubrics, which are based on the indicators of the Common European Framework of Reference for Languages (CEFR), offer an objective framework for assessing oral proficiency. By focusing on specific Cambridge criteria, such as grammar and vocabulary, discourse management, pronunciation, interactive communication, and overall performance, it is possible to identify the speaker's strengths and areas for improvement in relation to international standards.

Additionally, the rubric can provide insights into performance differences when applied across different types of assessments, which in the case of this study are Socratic Seminars and board game sessions.

Furthermore, by following the CEFR guidelines, it is possible to identify a key feature and goal of the institution at its foundation: “to build a common framework in the European context that is comprehensive, transparent and coherent, and that helps a variety of users to define language learning, teaching and assessment objectives” (Cambridge English, n.d.) This aligns with one of the main purposes of this study: to explore, through board games, the different nuances offered by non-conventional assessments.

Likewise, Cambridge English demonstrates a clear commitment to quality and accountability across all evaluation processes, including the design and implementation of its assessment rubrics. This commitment is detailed in The Cambridge English Principles of Good Practice, which involves ongoing self-evaluation based on five key criteria: validity, reliability, impact, practicality, and quality (Cambridge English, n.d.). This dedication to continuous methodological improvement provides a reliable framework for this research, supporting the use of these rubrics not only in the current work but also in the global assessment of English-speaking proficiency.

## Methodological Framework

### Participants

The selected participants are twelve second-year students from the English department at the Universidad Metropolitana de Ciencias de la Educación (UMCE). The choice of this particular group is based on students’ skills at these levels in terms of English proficiency and fluency, as they may have a foundation for engaging in board game sessions and participating in seminars, while continuing to discover and improve their oral performance, anxiety, and motivation regarding spoken English, throughout the study they will be referred by their list number (Appendix J). Additionally, according to

the undergraduate program, second-year students should be, following the Common European Framework of Reference for Languages (CEFR), at a B2 level of English. The research design is a mixed-method convergent research design within a quasi-experimental approach and the sampling method used to choose our participants is purposeful sampling. According to Creswell (2012), this method involves intentionally selecting individuals or groups to better understand the core idea or phenomenon.

This approach aligns with our research objectives because it allows us to deliberately select participants whose characteristics are directly connected to our research question. In particular, we draw on homogeneous purposive sampling, which, as Creswell (2012) states, involves choosing individuals who share key traits and belong to a common subgroup within a community. In this case, our participants are taking the Discurso Oral de la Lengua Inglesa (DOLI) Post-Intermedio course.

Furthermore, our sampling method can be considered a convenience one, due to our access to this particular group of participants, facilitated by the academic secretary of the English department, who is also the DOLI Post-Intermedio teacher of the determined group. This access enabled us to subject the participants to specific contexts, such as board games and seminars that we chose. This approach allowed us to collect a reasonable amount of data and draw meaningful conclusions based on the information we gathered.

**Instruments**

***Dixit***

To carry out the intervention based on board games, the Dixit game was chosen as the main research material. Dixit is a card-based board game that features illustrated images, focusing on interpretation and storytelling. To enhance student engagement and maximize interaction, some rules

were modified as part of this study. The modifications aim to promote collaborative discussion and active participation (Appendix A).

At the beginning of the game, each player receives 6 cards. Every round, one player is chosen to be the “storyteller”. The purpose of the storyteller is to select a card from their hand and associate it with a concept or short phrase, clear enough for players to guess it, yet avoiding being too specific (.e.g. a card with a knight riding a white horse might be associated with the word “fantasy”, as choosing a word like “horse” might be too obvious).

The rest of the players would then have to choose a card from their hand that could fit the concept given by the storyteller. All cards given by the players would then be shuffled by the storyteller and placed on the board facing up in a numerical order. The players, except the storyteller, have to vote for the card that they think belongs to the storyteller using the voting token. After everyone has voted, they have to explain why they chose that card. When each player finishes explaining their votes, the storyteller reveals and explains the card and its relation to the concept. In the case that everyone guesses correctly or if no one guesses, the storyteller does not score any points, and the players score 2 points. If only some players guessed correctly, the storyteller and players who answered correctly win 3 points.

Finally, each player except the storyteller scores 1 point for each vote that their card received. After counting the votes, each player moves their token to the number of points that they received. The game ends when one player reaches the finishing line or when the time runs out.

***Audio-Recording***

Audio recordings were used to capture detailed data that goes beyond written notes. They help preserve participants' emotional tones, pauses, and subtle nuances in speech, which gives researchers deeper insights into attitudes, feelings, and communication styles. Using audio recording allows

researchers to fully engage during interviews or discussions since they don't have to write notes in real time and can revisit recordings later for thorough analysis.

Audio recordings facilitate more efficient and accurate data collection, as they can be transcribed for text analysis, and specialized software can assist with coding and theme identification. They also enable analysis of vocal elements such as tone, pitch, pauses, and volume, which add important context to the content. Ethical considerations like obtaining consent and securely storing recordings are essential to protect participants' privacy.

***Pre-Intervention Questionnaire***

The first instrument (Appendix C) used a mixed-method Likert scale questionnaire, employing an ordinal scale ranging from “Usually” to “Never.” Likert scales are commonly used in social science research to measure attitudes or behaviors by providing ordered categorical response options (Creswell, 2014). They allow researchers to capture the frequency or degree of agreement on specific statements without assuming equal intervals between categories (Dörnyei, 2007). This scale indicated frequency without quantifying exact amounts. Additionally, it included one open-ended question that explored participants’ preparation strategies for speaking activities, providing richer explanatory data.

This instrument was designed based on an existing instrument from Cheng (2018) to gather participants’ perceptions before the interventions, focusing on affective factors such as confidence, anxiety, and enjoyment, as well as behavioral habits like English use, preparation, and familiarity with board games in a DOLI lesson context. Specifically, the first statement assessed self-perceived confidence in speaking activities, the second measured motivation to speak, and the third examined frequency of language use. The fourth statement targeted the ability to express ideas clearly, while the fifth, seventh, ninth, tenth, thirteenth, and fourteenth statements addressed various forms of anxiety, including speaking without preparation, speaking with preparation, social anxiety, test anxiety, and general

speaking anxiety. Other items investigated preparation strategies, performance preferences, error tolerance, and familiarity with board games.

***Post-Intervention Questionnaire***

The second instrument, implemented in two instances (Appendices D and E), adopted a mixed-methods approach. It included a self-report questionnaire using a Likert-type scale from "Totally/Completely Comfortable" to "Not Comfortable at All," complemented by open-ended questions to capture qualitative explanations of students' perceptions and feelings.

This post-session instrument aimed to capture students' perceptions and emotional responses after each seminar and board game activity. It assessed their comfort level in the learning environment, anxiety levels when speaking English, engagement with the activities, and perceptions of how much these activities improved their speaking skills. It also explored their motivation, attitudes toward the methods used, specifically board games and Socratic Seminars, and gathered feedback on suggestions, likes, dislikes, and perceived challenges.

***Rubric***

During each of the planned interventions, the same assessment rubric (Appendices H and I) was employed to ensure consistency and comparability of results across the different activities. This rubric was selected and adapted from the Assessment Scale from Cambridge English to evaluate oral performance (UCLES, 2008). This instrument was chosen to provide external validation. The rubric includes the following assessment criteria: grammar and vocabulary, pronunciation, discourse management, communication techniques, and interactive communication.

Each criterion is rated on a five-point scale (1-5), where higher scores indicate a higher level of performance. The course professor carried out the evaluation. The same rubric was applied uniformly in all four interventions to ensure reliability and minimize potential bias. However, only the results from the

final two interventions, one seminar and one board game session, were considered in the students' official course grade. This rubric allows a comprehensive assessment of linguistic and communicative competence while comparing quantitative data across interventions.

***Observation Chart***

In both the Socratic Seminar and board game sessions, structured observational data were collected through the use of an observation chart (Appendices F and G). This chart was completed in real time by a designated observer while students participated in gameplay. Every student had a specific number assigned. The purpose of the instrument is to document specific aspects of students' performance and interaction, with a focus on observable behaviors, group dynamics, visible signs of anxiety, and conversational fluency. The chart consists of the following key indicators: uses English, participates, interacts, relaxes over time, uses appropriate volume, hesitation, and appears engaged. Each indicator is rated on a four-point ordinal scale, where 1 corresponds to "Not observed", 2 to "Occasionally", 3 to "Frequently", and 4 to "Exceeds expectations". Furthermore, a space was left for the observer to write down general observations. This instrument was designed to provide a complementary perspective by capturing real-time behaviors and affective variables that may not be fully reflected in a linguistic rubric.

**Procedure**

The procedure for this study was designed to compare students' oral performance across traditional and game-based learning contexts, taking into consideration factors such as familiarity, anxiety, motivation, and grading, among others. To this end, two interventions were conducted: a Socratic Seminar (non-graded) and a board game session (as a formative assessment). Before the board game intervention, participants were asked to provide verbal consent for audio recording. The recorded data was complemented with an observation chart, an oral performance rubric, and student exit tickets.

The first intervention was a formative Socratic Seminar. In the days prior to the session, the participants were provided with a text called "*Ideology and Discourse: A Multidisciplinary Introduction*" (p. 5-29) to study on the topic to be discussed, and were divided into two groups to facilitate better time management and foster participation. Before the intervention, they completed a pre-test questionnaire. Then, taking turns, each group participated in a twenty-minutes Socratic Seminar guided by questions. Throughout the session, students' oral performance was assessed using the observation chart and rubric, and when the seminar was over, they completed an exit ticket.

The second intervention was a formative board game session, for which the participants were divided into three groups to play "Dixit". Before the session began, the game rules were explained and projected on the board (Appendix B); then, each group engaged simultaneously in the game for around 40 minutes. During the session, students' oral performance was assessed using the observation chart and rubric, and when the session was over, they completed an exit ticket.

**Table 1**

*Overview of Interventions Procedures*

| Intervention | Type | Sample distribution | Before the Session | During the Session | Instruments | Materials |
|---|---|---|---|---|---|---|
| **Socratic Seminar** | Formative | 2 groups, each in a separate time block | Students read a text and complete a pre-test | Group 1 / Group 2 discussion | Observation Chart, Rubric, Exit Ticket, Pre-Test | Assigned text |
| **Board Game Session** | Formative | 3 groups playing simultaneously | Rules explained | Students played Dixit | Observation Chart, Rubric, Exit Ticket | Dixit game |

**AI Disclosure**

During this research, Artificial Intelligence (AI) was used to assist in the following:

- ChatGPT Pro and Transkriptor: To transcribe audio recordings from the board game session (audio recordings authorized by participants).
- Grammarly: Checking punctuation, vocabulary, and clarity.
- Scribbr: To detect AI-generated content.

All outputs generated by AI tools were thoroughly reviewed and edited by the authors to ensure accuracy and compliance with ethical norms. It was ensured that no confidential or sensitive data was mishandled and that every piece of information was truthful.

## Results

### Quantitative Results

This study involved four distinct instruments administered to a sample of eleven students. The first instrument applied was a pre-test, which functioned as a diagnostic tool to evaluate students' confidence, anxiety, and engagement levels during English-speaking activities in DOLI lessons. Subsequently, an exit ticket was employed immediately after each intervention to collect the same insights on two different situations. Lastly, a performance rubric was implemented to quantitatively measure students' performance during each intervention.

Each instrument was designed to gather insights into students' perceptions, emotional responses, and performance throughout oral production tasks and assignments. Furthermore, they aimed to assess potential variations in these responses between two distinct activities, specifically a Socratic Seminar and a board game session. In this section, results will be presented through a series of tables and figures to best illustrate the data collected. These elements will be analyzed further in the discussion section.

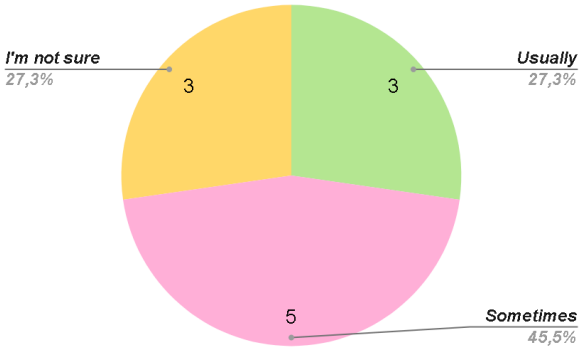
***Pre-test: Questionnaire on English-Speaking Confidence, Anxiety, and Engagement in DOLI Lessons (Appendix C)***

The following questionnaire was applied to students from the Post-Intermediate DOLI I class from the English department at UMCE. Although the total group consists of twelve students, one participant did not complete this specific instrument; therefore, the results presented below correspond to a sample of eleven participants (*N* = 11).

This questionnaire used a five-point Likert scale to assess students' perceptions and levels of anxiety related to English-speaking activities before the interventions. Figures 1–16 and Table 2 present the distribution of responses for each item from the questionnaire. Item 6 is not included because it was an open-ended question that was analyzed qualitatively.

**Figure 1**

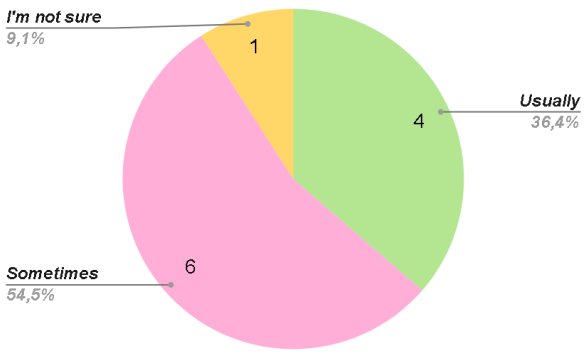
*Responses for Item 1: I Feel Confident During English-Speaking Activities in a DOLI Lesson*




*Note. N* = 11. Response options were: never, rarely, I'm not sure, sometimes, and usually.

**Figure 2**

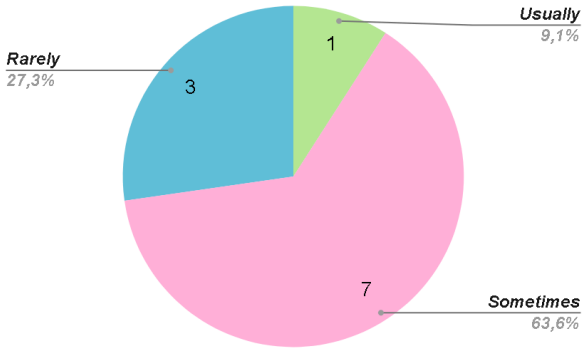
*Responses for Item 2: I Enjoy Participating in English-speaking activities in a DOLI Lesson*




*Note. N* = 11. Response options were: never, rarely, I'm not sure, sometimes, and usually.

**Figure 3**

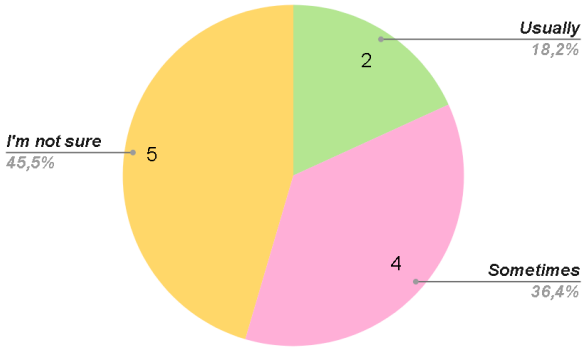
*Responses for Item 3: I Use English Outside the Classroom (Other Contexts)*




*Note. N* = 11. Response options were: never, rarely, I'm not sure, sometimes, and usually.

**Figure 4**

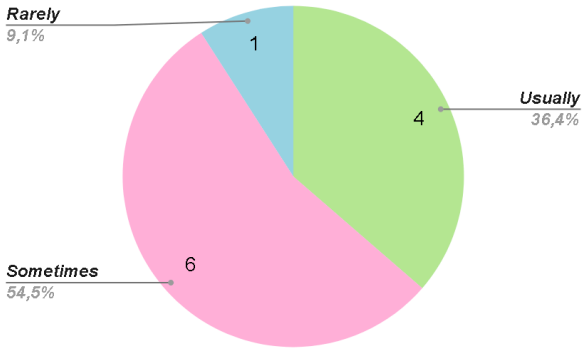
*Responses for Item 4: I Can Express My Ideas Fluently in English*



*Note. N* = 11. Response options were:  never, rarely, I'm not sure, sometimes, and usually.

**Figure 5**

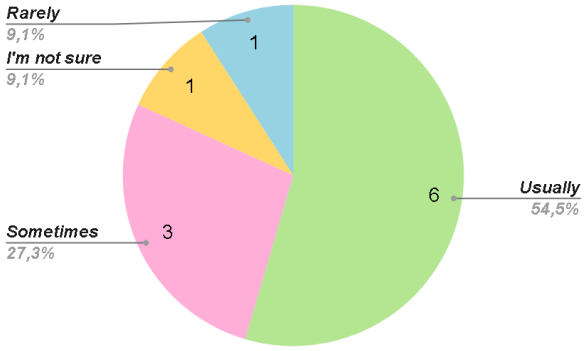
*Responses for Item 5: I Get Anxious When I Have to Speak Without Preparation in a DOLI Lesson*




*Note. N* = 11. Response options were:  never, rarely, I'm not sure, sometimes, and usually.

**Figure 6**

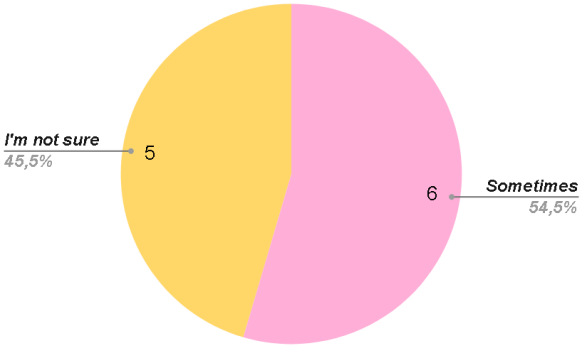
*Responses for Item 7: Even If I Am Well Prepared for an English-speaking activity in a DOLI Lesson, I Feel Anxious About It*




*Note. N* = 11. Response options were:  never, rarely, I'm not sure, sometimes, and usually.

**Figure 7**

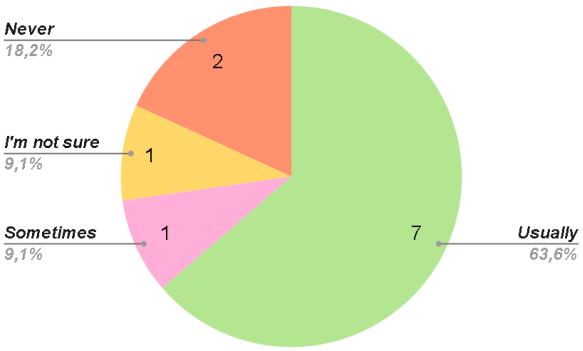
*Responses for Item 8: I Perform Better in Non-Graded Speaking Activities in a DOLI Lesson*




*Note. N* = 11. Response options were: never, rarely, I'm not sure, sometimes, and usually.

**Figure 8**

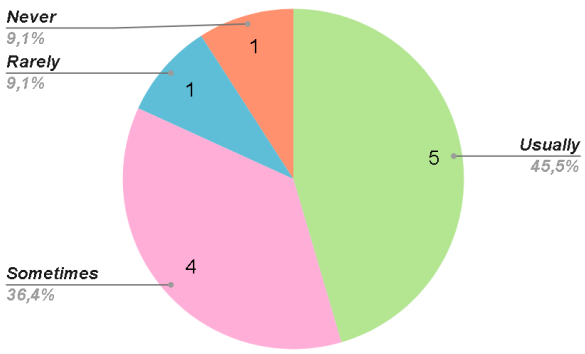
*Responses for Item 9: I Get Anxious When an Activity Is Graded in a DOLI Lesson*




*Note. N* = 11. Response options were: never, rarely, I'm not sure, sometimes, and usually.

**Figure 9**

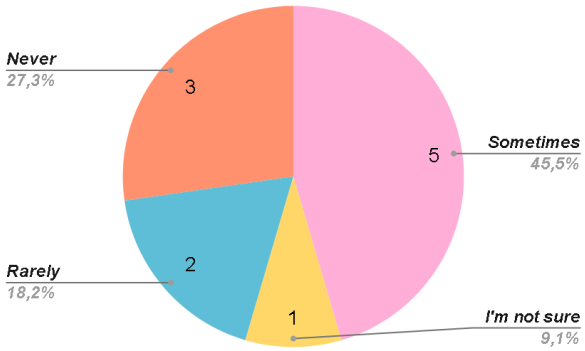
*Responses for Item 10: When I Speak in Class, Even If My Ideas Are Clear in My Head, I Get Anxious and Make Mistakes*




*Note. N* = 11. Response options were: never, rarely, I'm not sure, sometimes, and usually.

**Figure 10**

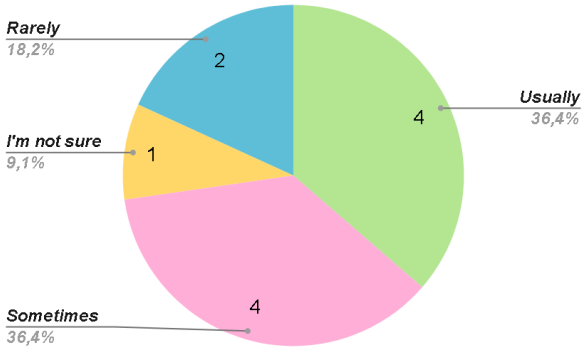
*Responses for Item 11: I Feel Comfortable Making Mistakes in English-Speaking Activities*




*Note. N* = 11. Response options were: never, rarely, I'm not sure, sometimes, and usually.

**Figure 11**

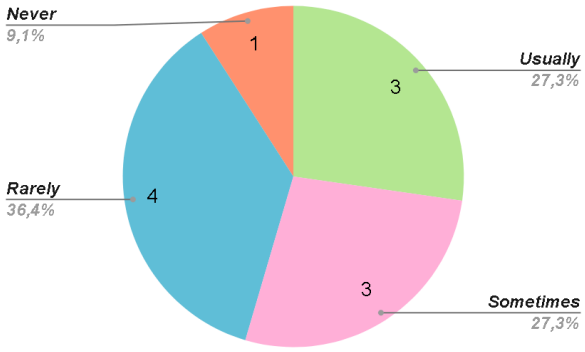
*Responses for Item 12: I Struggle to Articulate My Thoughts During Oral Assessments Such as Presentations, Podcasts, and Seminars*



*Note. N* = 11. Response options were:  never, rarely, I'm not sure, sometimes, and usually.

**Figure 12**

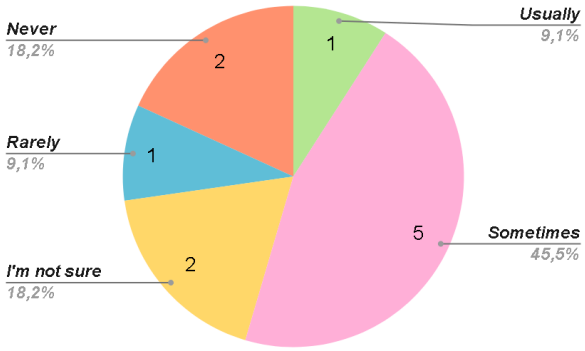
*Responses for Item 13: I Get Nervous When I Know I Will Be Called on in a DOLI Lesson*




*Note. N* = 11. Response options were:  never, rarely, I'm not sure, sometimes, and usually.

**Figure 13**

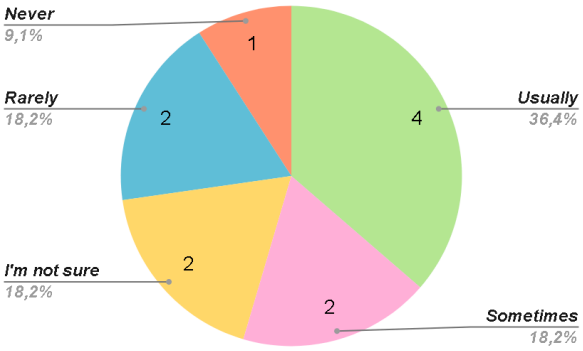
*Responses for Item 14: It Embarrasses Me to Voluntarily Answer During a DOLI Lesson*




*Note. N* = 11. Response options were:  never, rarely, I'm not sure, sometimes, and usually.

**Figure 14**

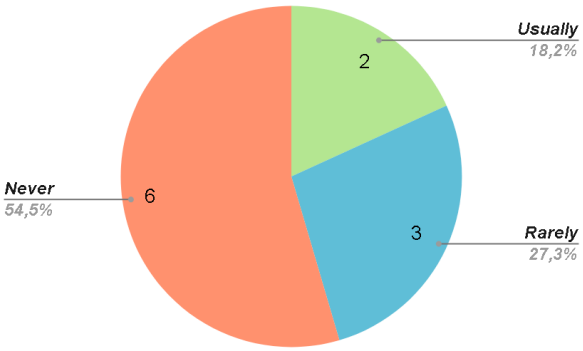
*Responses for Item 15: I Am Familiar With Playing Board Games*




*Note. N* = 11. Response options were: never, rarely, I'm not sure, sometimes, and usually.

**Figure 15**

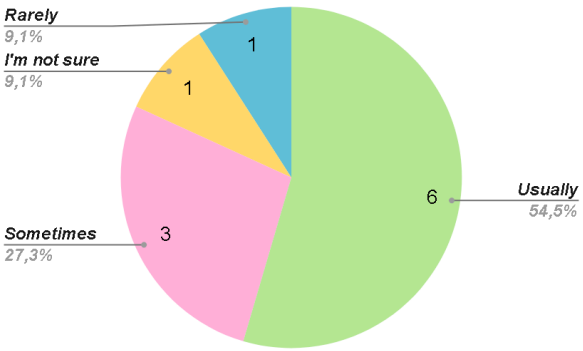
*Responses for Item 16: I Am Familiar With Playing Board Games in English*




*Note. N* = 11. Response options were: never, rarely, I'm not sure, sometimes, and usually.

**Figure 16**

*Responses for Item 17: I Enjoy Playing Board Games*



*Note. N* = 11. Response options were: never, rarely, I'm not sure, sometimes, and usually.

**Table 2**

*Descriptive Statistics of Pre-Test Questionnaire Results*

| Item | Statement | Mean | Median | Mode |
|---|---|---|---|---|
| 1 | I feel confident during English-speaking activities in a DOLI lesson | 4 | 4 | 4 |
| 2 | I enjoy participating in English-speaking activities in a DOLI lesson | 4.3 | 4 | 4 |
| 3 | I use English outside the classroom (other contexts) | 3.5 | 4 | 4 |
| 4 | I can express my ideas fluently in English | 3.7 | 4 | 3 |
| 5 | I get anxious when I have to speak without preparation in a DOLI lesson | 4.2 | 4 | 4 |
| 7 | Even if I am well prepared for an English-speaking activity in a DOLI lesson, I feel anxious about it | 4.3 | 5 | 5 |
| 8 | I perform better in non-graded speaking activities in a DOLI lesson | 3.5 | 4 | 4 |
| 9 | I get anxious when an activity is graded in a DOLI lesson | 4 | 5 | 5 |
| 10 | When I speak in class, even if my ideas are clear in my head, I get anxious and make mistakes | 4 | 4 | 5 |

| Item | Statement | Mean | Median | Mode |
|---|---|---|---|---|
| 11 | I feel comfortable making mistakes in English-speaking activities | 2.7 | 3 | 4 |
| 12 | I struggle to articulate my thoughts during oral assessments such as presentations, podcasts, and seminars | 3.9 | 4 | 4, 5 |
| 13 | I get nervous when I know I will be called on in a DOLI lesson | 3.3 | 4 | 2 |
| 14 | It embarrasses me to voluntarily answer during a DOLI lesson | 3.2 | 4 | 4 |
| 15 | I am familiar with playing board games | 3.5 | 4 | 5 |
| 16 | I am familiar with playing board games in English | 2 | 1 | 1 |
| 17 | I enjoy playing board games | 4.3 | 5 | 5 |

*Note.* *N* = 11. Item 6 was excluded from this table as it was an open-ended item. Where the mode reflects multiple values (e.g., 4, 5), the distribution was bimodal. Response options were coded as follows: 1 = *Never*, 2 = *Rarely*, 3 = *I'm not sure*, 4 = *Sometimes*, and 5 = *Usually*.

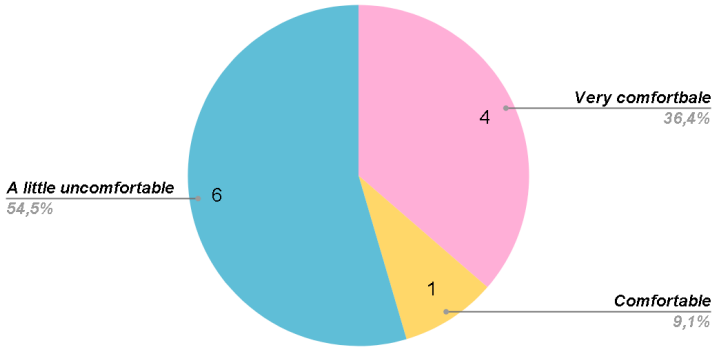
***Exit Ticket: Socratic Seminar (Appendix D)***

The following questionnaire was administered to the eleven students from the Post-Intermediate DOLI I class from the English department at UMCE who participated in the Socratic Seminar (*N* = 11). Although the total group consisted of twelve students, one participant was absent during this session; therefore, data were collected only from those in attendance.

This instrument was applied after the Socratic Seminar session to gather insights on students' perceptions, feelings, and opinions about the activity. Figures 17–22 and Table 3 present the distribution of responses for each quantitative item of the questionnaire. Each question included an open-ended section in which students could elaborate on their selected responses. In addition, items 7–10 of the instrument were entirely qualitative and are therefore reported in the qualitative results section.

**Figure 17**

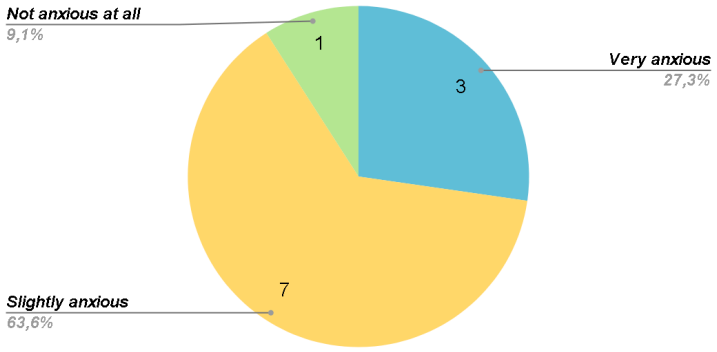
*Responses for Question 1: How Comfortable Did You Feel During This Session?*




*Note.* *N* = 11. Response options were: not comfortable at all, a little uncomfortable, comfortable, very comfortable, and totally/completely comfortable.

**Figure 18**

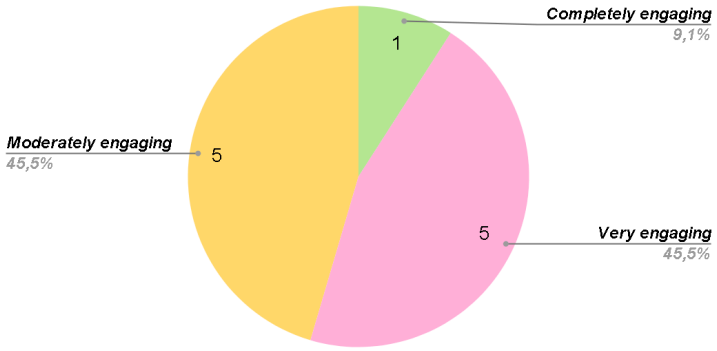
*Responses for Question 2: How Did You Feel When You Had to Speak in English During This Session?*




*Note.* *N* = 11. Response options were: I didn't speak, not anxious at all, slightly anxious, very anxious, and totally/completely anxious.

**Figure 19**

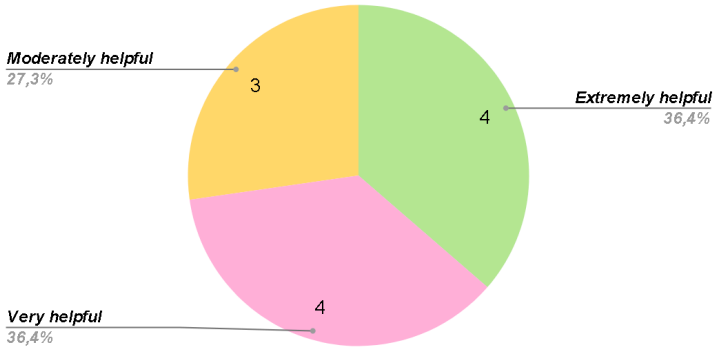
*Responses for Question 3: How Engaging Did You Find Today's Activity?*




*Note. N* = 11. Response options were: not engaging at all, slightly engaging, moderately engaging, very engaging, and totally/completely engaging.

**Figure 20**

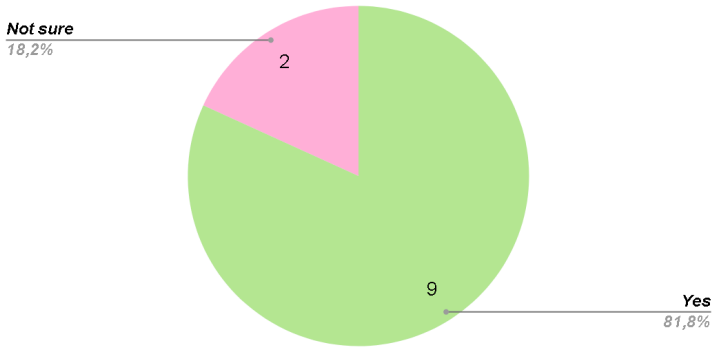
*Responses for Question 4: How Helpful Do You Think Today's Activity Was For Practicing Your Speaking Skills?*




*Note. N* = 11. Response options were: not helpful at all, slightly helpful, moderately helpful, very helpful, and extremely helpful.

**Figure 21**

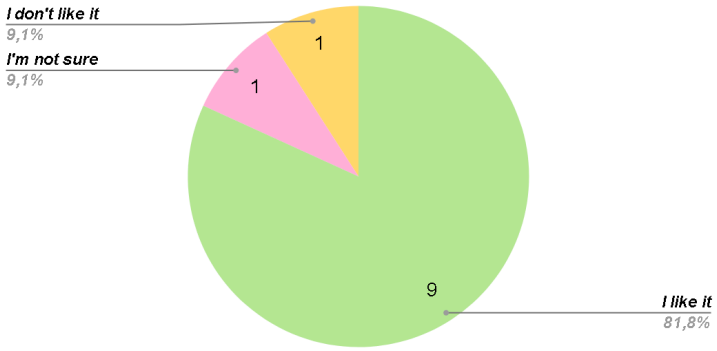
*Responses for Question 5: Do These Type of Activities Motivate You to Speak in English?*




*Note. N* = 11. Response options were: yes, not sure, and no.

**Figure 22**

*Responses for Question 6: How Do You Feel About Using Socratic Seminars in English Lessons?*




*Note. N* = 11. Response options were: I don't like it, I'm not sure, and I like it.

**Table 3**

*Descriptive Statistics of the Socratic Seminar Exit Ticket Results*

| Item | Statement | Mean | Median | Mode |
|---|---|---|---|---|
| 1 | How comfortable did you feel during this session? | 2.8 | 2 | 2 |
| 2 | How did you feel when you had to speak in English during this session? | 3.2 | 3 | 3 |
| 3 | How engaging did you find today's activity? | 3.6 | 4 | 3, 4 |

| Item | Statement | Mean | Median | Mode |
|---|---|---|---|---|
| 4 | How helpful do you think today's activity was for practicing your speaking skills? | 4.1 | 4 | 4, 5 |
| 5 | Do these types of activities motivate you to speak in English? | 2.8 | 3 | 3 |
| 6 | How do you feel about using Socratic Seminars in English lessons? | 2.7 | 3 | 3 |

*Note. N* = 11. Items 1–4 were rated on a 5-point scale, while items 5 and 6 were coded on a 3-point scale. Where the mode reflects multiple values (e.g., 3, 4), the distribution is bimodal. Scale descriptors: Item 1: 1 = *not comfortable at all*, 2 = *a little uncomfortable*, 3 = *comfortable*, 4 = *very comfortable*, and 5 = *totally/completely comfortable*. Item 2: 1 = *I didn't speak*, 2 = *Not anxious at all*, 3 = *Slightly anxious*, 4 = *Very anxious*, and 5 = *totally/completely anxious*. Item 3: 1 = *not engaging at all*, 2 = *slightly engaging*, 3 = *moderately engaging*, 4 = *very engaging*, and 5 = *totally/completely engaging*. Item 4: 1 = *not helpful at all*, 2 = *slightly helpful*, 3 = *moderately helpful*, 4 = *very helpful*, and 5 = *extremely helpful*. Item 5: 1 = *no*, 2 = *not sure*, and 3 = *yes*. Item 6: 1 = *I don't like it*, 2 = *I'm not sure*, and 3 = *I like it*.

***Exit ticket: Board Game Session (Appendix E)***

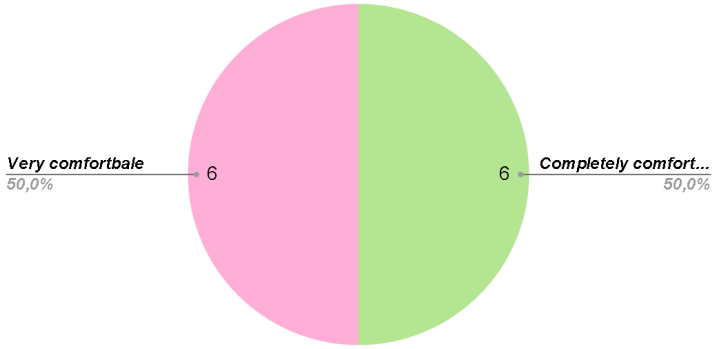
The following questionnaire was administered to the twelve students present at the board game session. This instrument was applied after the Dixit session to gather insights on students' perceptions, feelings, and opinions about the activity.

It is important to note a variation in the sample size for specific sections of this instrument. While items 1–3 were completed by the full group (*N* = 12), three participants unintentionally missed the questions printed on the reverse side of the questionnaire. Consequently, the data reported for items 4–7 corresponds to a reduced sample of nine participants (*N* = 9).

Figures 23–28 and Table 4 present the distribution of responses for each quantitative item of the questionnaire. As with the previous instrument, each question included an open-ended section for elaboration, and items 7–10 of the instrument were entirely qualitative and are therefore reported in the qualitative results section.

**Figure 23**

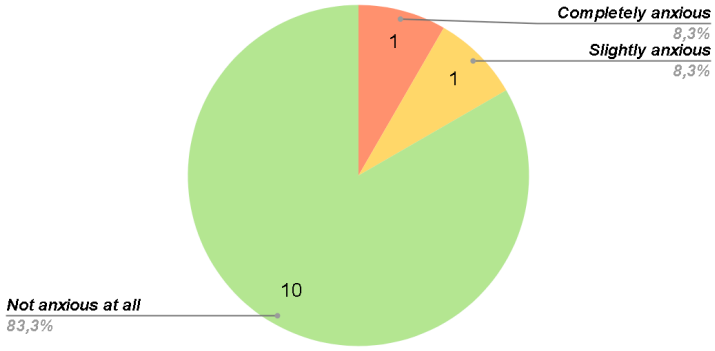
*Responses for Question 1: How Comfortable Did You Feel During This Session?*




*Note.* *N* = 12. Response options were: not comfortable at all, a little uncomfortable, comfortable, very comfortable, and totally/completely comfortable.

**Figure 24**

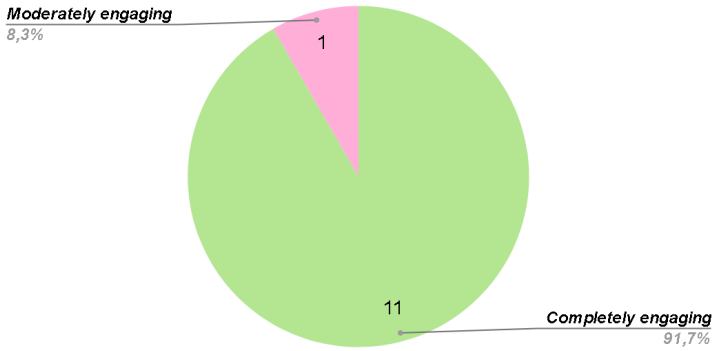
*Responses for Question 2: How Did You Feel When You Had to Speak in English During This Session?*




*Note.* *N* = 12. Response options were: I didn't speak, not anxious at all, slightly anxious, very anxious, and totally/completely anxious.

**Figure 25**

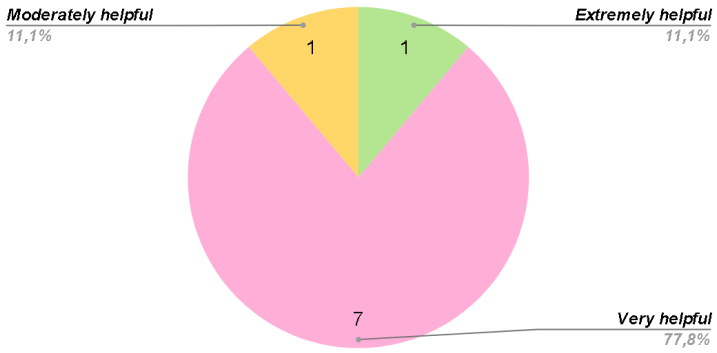
*Responses for Question 3: How Engaging Did You Find Today's Activity?*




*Note. N* = 12. Response options were: not engaging at all, slightly engaging, moderately engaging, very engaging, and totally/completely engaging.

**Figure 26**

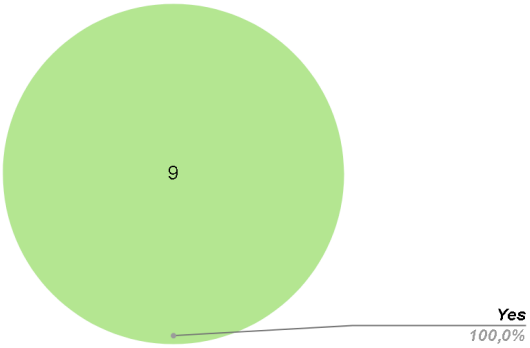
*Responses for Question 4: How Helpful Do You Think Today's Activity Was For Practicing Your Speaking Skills?*




*Note. N* = 9. Response options were: not helpful at all, slightly helpful, moderately helpful, very helpful, and extremely helpful.

**Figure 27**

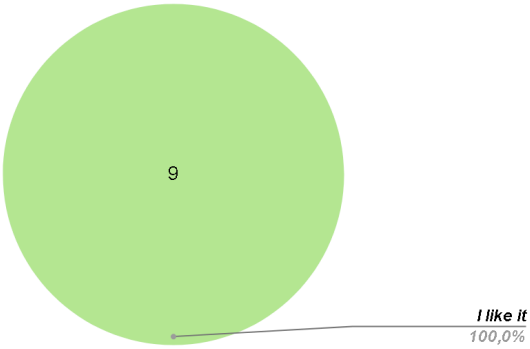
*Responses for Question 5: Do These Type of Activities Motivate You to Speak in English?*




*Note. N* = 9. Response options were: yes, not sure, and no.

**Figure 28**

*Responses for Question 6: How Do You Feel About Using Board Games in English Lessons?*




*Note. N* = 9. Response options were: I don't like it, I'm not sure, and I like it.

**Table 4**

*Descriptive Statistics of the Board Game Exit Ticket Results*

| Item | Statement | Mean | Median | Mode |
|---|---|---|---|---|
| 1 | How comfortable did you feel during this session? | 4.5 | 4.5 | 4, 5 |
| 2 | How did you feel when you had to speak in English during this session? | 2.3 | 2 | 2 |
| 3 | How engaging did you find today's activity? | 4.8 | 5 | 5 |

| Item | Statement | Mean | Median | Mode |
|---|---|---|---|---|
| 4 | How helpful do you think today's activity was for practicing your speaking skills? | 4 | 4 | 4 |
| 5 | Do these types of activities motivate you to speak in English? | 3 | 3 | 3 |
| 6 | How do you feel about using Socratic Seminars in English lessons? | 3 | 3 | 3 |

*Note.* Sample size varies by item (*n* = 12 for items 1–3, *n* = 9 for items 4–6). Items 1–4 were rated on a 5-point scale, while items 5 and 6 were coded on a 3-point scale. Where the mode reflects multiple values (e.g., 4, 5), the distribution was bimodal. Scale descriptors: Item 1: 1 = *not comfortable at all*, 2 = *a little uncomfortable*, 3 = *comfortable*, 4 = *very comfortable*, and 5 = *totally/completely comfortable*. Item 2: 1 = *I didn't speak*, 2 = *Not anxious at all*, 3 = *Slightly anxious*, 4 = *Very anxious*, and 5 = *totally/completely anxious*. Item 3: 1 = *not engaging at all*, 2 = *slightly engaging*, 3 = *moderately engaging*, 4 = *very engaging*, and 5 = *totally/completely engaging*. Item 4: 1 = *not helpful at all*, 2 = *slightly helpful*, 3 = *moderately helpful*, 4 = *very helpful*, and 5 = *extremely helpful*. Item 5: 1 = *no*, 2 = *not sure*, and 3 = *yes*. Item 6: 1 = *I don't like it*, 2 = *I'm not sure*, and 3 = *I like it*.

***Observation Charts: Socratic Seminar (Appendix F)***

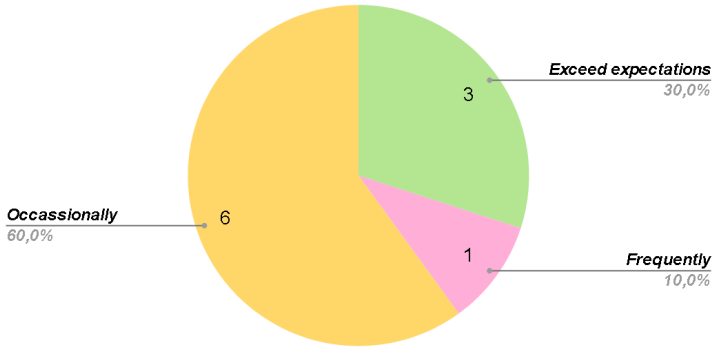
Complementing the self-reported data from the pre-test and exit tickets, an observation chart was used by the researchers during each intervention to objectively assess students' performance, delivery, and dynamics.

The quantitative results presented in Figures 29–37 and Table 5 reflect the performance of ten participants (*N* = 10). It is important to note a variation in the sample size compared to the exit ticket (*N* = 11); while eleven students were present and completed the questionnaire, one student did not actively participate in the speaking activity, which limited the collection of observational data. Additionally, the twelfth student was absent from the session.

Finally, the qualitative insights derived from the field observations are reported in the subsequent qualitative results section.

**Figure 29**

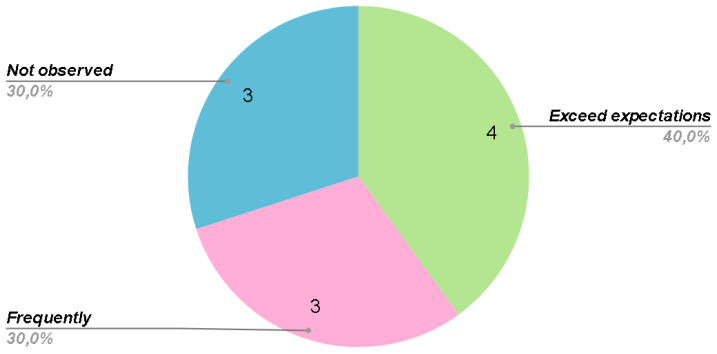
*Distribution of Observer Ratings for the Indicator "Appears Relaxed"*




*Note.* $N$ = 10. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 30**

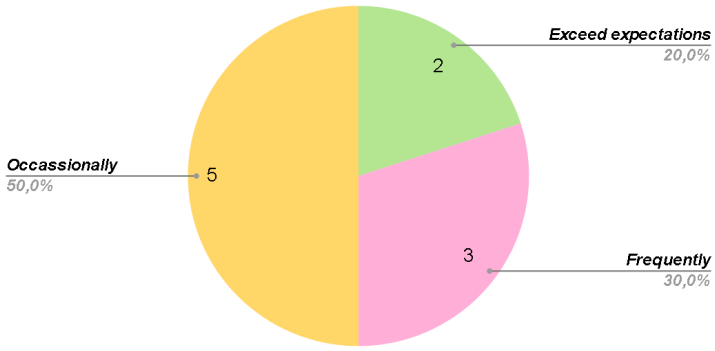
*Distribution of Observer Ratings for the Indicator "Relaxes Over Time"*




*Note.* $N$ = 10. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 31**

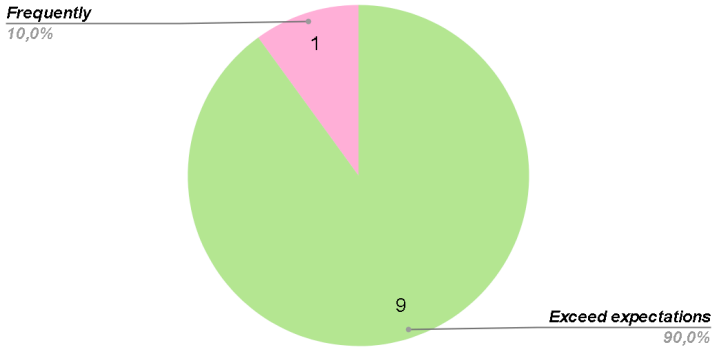
*Distribution of Observer Ratings for the Indicator "Hesitation"*




*Note.* $N$ = 10. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 32**

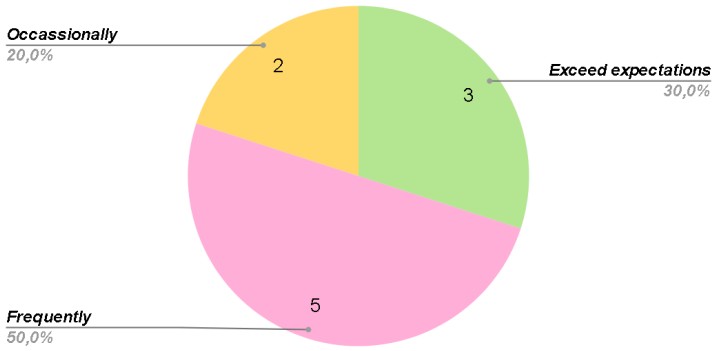
*Distribution of Observer Ratings for the Indicator "Uses English"*




*Note.* $N$ = 10. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 33**

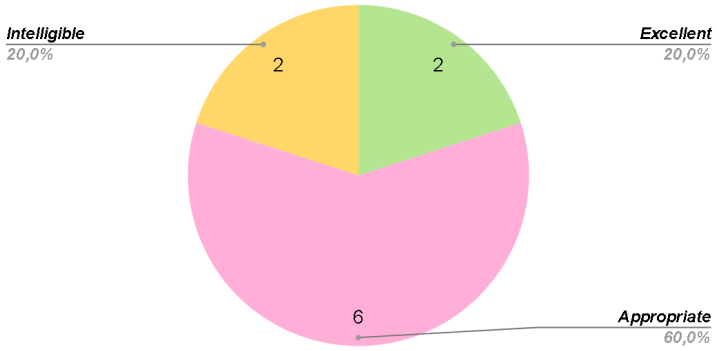
*Distribution of Observer Ratings for the Indicator "Participates"*




*Note.* $N$ = 10. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 34**

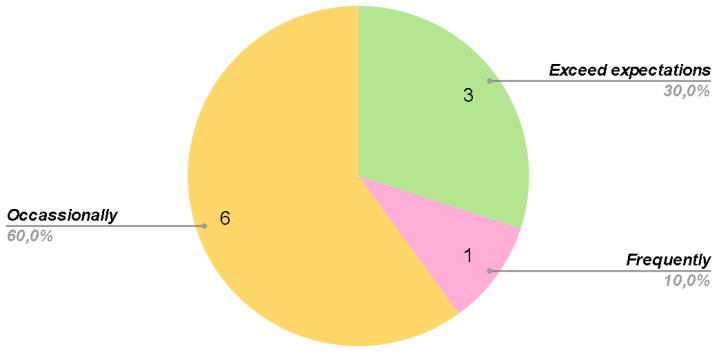
*Distribution of Observer Ratings for the Indicator "Volume"*




*Note.* $N$ = 10. Values represent the number of students rated at each criterion. Observation criteria were: low, intelligible, appropriate, and excellent.

**Figure 35**

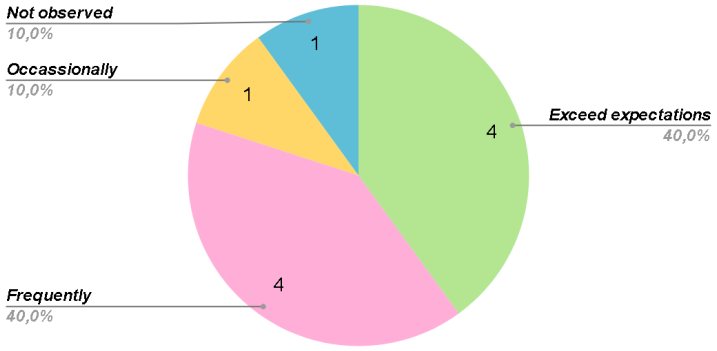
*Distribution of Observer Ratings for the Indicator "Interacts (Initiates)"*




*Note.* $N$ = 10. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 36**

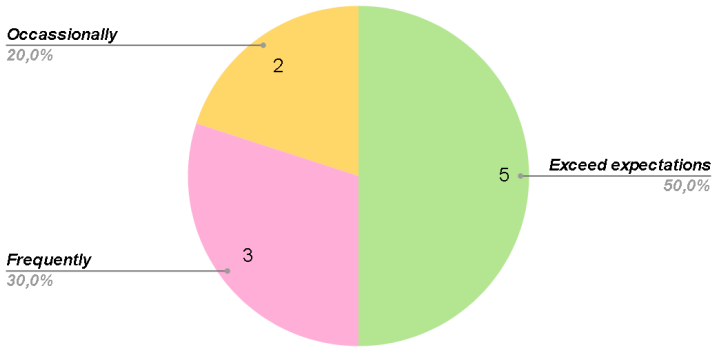
*Distribution of Observer Ratings for the Indicator "Interacts (Responds)"*




*Note.* $N$ = 10. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 37**

*Distribution of Observer Ratings for the Indicator "Seems Engaged"*




*Note.* *N* = 10. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Table 5**

*Descriptive Statistics of Observed Behaviors During the Socratic Seminar*

| Criterion | Mean | Median | Mode |
|---|---|---|---|
| Appears relaxed | 2.7 | 2 | 2 |
| Relaxes over time | 2.8 | 3 | 4 |
| Hesitation | 2.7 | 3 | 2 |
| Uses English | 3.9 | 4 | 4 |
| Participates | 3.1 | 3 | 3 |
| Volume | 3 | 3 | 3 |
| Interacts (initiates) | 2.7 | 2 | 2 |
| Interacts (responds) | 3.1 | 3 | 4 |
| Seems engaged | 3.3 | 4 | 4 |

*Note.* *N* = 10. Data were collected by researchers during the session using a 4-point scale. Criterion scale: 1 = *not observed*, 2 = *occasionally*, 3 = *frequently*, and 4 = *exceeds expectations*. Criterion scale for volume: 1 = *low*, 2 = *intelligible*, 3 = *appropriate*, and 4 = *excellent.*

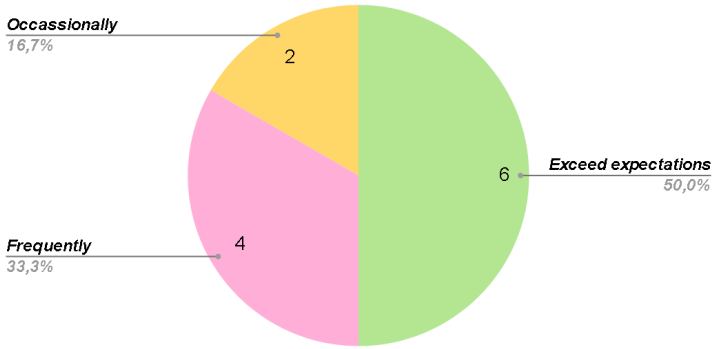
***Observation Charts: Board Game Session (Appendix G)***

Consistent with the methodology applied in the previous intervention, an observation chart was used by the researchers during the session to objectively assess students' performance, delivery, and dynamics.

Unlike the Socratic Seminar, full attendance was reported for this session. Therefore, the quantitative results presented in Figures 38–46 and Table 6 reflect the performance of all participants from the research (*N* = 12). The qualitative insights derived from the field observations are reported in the subsequent qualitative results section.

**Figure 38**

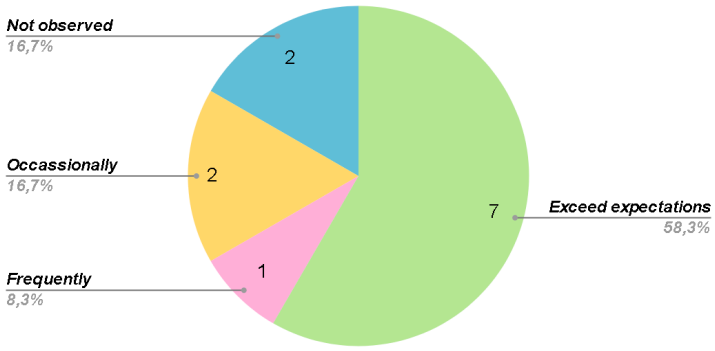
*Distribution of Observer Ratings for the Indicator "Appears Relaxed"*




*Note.* *N* = 12. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 39**

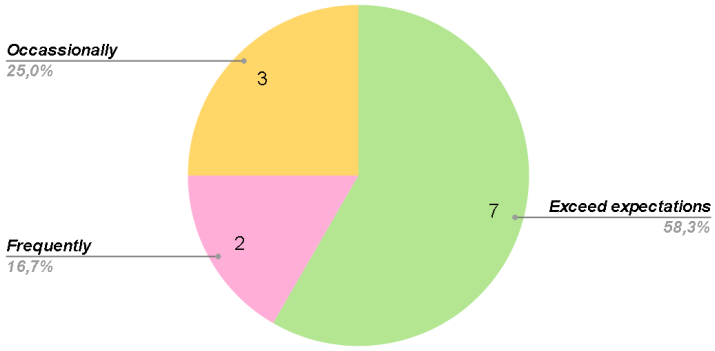
*Distribution of Observer Ratings for the Indicator "Relaxes Over Time"*




*Note.* $N$ = 12. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 40**

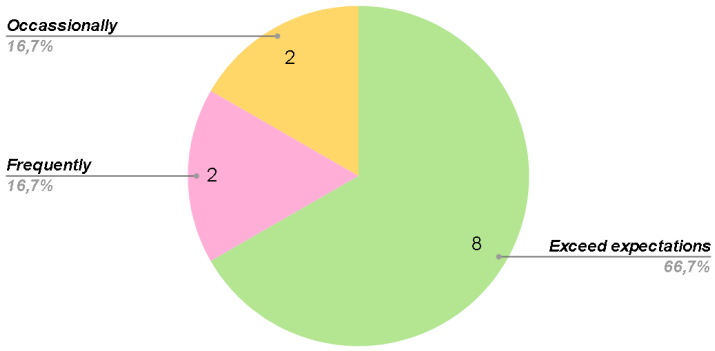
*Distribution of Observer Ratings for the Indicator "Hesitation"*




*Note.* $N$ = 12. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 41**

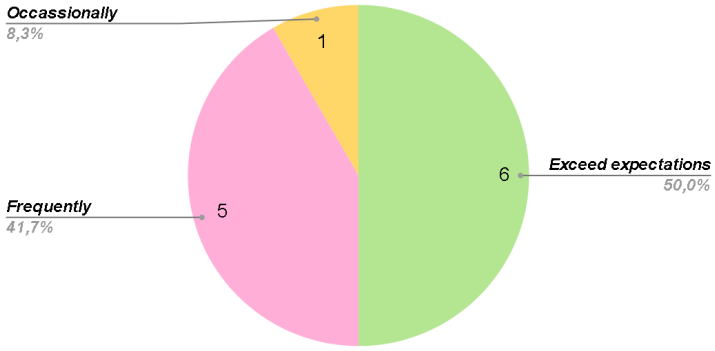
*Distribution of Observer Ratings for the Indicator "Uses English"*




*Note.* *N* = 12. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 42**

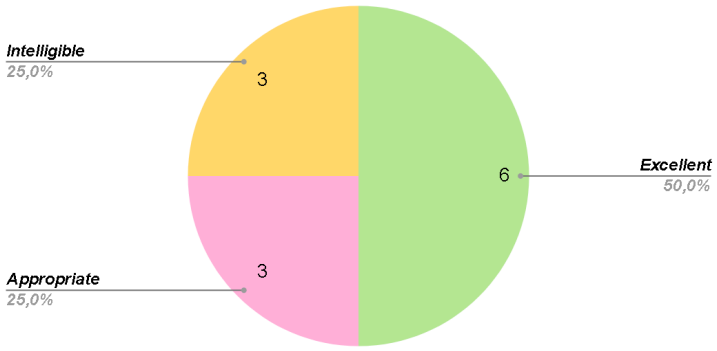
*Distribution of Observer Ratings for the Indicator "Participates"*




*Note.* *N* = 12. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 43**

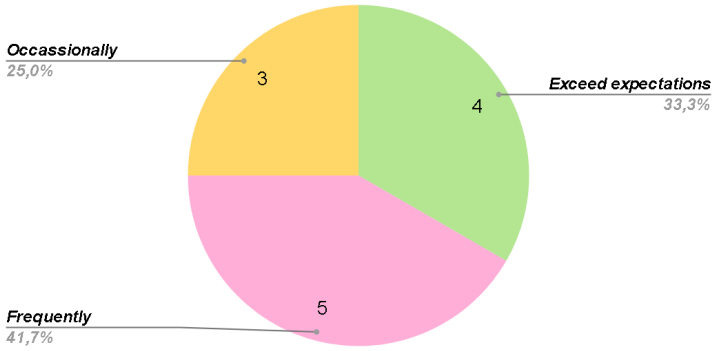
*Distribution of Observer Ratings for the Indicator "Volume"*




*Note.* $N$ = 12. Values represent the number of students rated at each criterion. Observation criteria were: low, intelligible, appropriate, and excellent.

**Figure 44**

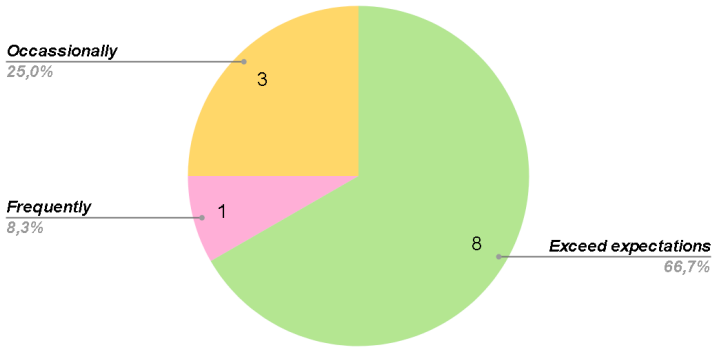
*Distribution of Observer Ratings for the Indicator "Interacts (Initiates)"*




*Note.* $N$ = 12. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 45**

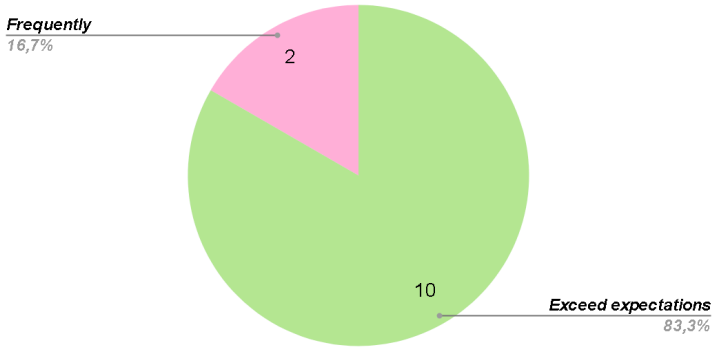
*Distribution of Observer Ratings for the Indicator "Interacts (Responds)"*




*Note.* $N$ = 12. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Figure 46**

*Distribution of Observer Ratings for the Indicator "Seems Engaged"*




*Note.* $N$ = 12. Values represent the number of students rated at each criterion. Observation criteria were: not observed, occasionally, frequently, and exceeds expectations.

**Table 6**

*Descriptive Statistics of Observed Behaviors During the Board Game Session*

| Criterion | Mean | Median | Mode |
|---|---|---|---|
| Appears relaxed | 3.3 | 3.5 | 4 |
| Relaxes over time | 3.1 | 4 | 4 |

| Criterion | Mean | Median | Mode |
|---|---|---|---|
| Hesitation | 3.3 | 4 | 4 |
| Uses English | 3.5 | 4 | 4 |
| Participates | 3.4 | 3.5 | 4 |
| Volume | 3.3 | 3.5 | 4 |
| Interacts (initiates) | 3.1 | 3 | 3 |
| Interacts (responds) | 3.4 | 4 | 4 |
| Seems engaged | 3.8 | 4 | 4 |

*Note. N* = 10. Data were collected by researchers during the session using a 4-point scale. Criterion scale: 1 = *not observed*, 2 = *occasionally*, 3 = *frequently*, and 4 = *exceeds expectations*. Criterion scale for volume: 1 = *low*, 2 = *intelligible*, 3 = *appropriate*, and 4 = *excellent.*

***Rubrics (Appendices H and I)***

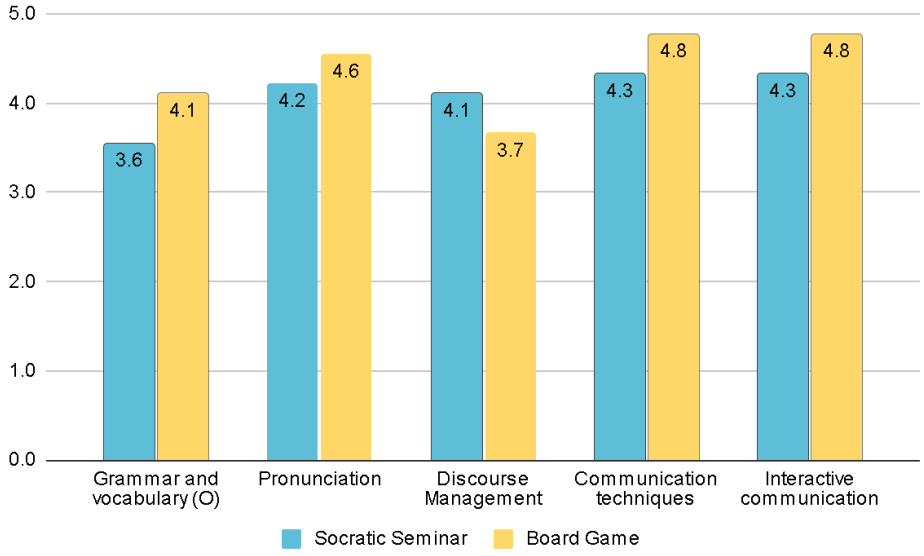
To assess students' communicative competence during each intervention, the class professor, who is also the present thesis advisor, employed a performance rubric. This instrument evaluates specific criteria related to oral performance on a scale from 1 to 5.

Data from three participants were excluded from these results to ensure statistical validity and accurate comparison. Specifically, two students did not participate in the Socratic Seminar due to absence, which does not allow for a paired comparison between the two instances. Additionally, one participant was excluded due to technical difficulties regarding audio clarity, which prevented the evaluator from accurately applying the rubric criteria.

Therefore, the table below summarizes the performance of nine students (*N* = 9), providing a comparison between the seminar and the board game sessions. It includes individual results, the mean score, and the achievement percentage for each criterion in each activity.

**Figure 47**

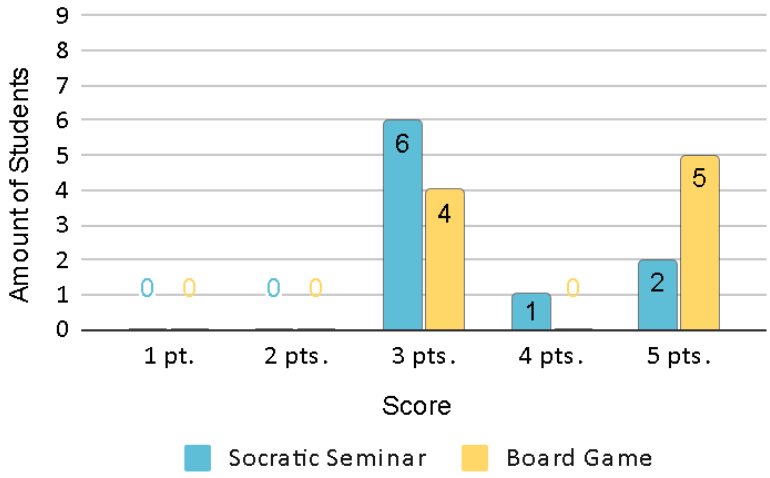
*Comparison of Mean Scores by Assessment Criterion: Socratic Seminar vs. Board Game*




*Note. N* = 9. Values represent the group mean score for each criterion on a scale from 1 (*minimum*) to 5 (*maximum)*. The comparison highlights variations in linguistic performance between the two interventions.

**Figure 48**

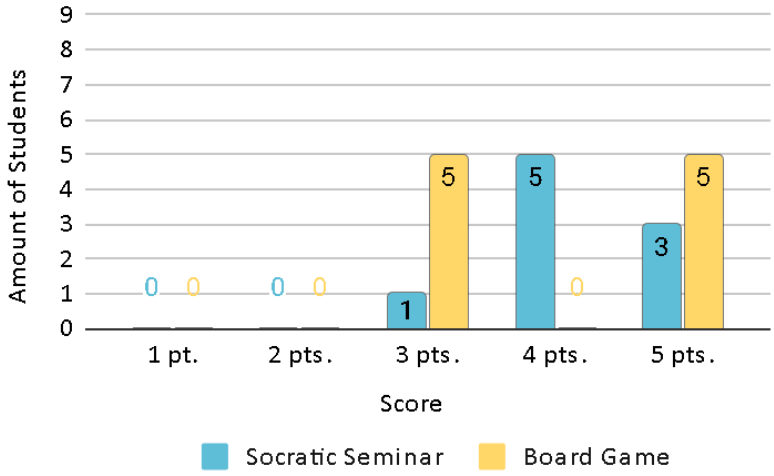
*Score Distribution For the Criterion: Grammar and Vocabulary*



*Note.* *N* = 9. Bars represent the frequency of students who achieved each score (1–5) in the Socratic Seminar versus the board game session.

**Figure 49**

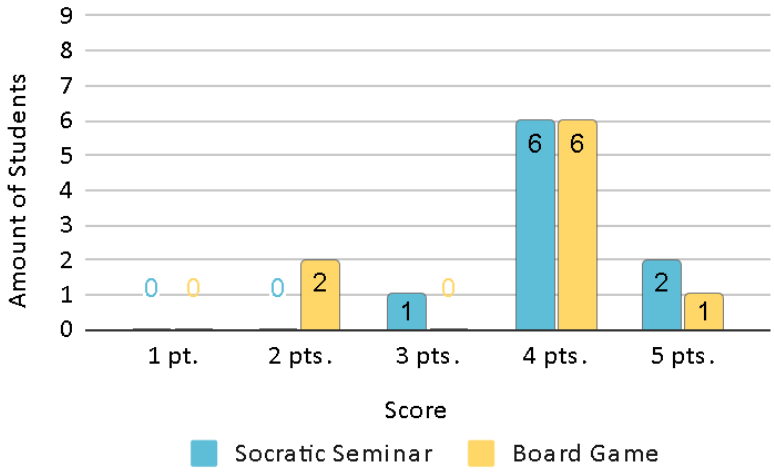
*Score Distribution For the Criterion: Pronunciation*




*Note.* *N* = 9. Bars represent the frequency of students who achieved each score (1–5) in the Socratic Seminar versus the board game session.

**Figure 50**

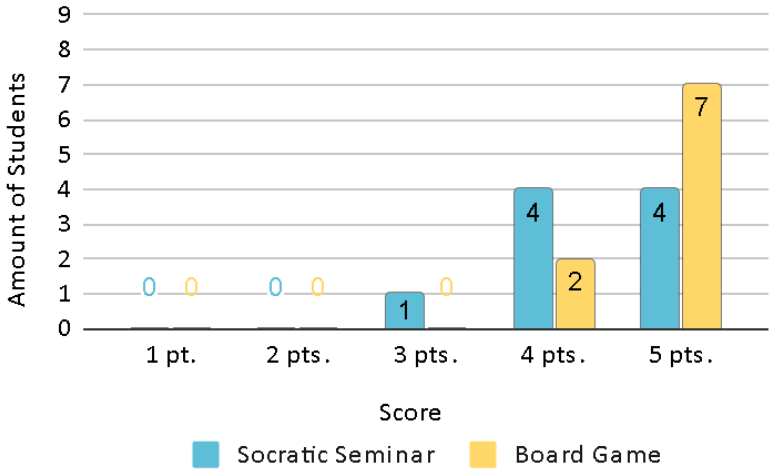
*Score Distribution For the Criterion: Discourse Management*



*Note.* *N* = 9. Bars represent the frequency of students who achieved each score (1–5) in the Socratic Seminar versus the board game session.

**Figure 51**

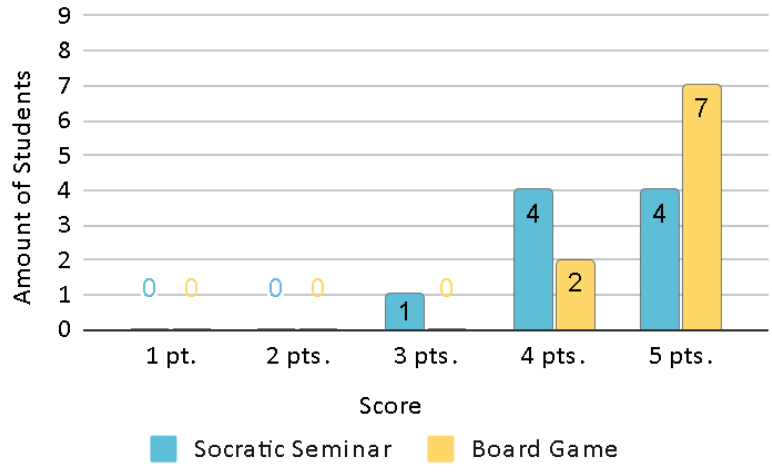
*Score Distribution For the Criterion: Communication Techniques*




*Note.* *N* = 9. Bars represent the frequency of students who achieved each score (1–5) in the Socratic Seminar versus the board game session.

**Figure 52**

*Score Distribution For the Criterion: Interactive Communication*



*Note.* $N$ = 9. Bars represent the frequency of students who achieved each score (1–5) in the Socratic Seminar versus the board game session.

**Table 7**

*Students' Performance Score Across Both Interventions*

| **Assessment Criterion** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **S8** | **S9** | ***M*** | **%** |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Socratic Seminar Session | | | | | | | | | | | |
| Grammar and Vocabulary | 3 | 3 | 3 | 4 | 5 | 3 | 3 | 5 | 3 | 3.6 | 71% |
| Pronunciation | 4 | 4 | 4 | 5 | 5 | 3 | 4 | 5 | 4 | 4.2 | 84% |
| Discourse Management | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 5 | 5 | 4.1 | 82% |
| Communication Techniques | 5 | 5 | 5 | 4 | 5 | 4 | 3 | 4 | 4 | 4.3 | 87% |
| Interactive Communication | 4 | 5 | 4 | 5 | 5 | 4 | 3 | 5 | 4 | 4.3 | 87% |
| *Total (Seminar)* | 20 | 21 | 20 | 22 | 24 | 18 | 16 | 24 | 20 | 20.6 | 82% |
| Board Game Session | | | | | | | | | | | |
| Grammar and Vocabulary | 5 | 5 | 3 | 3 | 5 | 3 | 5 | 5 | 3 | 4.1 | 82% |
| Pronunciation | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 4.6 | 91% |
| DiscourseManagement | 4 | 4 | 2 | 4 | 5 | 4 | 4 | 4 | 2 | 3.7 | 73% |
| Communication Techniques | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 | 96% |
| Interactive Communication | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4.8 | 96% |
| *Total (Dixit)* | 24 | 22 | 20 | 21 | 24 | 21 | 23 | 22 | 20 | 21.9 | 88% |

*Note.* *N* = 9. S1–S10 = Individual students coded for anonymity. Scores range from 1 (*minimum*) to 5 (*maximum*). *M* = Group mean. % = Achievement percentage. The "Total" represents the sum of scores out of a maximum of 25 points on the rubric.

**Qualitative results**

As it was explained previously, this study involved four distinct instruments administered to a sample of eleven students. The first instrument applied was a pre-test, which functioned as a diagnostic tool to evaluate students' confidence, anxiety, and engagement levels during English-speaking activities in DOLI lessons. Subsequently, an exit ticket was employed immediately after each intervention, the Socratic Seminar, and the board game, to collect the same insights on two different situations. Lastly, a performance rubric was implemented to quantitatively measure students' performance during each intervention. In this section, qualitative results from the pre-test and the exit tickets from both instances will be presented, as these instruments were designed as mixed methods to gather insights into students' perceptions, emotional responses, and performance throughout oral production tasks and assignments. Furthermore, they aimed to assess potential variations in these responses between two distinct activities, specifically a Socratic Seminar and a board game session. Some of the students' written answers in the instruments contain grammatical, spelling, semantic, and writing errors that were not modified to maintain the validity of the answers and the appendices.

***Pre-Test (Appendix C)***

Within the pre-test, there was only one question that required a qualitative answer, which was question number six that said "6. Do you need any preparation to participate in speaking activities during a DOLI lesson? If so, how do you prepare? (e.g., taking notes)". Eight students responded "*yes"* while three participants answered "*no"*. From the ones that answered yes, their justifications varied, "student 1" said "Read more than once the text, and I need to relax so I'm not that nervous when I have to do the seminar.", Student 2 answered "Yes, I need preparation. I usually read and read and practice in

front of the mirror.", student 8 said "To participate in speaking activities, I have to overthink if what I want to say would be right grammatically [*sic*] or in meaning.", student number 10 explained "I usually have some notes in my notebook, but I think I would perform a bit better if I practice speaking before, (Like 20 minutes of conversation).", student 11 stated "I'll [*sic*] try to take notes, during [*sic*]I am writting [*sic*] about the text and I highlight in [*sic*] the text, also [*sic*]. Student 12 said "Read [*sic*] what I have to say over and over again." Also, student 13 explained "I usually practice a little and drink water in order to feel my mouth the most comfortable as possible". Lastly, student 17 mentioned "Just [*sic*] organize my ideas, making bullet points."

The three students who answered "no" to the question were not quite detailed in the justification, student 6 stated "Not really.", similar to student 16, who answered "I usually don't need any preparation.", while student 9 explained a bit more saying "I don't usually prepare, but in this course I'll try to. Just to be more accurate with information." All the answers to these questions were coded by the researchers for a better understanding. When analyzing the answers, the categories were: Reading, Anxiety, Rehearsal, No preparation, Accuracy, Organizing information, Taking notes, Preparing discourse, and comfort.

***Exit Ticket: Socratic Seminar (Appendix D)***

This instrument consisted of ten questions, the first six of them mixed, where participants had to answer on a scale with different options depending on the questions, justifying why, and the last four were purely written answers. The qualitative answers from this instrument were coded in three different criteria for better understanding when it was time to analyze them; these criteria were Affective factors, Social factors, and Task-related.

The first question was "How comfortable did you feel during this session?" in which the justification from the participants were: "I wasn't prepared enough" (student 1), "Because I'm kinda insecure and I feeling [*sic*] bad for other things so everything influence on [*sic*] my mood" (student 3), "I

haven't felt pressure to speak well or in certain number of opportunities" (student 8), "I didn't know the research group was going to be that big. I expected like three people" (student 9), "I was pretty anxious" (student 12), "I don't usually get nervous with people in the classroom, but I felt that there was [*sic*] a lot of people" (student 13), "We where [*sic*] a small group, so I felt more comfortable" (student 16), "I don't like when I make mistakes and I'm in a constantly [*sic*] pressure" (student 2), "Because I was really nervous and I go[*sic*] black to [*sic*] easy" (student 17), "Because, today I am having a bad day" (student 11), "Because all of us are respectfully [*sic*] with each other and the class was actually funny [*sic*]" (student 6).

The second question, "How did you feel when you had to speak in English during this session?", was related to anxiety and provided answers with similar insights, where most of the students, seven specifically, answered that they felt Slightly anxious, for instance, student 1 said "I didn't knew [*sic*] if my answers were right", student 3 wrote "As I said before I'm insecure and lack of [*sic*] confidence". Student 8 who mentioned "I [*sic*] use [*sic*] to feel anxious when I make mistakes and I want to correct them at that time", student 9 explained "Because at [*sic*] the same reason above (big group watching) & also because I didn't remember much of the text", similar answer from student 13, who said "Same as before, a lot of people and I didn't expect it", as well as student 16 "I felt slightly anxious because there was a lot of people in the classroom". Moreover, student 12 stated "I felt very self conscious of my english", student 2 wrote "i [*sic*] not used to speak to other people that aren't my teacher or friend", "I was thinking in what I am [*sic*] feeling, so I was lowering my voice" justified student 11, the last answer from this question was from student 6, who was the only one who answered feeling not anxious at all "Because, as I said, all of my classmates were respectful".

In the third question, how engaging did you find today's activity? Students had to choose on a scale from Totally/Completely to Not at all and justify their reasons. Student 1 did not answer because they did not check the second page of the printed exit ticket after finishing the Socratic Seminar, student

3 said “Because I like [*sic*] listen [*sic*] to others [*sic*] people. This semester I don't know my classmates so it was a good first impression”, student 8 explained “Because in the conversation I didn't feel as I had to memorize the whole text, unlike it [*sic*], themes to discuss were very nice”, student 9 wrote “I really like seminars; I prefer them over a debate or a presentation”, quite similar to what student 12 said “It was interesting hearing people [*sic*] point of view”, as well as student 13’s answer “I enjoy the seminar dynamics”, following the same line with what student 16 explained “It was fun to share opinions”, same with student 11: “I like this type of activities, because I practice a lot”, and student 6 who mentioned “because we talk [*sic*] about an interesting topic”, On the other hand, student 2 “I have TDHA [*sic*] so my mind is always in the moon or other [*sic*] place”. Also, student 17 answered “I didn't feel comfortable enough nor prepared”.

The fourth question of this instrument was “How helpful do you think today’s activity was for practicing your speaking skills?” and the options went from Extremely helpful to Not helpful at all. The justifications to this questions were the following: student 1 answered “It made me use words I don't normally use”, student 3 did not justify their answer, student 8 said “I like to speak with classmates because we have few opportunities to talk about what we think in classes refering [*sic*] to specific topics”, student 9 explained that “It provides a good environment to present your ideas freely”, close to what student 13 said that “We all had a chance to speak our thoughts”, similar to the answer of student 16: “We had the opportunity to share our believes”, while student 12 wrote “It took me out of my comfort zone”, student 2 justified their answer by saying “This session helped me to be a little bit more confident”, student 17 stated “I think it was like a shock therapy”, whereas student 11 said “Because I know after the first socratic seminar I have a base to improve in my english”. Lastly, student 6 explained that “It was helpful, but I feel that I didn't use new vocabulary”.

Moving on to question number five of the exit ticket post Socratic Seminar, “Do these types of activities motivate you to speak in English?”, the options for this question were “Yes, Not sure, and No”,

in which nine students answered “Yes”. Student 1 explained this answer by saying “Because I need to forcefully need [*sic*] to speak”, student 8 said “In seminars I feel pressured sometimes because [*sic*] rubrics and marks but they help me to know what I have to improve”, student 9 stated “Because we are all nervous, and it's good when you can cope with that with other people”, student 12 wrote “I practice more”, student 13 stated “Because I like to interact with other people in English”, like the previous answer, student 16 explained “Listening to my classmates share [*sic*] their opinions makes me want to do the same”. Student 2 justified their “yes” saying that“ This kind of text challenge [*sic*] me to speak and to improve an answer, quite similar to the answer provided by student 17, who said “Because I can notice my weak points”, as well as student 11 who explained “I like to challenge myself”. Within this question there were only two people who answered “Not sure”, student 3 said “Because I like the activities but I still not [*sic*] participate enough”, and student 6, who responded “It's not comfortable to me to talk in general, it doesn't matter the activity”.

The sixth question was “How do you feel about using Socratic Seminars in English lessons?” and the options were “I like it”, “I’m not sure”, and “I don’t like it”. Nine students responded “I like it” and their justifications were the following: student 1 mentioned “Because it's a thing I'm not use to do, but I got to enjoy doing with my classmates”, student 3 stated “because it is a great way to improve our skills”, student 8 said that “In that moment I don't feel that I'm on a test, I just think that I have to try my best”, student 9 declared “because of all the reasons above”, student 13 explained that “It helps everyone to improve [*sic*]speaking skills and also learn more about eachother [*sic*]”, student 16 answered “Yes” but did not justify their answer. Continuing with the people who answered “Yes”, student 2 mentioned that “It helps me improve [*sic*] a more fast [*sic*] answer than a written test”, student 11 stated that “It is a good space to practice and learn”, student 6 said “It's funny [*sic*]?”. Regarding the participant who answered “I’m not sure”, student 17 declared, “It is a 50/50, because I like it, but it makes me very

anxious". Finally, the person who answered "I don't like it", student 12, said, "they made me feel really anxious".

The following questions only needed written answers, not choosing options from a scale. Question number seven was "What would you improve or change for the next time?, where the answers were: student 1 responded "I don't think there is something I want to change", student 3 answered "I would like to prepare myself better", student 8 mentioned "How interesting is the text that we have to read, I did not unlike it, but it was difficult to keep me interested in the text [*sic*]", student 9 stated "Maybe, in the case of my group; I would change the amount of time that we had to anwer [*sic*] the questions", student 12 said "For next time I guess I will prepare more to be less anxious", student 13 mentioned "Maybe some general conversations to "loosen [*sic*] the tongue". In addition, student 16 answered "I would take notes about what my classmates say", student 2 declared "Nothing [*sic*] it was great the activity [*sic*] itself [*sic*] is more on me (take the mark off [*sic*] the seminar JK)", student 11 mentioned "Nothing, I think socractic [*sic*] seminars work for us". Last but not least, student 6 wrote "Maybe my vocabulary", student 17 did not answer this question because the participant did not check the page where this question was.

The eighth question of this instrument was "What did you like most about today's session?", were the answers of the participants were: student 1 reported "It felt light, I didn't feel the pressure of it [*sic*] being evaluated, so I was a little [*sic*] more relaxed", student 3 said "Speak [*sic*] with my classmates", student 8 mentioned "Questions that we have to answer and also that it doesn't have mark [*sic*]", student 9 explained "I liked that Dani asked us to bring a song, because art is full of ideas & personal experiences, so I think [*sic*] is a good resource", student 12 expressed "When the seminar end [*sic*]". Moreover, student 13 reported "Interacting with my classmates and being able to speak", student 16 declared "When we talk about a song that it was full of ideology, because it was the most interesting part", student 2 said "I could laugh more than previous class", student 11 stated "The topic was so

interesant [*sic*] of this seminar [*sic*], I really understand how this [*sic*] ideologies affect us", student 6 expressed "When we talked about songs", student 17 did not answer this question because the participant did not check the page where this question was.

Continuing with question 9 "What did you find challenging about today's activity?" participants expressed the following: student 1 stated "That I didn't fully read the text, so I wasn't that prepared", student 3 declared "Find [*sic*] the correct words", student 8 said "Remember [*sic*] concepts and try to apply them at [*sic*] answering the questions", student 9 mentioned "That they were other people watching. Usually, we do the seminars with only the seminar group on [*sic*] the classroom", student 12 "Finding the correct words". Besides, student 13 said "Organising my ideas in the moment I was speaking", student 16 responded "To make the conversation fluid and introducing the cuestions [*sic*]", student 2 expressed "I think the most challenging part of today's activity was not to feel shame for what I think or believe", student 11 stated "it was good, so interesting", and to end the answers of this question, student 6 answered "Talk [*sic*] in general", student 17 did not answer this question because the participant did not check the page where this question was.

The last question of this exit ticket was "Is there anything else you would like to say about the activity?", in which the answers were: student 1 mentioned "Even if i [*sic*] wasn't that prepared, i [*sic*] enjoyed it", student 3 said "It was better than I thought", student 8 expressed "I felt confident with the group I was, and researchers were kind", student 9 answered "Not really. Maybe add more questions", student 12 reported "It wasn't as bad as I thought". Furthermore, student 13 answered "I like the [*sic*] seminars in general, so maybe more questions", student 16 responded "Maybe more cuestions [*sic*]", student 2 declared "I don't have anything to say about the activity", student 11 mentioned "As I said, I really like how [*sic*] this activity, because socratic seminar it [*sic*] is a space to talk without having problems", student 6 expressed "No, it was pretty good". To finish, student 17 did not answer this question because the participant did not check the page where this question was.

***Exit ticket: Board Games (Appendix E)***

After the board game session, participants completed an exit ticket with similar questions as for the Socratic Seminar, but for this instance. This instrument consisted of ten questions, the first six of them mixed, where participants had to answer on a scale with different options depending on the questions, justifying why, and the last four asked for written answers only. In this case, the qualitative answers from this instrument were coded in different criteria for better understanding when it was time to analyze them; these criteria were “Safe social environment”, “Fun/playful motivation”, “Understanding of rules”, “Linguistic production”, "Reduced anxiety”, and “Limitations”.

The first question of this instrument was “How comfortable did you feel during this session? , where the answers of the participants were: student 1 reported “Because I didn’t knew [*sic*] how to play the game”, student 2 said “I was with friends that really were fun at the moment to play”, student 3 mentioned “Because my group was great”, student 6 expressed “Because it was fun, kinda violent, but fun”, student 8 explained “I was playing with people I knew they were not going to correct me in a mean way”. Moreover, student 9 stated “Because I enjoy boardgames”, student 10 reported “My group was nice”, student 11 mentioned “I was with close friends so I feel [*sic*] confident”, student 12 expressed “It was fun”, student 13 declared “It was fun and I felt it was with great company”, student 16 explained “It was funny to play and more easy [*sic*] for me to speak”, and student 17 stated “Because it was pretty fun”.

The second question of this instrument was “How did you feel when you had to speak in English during this session?”, where the answers of the participants were: student 1 reported “I was with friends”, student 2 said “I was to [*sic*] comfortable so I speak [*sic*] a lot”, student 3 mentioned “For the same reason”, student 6 expressed “We use so much jokes and things like that, so i [*sic*] feel safe”, student 8 explained “I just felt anxious when I didn´t get the point of the game, but then I did”. Moreover, student 9 stated “I felt more comfortable in this setting”, student 10 reported “Is [*sic*] hard for

me to be fluent with words", student 11 mentioned "Because I was comfortable with my classmates", student 12 expressed "I was very comfortable", student 13 declared "I felt comfortable with my classmates", student 16 explained "The concepts were not really hard to explain", and student 17 stated "More relaxed than in other activities".

The third question of this instrument was "How engaging did you find today's activity?", where the answers of the participants were: student 1 reported "I love playing games and I don't usually play boardgames [*sic*]", student 2 said "I was thinking to [*sic*] fast and that kept me active", student 3 mentioned "It was very fun", student 6 expressed "I don't have a reason, it was just good", student 8 explained "It was so funny I wanted to keep playing". Moreover, student 9 stated "I really like the idea of games to improve language usage", student 10 reported "It is a fun game and people practice English and less used words (like "complex" concepts)", student 11 mentioned "Because it is a funny activity, but I would like to understand [IsicI] earlier", and student 13 declared "It was perfect for the subject and really fun".

The fourth question of this instrument was "How helpful do you think today's activity was for practicing your speaking skills?", where the answers of the participants were: student 2 reported "I can improve ideas from now on", student 6 said "I talk so much", student 8 mentioned "It help [*sic*] us to assigned [*sic*] a concept to something abstract in sometimes [*sic*]", student 9 expressed "Because it brought us a comfortable environment", student 10 explained "It made me think of words I don´t usually use". Moreover, student 11 stated "I was using constantly [*sic*] help [*sic*] same structure to answer", student 12 reported "I speak a lot", and student 17 declared "Because it was an [*sic*] not that serious environment, it was free".

The fifth question of this instrument was "Do these types of activities motivate you to speak in English?", where the answers of the participants were: student 2 reported "Because they keep me active", student 3 said "Because it is comfortable", student 6 mentioned "Because it makes me feel safe

and comfortable", student 8 expressed "Yes, but I used to forget to speak in English while playing sometimes", student 9 explained "Because of all of the above". Moreover, student 10 stated "I like games where we have to use different words", student 11 reported "It makes me practice and learn more of my classmates", student 12 mentioned "Because it's more relax [*sic*] and I don't feel the pressure of making a mistake", and student 17 declared "Because I didn´t feel the pressure".

The sixth question of this instrument was "How do you feel about using board games in English lessons?", where the answers of the participants were: student 3 reported "It is fun", student 6 said "Because it's fun", student 8 mentioned "they are funny [*sic*] and make us talk a lot", student 9 expressed "It is a useful tool to make speaking-related abilities more engaging", student 10 explained "I like this type of board games, they are a bit intellectual". Moreover, student 11 stated "it is a dynamic way to abor [*sic*] a new language", student 12 reported "it was fun", and student 17 declared "It is a really interesting experience, I would like it to do it [*sic*] more often".

The seventh question of this instrument was "What would you improve or change for the next time?", where the answers of the participants were: student 1 reported "my understading [*sic*] of the rules of the game", student 2 said "I wouldn't change nothing", student 3 mentioned "nothing it was pretty fun", student 6 expressed "Nothing", student 8 explained "I would add more time to play". Moreover, student 9 stated "simpler instructions. or not, maybe they weren't difficult: maybe was the way it was written", student 10 reported "I'll try to be more confident when I have to say something", student 11 mentioned "explain with a clear example the instructions", student 12 expressed "nothing it was pretty fun", student 13 declared "Maybe more time, or explaining the rules before the time designated for the game", student 16 explained "Maybe more time, because we last [*sic*] a lot of time trying to understand the rules", and student 17 stated "Nothing, it was pretty fun".

The eighth question of this instrument was "What did you like most about today's session?", where the answers of the participants were: student 1 reported "playing with my friends", student 2 said

“playing games”, student 3 mentioned “my group”, student 6 expressed “The board games”, student 8 explained “that we can learn and improve the way we communicate with others trough [*sic*] plays”. Moreover, student 9 stated “The board game itself”, student 10 reported “To know new and nice people”, student 11 mentioned “play, I think the most funny game when you understand”, student 12 expressed “everything and the laughs and my group”, student 13 declared “Interacting with my classmates”, student 16 explained “Playing with my partners”, and student 17 stated “The laughs, my group”.

The ninth question of this instrument was “What did you find challenging about today’s activity?”, where the answers of the participants were: student 1 reported “thinking concepts for the cards”, student 2 said “trying to keep the game active”, student 3 mentioned “the creativity”, student 6 expressed “Nothing”, student 8 explained “I dont [*sic*] like boardgames so i [*sic*] challenged myself to play”. Moreover, student 9 stated “understading [*sic*] the instructions and start playing the game ”, student 10 reported “to explain my thoughts and to give my opinion”, student 11 mentioned “I find challenging give [*sic*] a concept or sentence without being obvious”, student 12 expressed “imagine things on topic”, student 13 declared “The game and the rules”, student 16 explained “Understand [*sic*] the rules of the game”, and student 17 stated “The creativity”.

The tenth question of this instrument was “Is there anything else you would like to say about the activity?”, where the answers of the participants were: student 1 reported “it was really fun!”, student 2 said “nope”, student 3 mentioned “que se repita [*sic*]”, student 6 expressed “No, it was good”, student 8 explained “this helped us to prepare for the dix-it seminar”. Moreover, student 9 stated “Not really, it was fun”, student 10 reported “It was fun”, student 11 mentioned “it is a good activity”, student 12 expressed “it was very fun and creative”, student 13 declared “I liked the game, but I felt that it was too little time”, student 16 explained “It was helpful for me to speak”, and student 17 stated “I like [*sic*] so much, even if I lose”.

***Observation Chart: Socratic Seminar (Appendix F)***

This instrument was designed to provide a complementary perspective by capturing real-time behaviors and affective variables that may not be fully reflected in a linguistic rubric. Furthermore, a space was left for the observer to write down general observations, which are going to be presented in this section. These observations were coded in an Excel spreadsheet through four different categories: Fluency, Intelligibility, Accuracy, and Language. Some notes taken were placed in two categories. It is important to mention that the observations were written as how the observer felt most comfortable with; there were no rules or format for this part, therefore, there are writing errors, as well as notes with both English and Spanish.

Regarding Fluency, the observations written in the observation chart during the Seminar were the following: “Not muy fluent, se cortan ideas”, “Un poco difícil seguirle las ideas”, “Fluency y grammar nice”, “Super fluent, pronoun bacán”, “Falta fluency, habla lento”.

Tackling Intelligibility, what was written was: “Volumen difícil de entender a veces”, “Volumen appropriate”, “A veces no se distingue pronunciación”, “Super fluent, pronoun bacán”, “Low volume / normal/low again”, “Corrects herself”, “(volume improves) when confident (?)”.

When it comes to Accuracy, the notes that were taken were: “Un poco difícil seguirle las ideas”, “Corrects herself”.

For Language, the observations were: “Grammar más o menos”, “Fluency y grammar nice”, “It was” (correction from what the observer heard), “To learn more about that” (correction from what the observer heard), “social estallido” (a participant said this, so it was written to further analysis), “used panorama”, "maybe" as a tag”, "Critizing" instead of “criticising”, “Dice algunas palabras en español (muletillas)”.

***Observation Chart: Board games (Appendix G)***

This instrument was designed to provide a complementary perspective by capturing real-time behaviors and affective variables that may not be fully reflected in a linguistic rubric. Furthermore, a space was left for the observer to write down general observations, which are going to be presented in this section. These observations were coded in an Excel spreadsheet through twelve different categories: Anxiety, collaboration, confidence, engagement, fluency, initiative, intelligibility, language, motivation, participation, social, and volume. It is important to mention that the observations were written as how the observer felt most comfortable with; there were no rules nor format for this part, therefore, there are writing errors, as well as notes with both English and Spanish.

In terms of anxiety, the observations made were: “Trembling hands”, “No fidgeting”, “No hay stimming/fidgeting”, “Seems anxious when spotted by the teacher (hizo mueca cuando profe le hizo un comentario tipo "good for u")”.

Regarding the collaboration category, the observations made were: “leads the session”, “Interactúa con los demás”, “Cuestiona e interactúa”, “Hay discusión”.

On Confidence, the observations collected were: “A lot of jokes”, “Natural”, “Interactúa con naturalidad -> curses”, “Seems confident”, “Habla con naturalidad”, “La dinámica es fluida y natural”.

Regarding Engagement, the observations wrote in the observation chart during the board game session were the following: “Overtime, explanation on votes tend to be shorter and less elaborated”, “Ask questions”, “Reacciona a lo que dicen los demás”, “Se ve engaged y motivated”, “Participa con entusiasmo”, “Muestra iniciativa en las interacciones”, “Pierde interés con el tiempo”, “Cuestiona e interactúa”, “Como que se van cansando con el tiempo”, “Cuando se avisa que quedan 5 min como que se activan”.

In the Fluency category, there were only two observations collected: “Excellent use of pauses, and rhythm of the voice”, “La dinámica es fluida y natural”. With the same amount of observations, the Initiative category collected: "Initiative main point”, “Consistent participation and initiative."

Tackling Intelligibility, the obtained observations were: “Has to work on tone of voice (very monotonous)”, variety of tones to emphasize certain words and ideas, “Has to work on volume”, Adecúa su volumen cuando hay ruido” “Three (sonido th)-> trí points every time”.

In the Volume section, we only received one observation: “Has to work on volume”.

On language category, the observations collected were: “Uses Spanish”, “Used Spanish a lot”, “Spanish presence”, “Overall, good level of English”, “Excellent use of connectors”, “That's why I (choose) that cards (chose)”, “Good use of connectors”, “Has to pay attention to the tenses”, “Hizo comentario en español ("quiero mi camita") se salió del contexto, separando una interacción natural con la del juego”, “1 concepto en español (no lo conocía en inglés)”, “Grammar (to be-tenses) improve”, “Three (sonido th) → trí points every time”.

For Motivation, the observations were: “Over time, explanations on votes tend to be shorter and less elaborated”, “Se ve engaged y motivated”.

When it comes to participation, the notes that were taken were: “Very passive role”, “Explanations were short”, “Leads the session”, "Initiative main point”, “Consistent participation and initiative", “A lot of jokes”, “Interactúa con los demás”, “Habla lo necesario”, “Hace comentarios ocasionales”, “Participa con entusiasmo”, “Muestra iniciativa en las interacciones”, “Hace comentarios”, “Iniciativa ok.”

Finally, on the social matter, the observations consisted of: “Nadie acapara la conversación”, “Hay discusión”, “Se hacen comentarios ocasionales (no solo porque TIENEN que hablar)”, “Use of slang (?) lenguaje informal y natural”.

# Discussion

## General Overview of Findings

Based on the analysis of the collected data, it is safe to say that affective factors such as anxiety, motivation, engagement, and peer closeness play a crucial and determining role in oral performance within TEFL settings. The findings of this study demonstrate that these factors can act as either barriers or facilitators for oral performance. Notably, the use of board games, particularly Dixit, has been found to produce a marked and consistent reduction in these affective barriers, leading to significant improvements in key aspects of oral performance, including fluency, confidence, willingness to communicate, and overall oral engagement. From the results, it is possible to conclude that there is a strong relationship between the affective barriers raised during oral assessments and communicative willingness and accuracy. Thus, it can be asserted that oral performance cannot be separated from the emotional conditions of the task.

Integrating all findings, anxiety emerged as one of the primary limitations on students' oral performance, even more than linguistic gaps or vocabulary limitations. It is a significant factor that accounts for the differences in oral performance across the two interventions conducted. Therefore, anxiety is not a simple background variable; it is a crucial mediating mechanism through which oral performance is affected. Elevated levels of anxiety tend to result in a decrease of fluency, intelligibility, interaction initiation, confidence, and engagement in communication. At the same time, anxiety can increase cognitive overload due to the pressure of self-monitoring and social or academic demands. Conversely, when anxiety levels are mitigated, these same features tend to exhibit improvement, and not only that, but also spontaneity, natural interactions, and communicative risk-taking seem to appear.

**Baseline State: Pre-Test Analysis**

To understand the impact of the interventions, it is essential to examine the baseline state of students. The pre-test analysis reveals that, even before the interventions took place, oral performance was significantly influenced by affective factors. Apparently, anxiety seems to be present even before any oral activity takes place, indicating that students might perceive speaking English as a high-risk situation. This anticipatory anxiety points to the idea that students' emotional responses may be conditioned by long-term previous academic experiences rather than the features of each specific task, and it could explain why even non-graded academic tasks could still elicit significant anxiety levels.

Gardner and Macintyre (1991) contend that anxiety interferes with cognitive processing before production begins, as students experience this apprehension when knowing that the task requires oral production in a language they do not fully command. This pattern was evident in the pre-test reports, which highlighted students' concerns regarding confidence, anxiety, and the difficulties they face in expressing their ideas orally.

Regarding the pre-test evaluation of anxiety and confidence on items 5–14 (Figures 5–13), response patterns, except for item 13, indicated that the tendency maintained between "I'm not sure" and "Sometimes", with any measure of central tendency below "I'm not sure" (see Table 2). Furthermore, 45.5% of participants acknowledged that they tend to make mistakes when they feel anxious (Figure 9). Regarding item 12, 36.4% of students reported "Usually" experiencing difficulties articulating their thoughts during oral assessments, while another 36.4% selected "Sometimes". Notably, no student reported "Never" experiencing difficulties in articulating their thoughts during oral tasks (Figure 11). Finally, none of the participants stated feeling "Completely Comfortable" making mistakes in English-speaking activities (Figure 10).

These results displayed that students tend to feel uncomfortable when expressing their ideas, often experiencing anxiety and being afraid of errors. Thus, revealing a possible sensitivity to social

pressure, feelings of discomfort, fear of failure, and an apparent low linguistic self-esteem. These findings align with the assertions of Zhang and Dong (2019), who noted that highly anxious students often lack confidence, present fear of being laughed at, and assume others will outperform them. Despite these high anxiety levels, the pre-test responses are not extreme in either direction, suggesting an intermediate experience where willingness exists but is hindered by high anxiety and insecurity. As stated by Jha et al. (2018), anxiety is a response to a perceived threat that affects both physical and mental health; the pre-test provides a tangible view of students' anxiety during evaluations and the anticipated fear of failure.

Most participants recognized having a better performance when they are not being assessed. This indicates that students may not feel free to speak naturally or spontaneously when academic pressure is present, as the perception of being evaluated and the fear of making mistakes seem to trigger self-censorship, overthinking, and corporal tension. Ultimately, being consistent with all instruments' results, these feelings of unease ended up affecting participation, fluency, intelligibility, and overall performance. The codification of the results demonstrated a prevalent sense of self-doubt, fear of failure, and discomfort with oral tasks, correlating with Sosa-López and Mora's (2022) findings that speaking activities in a second language are highly anxiety-evoking for students. This is also consistent with Horwitz et al.'s (1986) concept of Foreign Language Anxiety, which emphasizes the feelings of dread that can arise in second language classes, and in this case, English-speaking activities. The results from the pre-test anticipated the performance observed during the Socratic Seminar, where anxiety seemed to limit oral fluency, a situation that shifted drastically during the second intervention with the Dixit game, where a more natural and spontaneous speech was observed.

**The Impact of Evaluative Perception: Socratic Seminar vs. Board Games**

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Most participants recognized having a better performance when they are not being assessed. This indicates that students may not feel free to speak naturally or spontaneously when academic pressure is present, as the perception of being evaluated and the fear of making mistakes seem to trigger self-censorship, overthinking, and corporal tension. Ultimately, being consistent with all instruments' results, these feelings of unease ended up affecting participation, fluency, intelligibility, and overall performance. The codification of the results demonstrated a prevalent sense of self-doubt, fear of failure, and discomfort with oral tasks, correlating with Sosa-López and Mora's (2022) findings that speaking activities in a second language are highly anxiety-evoking for students. This is also consistent with Horwitz et al.'s (1986) concept of Foreign Language Anxiety, which emphasizes the feelings of dread that can arise in second language classes, and in this case, English-speaking activities. The results from the pre-test anticipated the performance observed during the Socratic Seminar, where anxiety seemed to limit oral fluency, a situation that shifted drastically during the second intervention with the Dixit game, where a more natural and spontaneous speech was observed.

***The Socratic Seminar Experience***

A main finding was that anxiety remained high during the Socratic Seminar session, despite the lack of a grade, proving that the seminar's formality seems to be enough to trigger evaluative anxiety.

Most of the sample demonstrated that under the pressure of being assessed, or in an environment that could be perceived as more “academic”, their anxiety and heightened self-awareness about the situation and their performance could create barriers to effective communication during English-speaking activities. This phenomenon can be attributed to the nature of the activity, as the Socratic Seminar, despite being a practice instance, carries a strong perception of formality and academicism, and tends to be perceived as evaluative, with a high risk index. Consequently, students tend to naturally associate Socratic Seminars with an assessment or a challenging instance, rather than with a safe or comfortable activity to practice language, being this enough reason to overthink and attempt to avoid mistakes.

Despite being a practice instance, the seminar reproduced conditions of tension, as students interpreted it through the lens of academic expectations, activating their pre-existing anxiety patterns documented in the pre-test. Students repeatedly described feeling nervous because they were overthinking their contributions, feeling observed, or were afraid of making mistakes. This reinforces how the formal structure of the seminar is strongly associated with correctness, performance, and evaluation, a phenomenon that was reflected in the data collected from all instruments. Most results, both qualitative and quantitative, demonstrate that despite not being a graded activity, students became hyper-conscious of their performance; overthinking their actions, sentences, pronunciation, whether their preparation was enough, and especially doubting their language proficiency. Furthermore, during the Socratic Seminar, many students were observed playing with their hands, pens, or other objects, which could be interpreted as a possible form of self-regulatory behaviour, possibly associated with the activity’s formal nature.

Regarding the anxiety elicited during the research, multiple factors emerged and repeated, making evident an important pattern to take into account. For instance, in question 6 of the Socratic Seminar exit ticket (Figure 22), one participant stated not liking the use of Socratic Seminars in English lessons; the reason given for this was “they made me feel really anxious” (Appendix D12). These feelings

were prevalent in several qualitative responses across the exit tickets (Appendices D1–D17), with students expressing concerns such as:

- "I didn't knew [*sic*] if my answers were right."
- "I use [*sic*] to feel anxious when I make mistakes and I want to correct them at that time."
- "I was thinking in what I am [*sic*] telling"
- "I felt very self-conscious of my English",
- "Is [*sic*] hard for me to be fluent with words",
- "I don't like when I make mistakes and I'm in a constantly [*sic*] pressure",
- "I felt my English was so weak"
- "I didn't feel comfortable enough nor prepared"
- Regarding the question "What did you find challenging about today's activity?": "Finding the correct words".

These responses indicate not only considerable levels of anxiety and fear of failure but also a diminished self-perception regarding their linguistic abilities. Such feelings can increase insecurity and anxiety when speaking in public, especially in academic settings. Later, the observation charts corroborated the anxiety manifested in the Socratic Seminar exit tickets. These behaviours are characteristic of affective filters, as the learners' focus is on self-monitoring instead of being present in their learning process (Krashen, 1982).

In the Socratic Seminar's exit ticket, on question No. 1 (Figure 17), 54.5% of participants reported feeling "a little uncomfortable", of which most of these answers are related to affective factors such as emotional state and anxiety. From the same question, another 9.1% reported feeling "comfortable", 36.4% indicated "very" but not "completely comfortable", with zero responses for "totally comfortable". Conversely, in question no. 2 (Figure 18) of the Socratic Seminar's exit ticket, 63.6% of students reported

feeling “Slightly anxious”, 27.3% indicated “Very anxious”, and only 9.1%, equivalent to one out of eleven students, stated they felt “Not anxious at all” during the session. When it comes to confidence and anxiety, both the mean, the median, and the mode did not get higher than "Slightly anxious" (Table 3). The evaluative nature of the Socratic Seminar resembles the type of anxiety described by Horwitz et al. (1986), which can reduce fluency and encourage avoidance behaviours.

This is consistent with Chan’s (2019) literature, which explains how the focus on rigid formats, in this case a Socratic Seminar, limits the development of spontaneous oral abilities, as students tend to prioritize prepared answers of the tested skills instead of genuine communicative skills. Undeniably, the Socratic Seminar plays an important role in practising structured and argument-based discourse. However, in this study, it also restricted spontaneity and narrowed the range of contributions, revealing that even though there was a disposition and interest for the topic, the oral performance was affected by the anxiety elicited by the inherent nature of the activity. In this study, anxiety was high during a formal task that, despite being ungraded, was perceived as an evaluative instance, leading to decreased fluency, participation, and engagement.

***The Board Game Experience***

Board games, on the contrary, disrupted the evaluative frame and dramatically reduced anxiety. While academic tasks, such as a Socratic Seminar, can trigger internalized patterns of fear, performance pressure, and self-monitoring, games proved to have a “safer” perception and place students in a low-stakes communicative space that enabled genuine oral expression. The game’s context transformed performance through affective and social factors and reinforced mistake tolerance, as mistakes became part of the flow of the interaction rather than points of evaluation. In a ludic and collaborative context, anxiety is reduced; social motivation increases, fluency and engagement improve, spontaneity and initiative emerge, and language becomes natural and communicative. Participants noted that board

games created a comfortable, pressure-free environment, which reduced their anxiety when speaking and encouraged spontaneous communication.

This is notably contrasted to the aforementioned results from the Socratic Seminar session. In the game session, 50% of the participants expressed that they felt “Completely comfortable”, while the remaining 50% reported feeling “Very comfortable” during the session (Figure 23). The reasons provided for these answers were related mostly to feeling a safe social environment, the presence of fun/playful motivation, and decreasing anxiety. Notably, during the board game session, there was a marked reduction in anxiety levels, as the data reveals that a substantial majority of 83.3% of the sample indicated not feeling anxious at all during the game session (Figure 24). The Dixit session produced the lowest anxiety levels across all instruments, with every participant reporting feeling “comfortable” or “not anxious at all”.

Several elements of the board game activity contributed to this; the activity had no grade, evaluation, or formal expectations, and the activity provided a diminished assessment perception, as students felt freer to speak without over-monitoring their output. Across all instruments, anxiety showed a marked decrease with the use of board games. This may be because the game mechanics redirected attention toward interaction and enjoyment rather than evaluation or correction, reducing self-consciousness and the need to avoid mistakes. For instance, one of the participants noted that they prefer board games because they do not make them feel pressured, reinforcing the notion that when the context is perceived as evaluative, anxiety or nervousness increases, which may affect oral proficiency or lead students to make mistakes.

Conversely, when the space is perceived as “safe” or “non-evaluative”, anxiety levels decrease, allowing for a more natural communication. This is why the seminar’s formality could be a key factor behind this anxiety, being consistent with literature that suggests that more relaxed instances, such as games, could be a tool to retrieve positive washback in oral performance (Dörnyei & Csizér, 2002; Pitoyo

et al., 2020). Consistently, the Dixit session created a more relaxed atmosphere, which helped students participate more confidently and for longer stretches, and offered us a clear window into students' communicative competencies, allowing them to speak with less pressure and greater expressive ease. The board game worked as a reducer of affective filters, lowering anxiety in a playful and collaborative task, leading to increases in fluency, participation, confidence, and spontaneity. These factors reflect the "relaxed and safe learning atmosphere" recommended by Aziz and Kashinathan (2021) and reassert Cheng's (2018) and Fithriani's (2018) findings that board games lower anxiety and promote freely expressed ideas and improved oral performance.

**The Social Dimension: Peer Dynamics and Safety**

Qualitative and quantitative coding made social safety emerge as an essential dimension. The factor "friends" seems to play a vital role when it comes to engagement and anxiety. Students repeatedly reported feeling less anxious when working with friends during the game, and more anxious when speaking in front of larger groups or with people with whom there is no closeness during the seminar. Answers that are consistent with statements of Sosa-López and Mora (2022), who stated that the perceived attitude of the interlocutor has an impact on anxiety levels, which, in consequence, can hinder communicative performance.

A notable shift was observed in a subset of students who initially reported being "Very anxious" or "Slightly anxious" in the Socratic Seminar session, where they were not only with their friends. These same participants indicated an anxiety level of "Not anxious at all" in the second session with board games and their chosen group of friends. When asked why, they responded that it was because they were with their friends. The game's exit ticket qualitative answers support that being with close peers with whom they felt comfortable made the session more enjoyable, and made evident that group familiarity amplified relaxation and willingness to communicate. One student displayed a drastic change

in the anxiety and comfort levels, going from “pretty anxious” and “a little uncomfortable” in the seminar to “not anxious at all” and “totally comfortable” during the game (Appendices E1–E17). For this, being with friends was key, as they stated.

Along with the previously mentioned elements, another relevant feature that emerged during the study was the importance of peer dynamics. One of the most frequently mentioned aspects in students’ responses was the importance of participating with friends, which played a significant role in how they felt and performed; students consistently noted that working with friends reduced fear of judgment and increased comfort, enhancing the sense of safety and making confident behavior more natural regarding making mistakes. In question no. 1 of the board game exit tickets, one student responded: “I was playing with people I knew were not going to correct me in a mean way” (Appendix E8). This relates to the findings of Samosir et al. (2023), who indicate that students prefer to practice with their peers because a friendlier and more relaxed environment gives them greater confidence and reduces fear of being judged. This assertion was reflected in the students’ responses and attitudes, with several students who reported high levels of comfort attributing it to being with their group of friends. The social factor played a fundamental role in students’ level and desire to participate, anxiety levels, and in fostering a more positive attitude toward language use. Surely, the socio-emotional climate of a task seems to determine performance more than linguistic difficulty.

For this sample, it is possible to conclude that participating in the intervention with a group of friends had a positive effect on the students and acted as anxiety-reducers. The presence of friends, the cooperative dynamic, and the playful environment transformed speaking into a natural and spontaneous act, giving students greater freedom to use the language without fear of making mistakes. Working with close peers lowered affective barriers and increased comfort, aligning with Hassan et al.’s (2023) affirmations that practicing the language with friends improves motivation and promotes a friendly environment. The game activated communicative and social competence more naturally, transforming

oral production into a meaningful experience. Students could interact with their classmates in a relaxed context, practising their oral abilities without overthinking.

**Linguistic performance**

From the linguistic production perspective, a comparison between the Socratic Seminar and the board game activity indicates that students' linguistic production shifted primarily because each task placed distinct cognitive and affective demands on them. As foreseen in the pre-test results, anxiety interfered with oral performance by reducing fluency, participation, and volume. Also, students who marked higher levels of anxiety on the pre-test (see Figure 6) marked lower fluency and lower general performance during the Socratic Seminar (Appendix H) , which proves the value of affective variables on oral production. This data, along with the data collected across all other instruments, allows us to assume a visible relationship between the affective factors involved in each task and the oral performance of students. This shows agreement with Amini et al.'s (2019) findings that demonstrated that students with lower anxiety levels delivered better results compared to those with higher anxiety levels.

Cognitive load also seemed to influence performance. In the Socratic Seminar session, students had to justify their ideas, recall specific content, and maintain argumentative coherence. These demands naturally slowed down speech and increased hesitation. In contrast, board games brought out a greater cognitive and affective engagement by requiring quick thinking to make fast and creative decisions, while interacting with friends in a perceived safe space. For example, one student commented that the game was "very engaging because it allowed me to think very quickly," which helped them maintain attention and improved their desire to express themself. Another participant considered that their explanations and justifications were "more complete or more appealing in board games, especially in terms of language use," suggesting that the cognitive demands of the game encouraged oral production. In the

Dixit session, the cognitive effort shifted toward quick decision-making and interpreting visual cues on the board, which appeared to support rather than inhibit oral expression.

**Fluency, Hesitation, and Interaction**

For this study, hesitation was recognized as a significant factor influencing oral performance. Within the framework of the Socratic Seminar, it was observed that 50% of students displayed occasional hesitation, while 30% demonstrated frequent hesitation, and only 20% of participants exceeded expectations in this regard (see Figure 31). Alternatively, the Dixit session delivered a meaningful improvement, with 58.3% of students exceeding expectations concerning hesitation (refer to Figure 40). In this session, only 16.7% of students showed frequent hesitation, while 25% displayed hesitation occasionally. This data indicates a significant reduction in hesitation and suggests a potential improvement in overall oral performance. Observational data from the Socratic Seminar session support that some students appeared distracted, unfocused, or hesitant in moments requiring structured argumentation.

In the Socratic Seminar, many students spoke more cautiously by producing shorter utterances and marking their speech with pauses, fillers, and noticeably slower pacing. This pattern resonates with Skehan's (1996) trade-off hypothesis: when a task calls for conceptual precision and structured argumentation, learners tend to redirect attentional resources away from sheer fluency and toward accuracy and planning. In our data, their speech became more controlled and less spontaneous as they tried to organise their ideas and speak in a correct way. The interactional organisation of each task reinforced these contrasts. The Socratic Seminar session was more formal and often produced uneven turn-taking: several students only spoke when they were addressed directly, and some contributions were brief or hesitant. The Dixit session, on the other hand, invited more spontaneous and collaborative exchanges. Students initiated turns on their own, responded immediately to others, and negotiated

meaning more actively. The game session showed a more fluent and sustained speech, mostly because the task required students to co-construct meaning in real time; while playing, they had to describe images, justify their choices, and respond immediately to peers' interpretations. These behaviours are in line with Reinders and Wattana's (2015) findings that game-based tasks can increase willingness to communicate by providing socially meaningful yet low-pressure contexts. In practice, this pushed students toward longer turns and quicker uptake, so the interaction moved forward with fewer pauses and less visible self-monitoring. In Dixit, students were not performing for an evaluative standard; they were trying to make their ideas clear and keep the game going. With meaning taking priority over form, fluency emerged not as an addition, but as the most workable way to sustain participation and be understood.

During the game, students initiated and responded to interactions more naturally and with greater initiative, something not observed in the seminar session. When comparing performance across interventions, results demonstrated a greater emotional involvement during the game, reporting having laughed and enjoyed the activity. This reinforces Krashen's (1982) affective filter hypothesis; when emotional barriers are dropped, cognitive and emotional burden are reduced, allowing for more fluent communication. Moreover, consistent with Aljarbuoi's (2023) assertion that minimizing the negative factors of English language anxiety can help students in oral performance. This improvement was also observed in longer turns, more frequent interaction initiation, more natural interaction, risk-taking, less self-correction, and more extended spontaneous discourse.

**Accuracy and Intelligibility**

Accuracy, however, did not follow the same pattern. In the Socratic Seminar session, students often appeared to make more deliberate grammatical choices, as if they were trying to be grammatically correct, even though errors still occurred. In more than one student, anxiety appeared to be directly

related to the search for accuracy, revealing what seemed like excessive self-monitoring regarding what they were saying and how they were saying it, and doubting whether their answers were correct or their words adequate. In the board game session, accuracy tended to remain stable or slightly lower, with some learners falling back on simpler structures or making minor lexical and tense-related mistakes. Crucially, these inaccuracies rarely disrupted communication; as the Council of Europe (2020) emphasises in the CEFR, intelligibility rather than native-like accuracy is the key criterion for effective oral communication. The cases that best illustrate this phenomenon are students 6 and 7 on Table 7, where both presented a significant gain on the rubric scores for the Dixit session.

Moreover, in the Socratic Seminar observation chart, one participant improved from receiving mostly scores below 2 to achieving a minimum score of 3 across all categories, with five categories reaching the maximum (Appendix F1, student 11) score. Also, in the rubrics for each activity, this student scored three points more on the Dixit session, having improvements in pronunciation, communication techniques, and interactive communication (Table 7). Despite this improvement regarding communication, their grammatical issues were still there, but they were not much of a problem, as according to the researchers' observations, they seemed confident speaking. In terms of performance, making a comparison between the rubrics from each activity gives us a valuable insight into the different results each activity evoked (Figure 47, Table 7, Appendices H & I). These results demonstrate that all students, regardless of the total score of each rubric, obtained a higher score in at least one criterion assessing their performance. This is supported by the observation that no student scored below 3 in the board game activity, indicating a general increase in positive dispositions toward this speaking task.

**Confidence**

Along with anxiety, confidence emerged as a central factor shaping oral performance across participants. As indicated by the pre-test, many students entered the study with relatively mid-low

baseline confidence; this was further reflected in the observation charts and exit tickets, where students' confidence appeared to be lower in more academic/formal or structured contexts, such as the Socratic Seminar, in which the focus is on clarity, argumentation, and evaluation, increasing cognitive load negatively. Nonetheless, the board game context produced meaningful changes in the stability, consistency, and expression of that confidence.

An analysis of the observers' notations for the category of "Appears Relaxed" reveals noteworthy findings from both sessions. In the Socratic Seminar, it was observed that 60% of participants received a rating of "occasionally", 10% were rated as "frequently", and only 30% achieved a rating of "exceeds expectations" (see Figure 29). Contrarily, the Dixit session demonstrated a more favorable rating, with 50% of participants rated with "exceeds expectations" in the same category. Additionally, 33.3% received a rating of "frequently", while 16.7% received "occasionally" (see Figure 38).

As for the qualitative results displayed in the results section and the observation charts notations (Appendices F-G), it is possible to understand how the observers grasped the participants' visible performance in fluency, intelligibility, accuracy, language, anxiety, engagement, motivation, and confidence, from which we find important insights into participants' behaviours that indicate certain levels of anxiety displayed during the Socratic Seminar. Instead, the observations made during the board game session displayed an increase in natural participation, initiative, confidence, motivation, and a decrease in anxiety levels, making evident an improvement in terms of affective factors. According to in-situ observation through the observation charts, the categories "engagement" (Figures 37 & 46) and "relaxation over time" (Figures 30 & 39) increased during the second instance, even though there were more scattered scores. Hesitation decreased, participation increased, volume improved (even though on the second instance, they were not required to be heard by a large group of people), and interaction initiation and responses strengthened. This suggests an overall improvement across all categories.

Confidence was inconsistent in a more academic or structured context, such as the Socratic Seminar, manifesting an increased cognitive load. In the Dixit session, participation was more natural, fluid, and socially driven, as students were expressing themselves without hesitation. Even students who usually felt confident in formal speaking tasks demonstrated full confidence during the game. Students with known ADHD-related attention challenges showed no fidgeting or distractibility during the Dixit session, while distraction was observed during the Socratic Seminar session, indicating higher emotional regulation and comfort in the board game. Together, these elements reduced pressure on students, allowing confidence to become less situational and more consistently expressed. Therefore, structured but playful conversational turns prevented the hesitation often seen in open discussion formats. All of these factors suggest that board games allow existing confidence to manifest in a more observable way.

Across the entire group, confidence became more stable and fully expressed during the board game activity. Even students who initially reported fluctuating levels of confidence showed no hesitation, no fidgeting, and no signs of discomfort. Instead, they participated fluidly, interacted spontaneously, and projected a sense of ease not always observed in the Socratic Seminar. Therefore, the ludic structure encouraged risk-taking and fluency without the fear of being evaluated, judged, etc. This suggests that board games can help stabilize and strengthen confidence. Confidence in the board game is supported by real-time interaction rather than pre-task preparation. By looking at the results from the pre-test and individual results from students, we could say that confidence is dependent on social and emotional context, more than depending on their linguistic abilities by themselves. In general, they don’t reject speaking activities, but they are not confident enough, so students’ confidence may be affected by anxiety and fear of failure since they don’t have a healthy relationship with the language; that is to say, they have low self-esteem regarding their linguistic knowledge and performance.

**Engagement and motivation: From Extrinsic to Intrinsic**

From the two interventions, it is possible to conclude that there was a shift in the type of motivation involved. Types of motivation are another key concept. Students' perceptions of difficulty provide insight into their motivational orientation. In the Socratic Seminar, students participated because they were motivated by the topic or because they understood it, but their participation in the seminar appeared to be born from responsibility rather than initiative. In the Socratic Seminar, students spoke because they explicitly had to speak, as their evaluation is dependent on their participation. The difficulty was associated with cognitive demands, such as expressing opinions clearly, preparing arguments, or dealing with complex questions, aligning with a performance-oriented motivational framework. While students recognized the Socratic Seminar as useful for identifying weaknesses, challenging themselves, or organizing ideas, this did not translate into a major enthusiasm or sustained engagement. Students' motivation in this context tended to be extrinsic, driven by academic expectations, the need to improve language skills, or the obligation to participate.

Despite this, when asked in questions 5 and 6 of the exit ticket (Figures 21 & 22) whether they liked the activity and if it motivated them, most participants answered "yes", and in the open-ended question No. 8 "What did you like most about today's session?", most answers referred to the topic or text. Still, some participants perceived the Socratic seminar as a more stressful or demanding instance. For example, one participant described the seminar as "moderately engaging" because they "did not feel comfortable or well prepared," adding that it functioned as a kind of "shock therapy" that pushed them out of their comfort zone (Appendix D17). These differences suggest that comfort is a factor that determines students' oral participation. It is important to highlight that in the question "How engaging did you find today's activity?" The answers suggest that it is a moderately engaging activity. There weren't answers like "Slightly engaging" or "Not engaging at all", so the students do not find Socratic

Seminars like something that is not engaging at all, which can indicate that maybe their engagement around Socratic Seminars depends on the seminar's topic and questions.

In contrast, motivation during the board game session became intrinsic. Students consistently described the game as "fun," "comfortable," or "enjoyable," and many emphasized that their desire to speak came from wanting to interact, play, and collaborate with peers rather than from complying with a task. The difficulties were linked to gameplay or interaction rather than linguistic pressure, reflecting a mastery-oriented approach in which students were focused on participating and enjoying the activity. This shift in perceived difficulty is essential: when students feel they are "just playing," their motivation becomes driven by interest and enjoyment rather than evaluation. The findings denote that board games create a context in which students feel excited, socially secure, and cognitively stimulated. These findings denote that in terms of engagement, board games create a context in which students feel excited, socially secure, and cognitively stimulated, resulting in significantly higher levels of participation.

Many students who normally hesitate became active participants or even group leaders during the game, highlighting the motivational power of positive social environments. This is consistent with findings in some motivational theories; when learners feel accepted, supported, and unjudged, their willingness to communicate increases. In the game, even though participation was required, speaking was framed implicitly, since to be able to play, they were required to speak. Thus, interactions emerged more naturally, and the focus shifted toward communication with peers. Motivation shifted from extrinsic (grade-oriented) to intrinsic (wanting to play), which was observable in participation patterns recorded in the observation charts and the participants' answers on the exit tickets.

In terms of motivation, across the different participants, the results reveal a consistent pattern: board game-based speaking activities produced higher levels of motivation, fluency, and engagement compared to Socratic Seminars, even though students still recognized the academic usefulness of Socratic Seminars. If we examine the results from each instance, the contrast reveals how a different

methodology, such as GBL, opens possibilities for participation, engagement, and spontaneous communication. During the game, students were generally motivated and engaged, participating with enthusiasm and initiative. When asked what they would change for the next instance, most answers referred to themselves rather than to the activity by itself, reflecting, again, a low academic self-esteem. All this means that students' attention focuses on the pressure of doing things right, instead of aiming to communicate, which is the objective of speaking lessons.

Regarding engagement, the analysis of the students' reflections shows that board games increased participation, which positively influenced their oral performance. This increased participation manifested itself in emotional, social, and cognitive patterns; each one of these contributed to a greater willingness to speak and increased fluency. This increased participation directly supports oral performance, as it encourages students to speak more frequently and take communicative risks in some cases. The contrast with the Socratic Seminar session, which was mostly described as "moderately engaging," demonstrates how important playful and interactive tasks can be in reducing anxiety and promoting meaningful oral communication in English as a foreign language.

Participation levels according to the observation charts were different across both interventions. In the Socratic Seminar, eight students were given 3 (*frequently*) to 4 (*exceed expectations*) in the chart filling criteria of the observation chart, and only two students marked 2 (*occasionally*) (Figure 33). In the board game session, on the other hand, eleven students from a sample of twelve scored 3 to 4, indicating an increase in willingness to participate. However, the quality of oral performance changed: in the Socratic Seminar session, participation has a higher cognitive load and is aligned with academic expectations. In the Dixit session, participation was natural, fluid, and socially driven, as students were expressing themselves without hesitation. Even students who already presented low anxiety and high willingness to communicate showed greater naturalness and expressive freedom during the Dixit session. Notably, the board game session enhanced the authenticity of their contributions. The board

game session context reinforced mistake tolerance, that is to say that mistakes became part of the flow of the interaction rather than points of evaluation. In academic settings, “formal assessments, or activities related to precise/accurate speaking skills and soft skills, even low-anxiety students sometimes reported feeling the need to organize ideas or “sound clear.” In the Dixit session, this pressure disappeared, enabling more spontaneous language use.

Participation levels between the Socratic Seminar and the board game session were similar for some students, but for most of the participants during the board game session, participation was accompanied by visible ease, assertiveness, and spontaneity. Whereas in the Socratic Seminar, students participated because they were motivated by the topic and the questions, or because they understood the topic, their confidence manifested as controlled, effortful, or inconsistent. For some students, who had low anxiety, board games still made a difference; they helped them express confidence more naturally, without the academic “filter” that the activities they relate or perceive as structured or formal assessment impose. Most of the participants seemed to have a willingness to speak and interact during the board game session, which was observed by real-time interaction rather than pre-task preparation, which often happens on Socratic Seminars.

**Specific Influencing Factors: Familiarity, L1 Usage, and Monitoring**

***Familiarity***

Familiarity acts as an uncertainty reducer. One student stated that they were not familiar with board games in English, which represents a double barrier (unfamiliarity with the game + second language) that might affect their performance. However, the intrinsic motivation provided by the game helped overcome this barrier. This highlights that despite not knowing the dynamics, board games became an attractive challenge rather than a source of paralyzing anxiety. This indicates that motivation provided by board games reduces the negative impact of low levels of familiarity. Additionally, it

highlights that being familiar with board games in a native language is not the same as being familiar with a second-language version of it, adding difficulty to oral expression.

In the same line, they stated that they were anxious at the beginning of the session because they could not understand the rules of the game, but throughout the game, that uncertainty faded as the student understood the rules through practice. That is why familiarity acts as an “uncertainty reducer” and should be taken into consideration, since a student's learning curve, whether in board games or traditional assessments, can be interrupted by this immediate barrier. With this, it is evident that there is a direct relationship between familiarity and anxiety. The fact that students overcame their anxiety allows us to note that, as they became more familiar with the rules through practice and engagement in board games, their anxiety decreased. Anxiety, generated by uncertainty, tends to be a factor that affects this performance. This might result in demotivation and a lack of interest in including board games in the classroom. On the other hand, despite not knowing the rules or the dynamics surrounding these games, such as turn-taking, analyzing images, abstract thinking, etc., board games became an attractive challenge, rather than a situation where anxiety acts as a motivator to establish interactions in the second language, as it happens with seminars, according to our results.

As mentioned above, unfamiliarity with board games is a barrier, where we can see that the responses are varied, showing us that our sample is not particularly acquainted with board games, leading us to understand that even though they did not know the dynamics of the instance, they managed to overcome that barrier. Added to this, there is a second barrier, which is playing board games in their second language, which represents twice the work in terms of familiarity and therefore anxiety and uncertainty. As a result, and in contrast with different responses from exit tickets, they enjoyed the activity even though some students never played games in English before. We can attribute this purely to the social factor of playing with friends (and the motivation this provides), along with the engagement that board games generate, whether through competitiveness or simply having fun.

***L1 Usage***

However, an important aspect of the board game session was that, despite reduced anxiety, the use of English decreased significantly. A possible hypothesis to explain this phenomenon lies in the possible lack of specific motivation from the grade. Alternatively, it could be because the game was perceived with such informality that students may have felt permitted to sporadically switch to Spanish. From the anxiety perspective, the use of Spanish could reflect such a reduction in pressure and anxiety that students no longer felt compelled to search for the right English words in each interaction. This comfort gave room for students to allow themselves to fall into informality, leading them to include informal vocabulary in their sentences, including slang, cursing, and isolated words or sentences in their native language. Although this research aims to identify tools for aiding students in developing oral performance, the fact that students felt safe enough to speak in their native language does not necessarily imply that board games are ineffective. Rather, it highlights the need for teacher monitoring and clear expectations to ensure that students receive the tools they need to achieve communication without resorting to their native language.

***Monitoring***

During the Dixit session, there was a case that caught attention, as it is a situation that could resonate with other students. During the session, it was observed that for this participant, receiving comments or being monitored by the teacher triggered tension, even though the comments were unrelated to performance; instead, they were congratulatory comments. This suggests that the mere perception of being monitored may generate negative washback and activate anxiety, even in safe contexts.

The Socratic Seminar, on the other hand, reflected negative washback; its formal structure triggered students' associations with grading, correctness, and judgment, echoing Chan's (2019) concern that accuracy-focused evaluation reduces spontaneous communication. In contrast, the game had a

positive washback effect, encouraging natural communication, peer cooperation, and creative meaning-making; it allowed students to practice language without the pressure to “talk correct”, aligning with the assertions of Pomerantz and Bell (2007) and Pitoyo et al. (2020), who suggested that activities that produce positive washback help students to engage with language meaningfully and creatively. To summarize: generally, the seminar reflected negative washback (focus on correctness), while the game had a positive washback (focus on meaning and cooperation).

**Summary of Findings**

The findings demonstrate that anxiety plays a central and determining role in oral performance in TEFL settings. The data collected revealed and later confirmed elevated levels of evaluative and anticipatory anxiety, with students expressing discomfort speaking without preparation, fear of making mistakes, and worries about being judged or spotted. All these factors lie under two central pillars: fear of failure and low linguistic self-esteem, from which the rest of the factors seem to derive. To summarize, evaluative or formal contexts (real or perceived) trigger evaluative anxiety; therefore, fluency is limited, volume is reduced, participation and initiative decline, language becomes mechanical, and intelligibility decreases. This contrast highlights the importance of affective, social, and cognitive factors in shaping oral performance.

In contrast, the ludic and collaborative context of board games disrupts this evaluative frame. The ludic frame of the game created a space where learners engaged in meaningful communication without fear of failure. By lowering the affective filter, board games function as an “affective bridge” that reduces anxiety and increases confidence and initiative. Taken together, the findings indicate that the effectiveness of board games is not merely due to their novelty or their entertainment value, but to their ability to reconfigure the emotional and social context of English-speaking activities. In the Dixit session, peer dynamics were central: collaborative storytelling, humor, and collaborative rather than judgmental

interactions lowered emotional pressure and shifted the goal from “speaking correctly” to “participating in the game." Ultimately, when the task is perceived as “safe,” and students work with friends, the focus shifts from avoiding mistakes to participating and enjoying the interaction, leading to significantly higher levels of oral performance. Regarding the most challenging aspects of each activity, for the seminar, students frequently mentioned the difficulty of finding the right way to express ideas, whereas in the game, challenges were about imagining creative descriptions and avoiding giving too obvious clues, an inherent and foreseeable feature of the game.

Throughout the research, the main anxiety-related factors identified included fear of evaluation, fear of making mistakes, fear of judgment or correction, fear of underperforming, social pressure, and high levels of perfectionism. Conversely, factors that reduced anxiety included a socially safe environment, peer closeness, a game-based context, low perception of evaluation, and increased motivation. Anxiety emerged as a highly consistent pattern across participants, rising as the central factor that explains the differences in oral performance across the two interventions. This is consistent with the fact that participants who seemed more relaxed during the seminar are isolated cases of students with higher English proficiency and possibly a higher linguistic self-perception. This reinforces the need for pedagogical approaches that intentionally lower affective barriers and create emotionally safe spaces for language practice, being consistent with most of the literature mentioned in the literature review section.

In addition and taking everything into consideration, the findings suggest that the Socratic Seminar may offer advantages over the board game intervention in terms of language use and development. Even if boardgames contributed to reduced anxiety under certain conditions, the Socratic Seminar made participants produce more extended stretches of language, allowing for greater elaboration of ideas and deeper engagement with content. In contrast, during the board game activity, oral production tended to be more relaxed, but shorter and more fragmented, with fewer opportunities

for extended discourse. This difference may indicate that, despite higher anxiety levels, the Socratic Seminar may better support the development of oral fluency and complexity, especially when there is an interesting topic to discuss and when affective barriers are adequately managed.

## Pedagogical Implications

To highlight the practical significance of this study's findings, several pedagogical proposals emerge for board games implementation in TEFL contexts, offering the opportunity to reconsider how oral assessments are currently being taught and which specific conditions might enhance students' learning experience. Integrating board games into the classroom might create a lower-stress environment for students when they are being orally assessed, given that, as this study showed, students claimed to be relaxed, actively participating, and willing to communicate when game and interaction take the main focus, rather than accuracy and evaluation, resulting in a more natural and spontaneous oral production.

As the results indicate, board games helped create a safer and less anxiety-inducing environment than a formal oral assessment. This is why it is important to integrate communicative, interaction-based activities, which can be used as icebreakers at any stage of oral skills development. Furthermore, when learners experience initial success in supportive contexts, they are more likely to transfer that confidence to subsequent tasks requiring higher levels of critical thinking and linguistic complexity. These non-threatening game-based activities may increase engagement, intrinsic motivation, and enhance participation, particularly for learners with high anxiety and low confidence. Additionally, students reported feeling more comfortable when working with friends and close peers. Peer support has proven to be a significant variable in the environment of the intervention. The students attributed their comfort to playing with their group of friends, which allowed them to speak without fear of making mistakes. Therefore, the research highlights the importance of establishing stable groups in speaking-related

activities. Teachers may consider grouping students strategically to foster confidence and increase their willingness to speak.

Correctly applied, board games as an assessment strategy would also allow teachers to create a progression in evaluating speaking performance by offering different contexts for assessment. We exploit the advantages that both these instances provide in order to improve students' communicative abilities. Perhaps, board games serve to bring students closer to speaking, as they lower affective barriers and increase willingness to participate; whereas structured activities like Socratic Seminars can work in favor of metacognition and accuracy once those barriers have been lowered with board games. Pairing both intentionally may create a balanced pedagogical approach, allowing students with lower levels of proficiency to engage with the language in a friendlier way before suddenly diving into an activity that can trigger high levels of evaluative and speaking anxiety; fitting with Poole et al.'s (2019) affirmations that playing board games can potentially reduce anxiety and fear of failure, thus being this activity ideal for creating a learning environment in which students can experiment with the language.

Nevertheless, providing specific grammatical tenses or clear instructions on how interactions should be carried out enriches the board game experience, preventing students from overusing limited interactions, anticipating the communicative complexity that Socratic Seminars demand. For instance, one student mentioned that the game was "Moderately helpful" but not "Completely helpful" because they repeatedly used the same structure to speak. Additionally, one group relied mostly on short sentences rather than elaborating using more complex sentences. This suggests that while the board game worked as a nice motivator and fostered participation and practice of the language, it did not necessarily work as a medium with an academic end, nor did it promote complex language productions, unless maybe rules explicitly demand it. Future implementations may require incorporating specific rules or guidelines that elicit the expected output, such as discourse markers, concepts, or grammatical or semantic structures, to ensure deeper academic benefits from the game.

While there is a rise in the popularity of board games, access to them remains a privilege, as is the space required to implement them within the classroom. This is why, through the investigation,n it was relevant to integrate them pedagogically, recognizing the spaces of privilege that surround EFL spaces, to raise awareness. As Chomsky (2012) states: “The purpose of education is to show people how to learn for themselves (…) The other concept of education is indoctrination.” Throughout this research, the idea arose that the educational system should represent diverse forms of learning by providing resources available to all students, regardless of their socioeconomic status. Furthermore, it is essential to democratize education to make room for these new proposals, focused on students’ needs.

Creating more accessible language learning opportunities for every student leads to critically questioning traditional teaching approaches that have prioritized linguistic accuracy, standardized assessment, and oral performance under high-pressure conditions. As discussed earlier, these practices may tend to intensify anxiety and amplify learning difficulties for students with different characteristics, such as those with ADHD, contributing to their marginalization in foreign language classrooms. The findings of this study suggest that the implementation of more flexible, communication and interaction-centered learning environments not only reduces affective barriers but also challenges the idea that English language learning must necessarily be associated with highly demanding tasks. From this perspective, accessibility does not mean simplifying content, but rather diversifying the forms of interaction, expression, and assessment, recognizing that students learn and engage in different ways.

Finally, given their different objectives and characteristics, it is suggested that both board games and Socratic seminars be implemented in EFL courses. On the one hand, board games have been shown to promote a more spontaneous approach, which develops interaction, negotiation of meaning, and fluency. On the other hand, Socratic Seminars build skills such as critical thinking and argumentation. Even though there were favorable results regarding the use of Dixit in English-speaking lessons, they promote different skills; therefore, it is not accurate to say that one exercise is more valid than the other.

Rather, they should be used together to develop students' competencies comprehensively. As previously stated, board games favour spontaneity when communicating, though not necessarily accuracy, being the Socratic Seminar ideal for practising, assessing, and stimulating accuracy, considering that it is a more structured activity that can be adapted to work on different aspects such as grammar, accuracy, fluency, vocabulary, and any other feature related to language proficiency. Given that oral performance proved to be inseparable from emotional factors, designing learning environments that minimize evaluative stress and maximize social support appears to be essential for oral development in EFL contexts.

**Limitations**

Even though board games' effectiveness in speaking assessment may seem noticeable, participants reported that they would have liked a clearer explanation and to understand the game with anticipation. This suggests that the lack of familiarity with the game may have generated confusion or reduced initial engagement. Additionally, these reports from participants make visible that clearer instructions should be part of the preparation stage for future implementations, since if game dynamics are not clear enough, we add another anxiety inducer to the activity, undermining the observed benefits.

Assessment perceptions could also affect results, as changes seen in anxiety, fluency, and motivation might not only be related to grading, but also to the nature of the activity itself. Socratic Seminars might be intrinsically perceived as instances where you are being strictly assessed, therefore adding an extra layer of anxiety. On the other hand, board games' practicality tends to follow the common path as most non-traditional methods, being difficult to maintain in the long term due to time and resource constraints to apply them, compared with traditional oral performance assessment requirements. In this sense, another limitation of our study is the practicality of assessing students simultaneously in groups. Since multiple interactions occur across different groups at the same time, this clearly results in a potential loss of important information necessary for a comprehensive analysis of the students' spoken English. Even the method chosen for this research (audio recordings) did not solve the

previously mentioned limitation, as voices and certain speech nuances are still lost or mixed and cannot be fully captured. Consequently, board game instances would likely function better as formative assessments for practice and feedback purposes, rather than as summative assessment tools.

The generalizability of our research confronts two primary limitations: The lack of board games and the small sample size. First, since we only use one board game in this research, implementing a variety of them might nurture findings and the interpretation of board games' effectiveness on oral performance. Secondly, a reduced number of participants does not reflect our findings into major populations since our sample consisted of only twelve students from a specific context, limiting its analysis.

Finally, our study suffered interruptions due to a prolongated strike at the participants' academic institution. These circumstances did not allow the implementation of both graded socratic seminar and board game instances, with the intention to address a deeper exploration of the impact of scores and marks on students' performance and results.

## Conclusions

The current research aimed to determine how board games affect students' oral performance, particularly within the context of TEFL settings, taking into consideration the influence of anxiety in By applying quantitative and qualitative instruments to assess students' performance in both traditional and board game oral performance formative assessment instances, it can be concluded that board games have a positive effect on students' levels of speaking anxiety and levels of motivation.

Qualitative data from questionnaires and an observation chart revealed that students generally view the board game session positively. They appreciate sharing with their classmates and friends, while expressing their thoughts orally in a fun way, which enhances their well-being and creates a trusting classroom atmosphere in which they have a better oral performance in general. This aligns with existing literature that emphasizes the importance of engagement in education, where different kinds of oral

tasks can significantly influence students' motivation and academic success in speaking assessments. Many students expressed that this intervention reduces anxiety, allowing them to speak more freely, which is crucial in today's educational context marked by various external pressures. The obtained results indicate that board games help in coping with the studied factors that can affect their performance, facilitating both the evaluation process and the improvement of students' communication skills, helping to provide a safer environment to learn a second language. The findings of this study demonstrate the emotional benefits of board games for English-speaking activities. Findings that align and reinforce Fithriani (2018), Wong & Yunus (2021), and Ahmed's (2022) literature, whose findings anticipated the results of the present study. Therefore, it is safe to say that integrating board games into TEFL classrooms has strong potential to reduce speaking anxiety, increase confidence and motivation, promote spontaneous oral production, support communicative fluency, and create positive affective conditions for learning. Board games, in particular, offer a powerful tool for transforming the emotional climate of English-speaking tasks, lowering anxiety, and fostering genuine oral proficiency in TEFL contexts. The results from this study underscore the importance of designing speaking tasks that reduce evaluative pressure, promote collaboration, provide emotional safety, use familiar and enjoyable formats, support meaning-focused communication, and de-emphasize accuracy during early proficiency stages.

However, findings also suggest that students value the importance of traditional speaking assessments, remarking on their focus on accuracy and vocabulary development. Many reported not using complex forms when playing board games. The teacher himself acknowledged this through the rubric, noting that students had little hesitation and used extended stretches of language when performing orally in the Socratic Seminar. Although linguistic accuracy does not show significant improvement, the change in students' attitude, confidence, and participation demonstrates that games are an effective means of enhancing oral communication in a TEFL context. Future studies might enrich

our conclusion by adding grading to the studied factors, implementing evaluated instances, or comparing graded to non-graded instances.

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# Appendices

## Appendix A

**Dixit: Game Rules**

**Preparation of the game:**

Each player chooses a rabbit and places it on the space "0" of the scoring track. Shuffle the 84 cards and give 6 of them to each player. Make a draw pile with the remaining cards.

** You cannot see each other's cards.*

Give each player as many voting tokens as there are players (e.g., if you are 3, you receive 3 voting tokens). ** You cannot leave your tokens in sight, since your vote is secret.*

**During your turn:**

*The first player to come up with a sentence/concept of one of their cards will be the storyteller for the first turn.*

1. You are the storyteller. Pick a card from your hand and say out loud a sentence or concept based on the image without showing the card *(make sure it is a sentence/concept you can explain later)*.
2. Each player must select a card from their hand that best fits the sentence or concept you said. Then, they must give the card to you without showing it to the others.
3. Shuffle the cards you received and place them randomly, facing up, on the numbers from 1 to 6 on the board (assigning a number to each card).
4. The other players secretly vote for the card they think belongs to you (you cannot vote) by using the voting token and placing it face down in front of them (they cannot vote for their own card).
5. Once each player has already voted, everyone reveals and explains their vote.
6. When all players have finished explaining their vote, you must reveal your card and explain it.

7. Everyone moves their rabbit along the scoring track by the same number of spaces as points scored (use the chart below for scoring).

At the end of the turn, each player draws 1 card to end up with 6 cards in their hand again. *Now, the storyteller for the new turn is the player to the right of the current one (and you keep going clockwise for the following turns).*

| **Scoring Chart** | | |
|---|---|---|
| **If…** | **Storyteller's Score** | **Other Players' Score** |
| All players guess the storyteller's card correctly, or no one guesses it correctly | Does not score (because it was either too easy or too hard to guess) | Everyone else scores 2 points |
| There were guesses and non-guesses | Scores 3 points | Everyone who guessed correctly scores 3 points |
| Your card received votes, and you are not the storyteller | Does not apply | You score 1 point for each vote your card received |

**End of the game:**

The game ends when a player reaches 30 points or when the last card from the pack has been drawn (the player who's the furthest on the scoring track is the winner). In case of a tie, players share victory.

**Appendix B**




**Appendix C**

**<u>Questionnaire on English-Speaking Confidence, Anxiety, and Engagement in DOLI Lessons</u>**

**Instructions:** Read each statement carefully and choose the option that best represents your opinion.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

| **STUDENT NAME:** | | | | | |
|---|---|---|---|---|---|
| **STATEMENT:** | **Usually** | **Sometimes** | **I'm not sure** | **Rarely** | **Never** |
| 1) I feel confident during English-speaking activities in a DOLI lesson | | | | | |
| 2) I enjoy participating in English-speaking activities in a DOLI lesson | | | | | |
| 3) I use English outside the classroom (other contexts) | | | | | |
| 4) I can express my ideas fluently in English | | | | | |
| 5) I get anxious when I have to speak without preparation in a DOLI lesson | | | | | |
| 6. Do you need any preparation to participate in speaking activities during a DOLI lesson? If so, how do you prepare? (e.g., taking notes)<br>_____<br>____<br>_____<br>____ | | | | | |
| 7) Even if I am well prepared for an English-speaking activity in a DOLI lesson, I feel anxious about it | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 8) I perform better in non-graded speaking activities in a DOLI lesson | | | | | |

| **STATEMENT:** | **Usually** | **Sometimes** | **I'm not sure** | **Rarely** | **Never** |
|---|---|---|---|---|---|
| 9) I get anxious when an activity is graded in a DOLI lesson | | | | | |
| 10) When I speak in class, even if my ideas are clear in my head, I get anxious and make mistakes | | | | | |
| 11) I feel comfortable making mistakes in English-speaking activities | | | | | |
| 12) I struggle to articulate my thoughts during oral assessments such as presentations, podcasts, and seminars | | | | | |
| 13) I get nervous when I know I will be called on in a DOLI lesson | | | | | |
| 14) It embarrasses me to voluntarily answer during a DOLI lesson | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 15) I am familiar with playing board games | | | | | |
| 16) I am familiar with playing board games in English | | | | | |
| 17) I enjoy playing board games | | | | | |

***Appendix C1***

## Questionnaire on English-Speaking Confidence, Anxiety, and Engagement in DOLI Lessons

**Instructions:** Read each statement carefully and choose the option that best represents your opinion.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

**STUDENT NAME:** Student 1

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 1) I feel confident during English-speaking activities in a DOLI lesson | | ✓ | | | |
| 2) I enjoy participating in English-speaking activities in a DOLI lesson | | ✓ | | | |
| 3) I use English outside the classroom (other contexts) | | | | ✓ | |
| 4) I can express my ideas fluently in English | | | ✓ | | |
| 5) I get anxious when I have to speak without preparation in a DOLI lesson | | ✓ | | | |

6. Do you need any preparation to participate in speaking activities during a DOLI lesson? If so, how do you prepare? (e.g., taking notes)

Read more than once the text, and I need to relax so ~~im not that~~ never nerveous when i have to do the seminar.

| | | | | | |
|---|---|---|---|---|---|
| 7) Even if I am well prepared for an English-speaking activity in a DOLI lesson, I feel anxious about it | | ✓ | | | |
| 8) I perform better in non-graded speaking activities in a DOLI lesson | | ✓ | | | |

Student 1

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 9) I get anxious when an activity is graded in a DOLI lesson | ✓ | | | | |
| 10) When I speak in class, even if my ideas are clear in my head, I get anxious and make mistakes | | ✓ | | | |
| 11) I feel comfortable making mistakes in English-speaking activities | | | ✓ | | |
| 12) I struggle to articulate my thoughts during oral assessments such as presentations, podcasts, and seminars | | ✓ | | | |
| 13) I get nervous when I know I will be called on in a DOLI lesson | | | | ✓ | |
| 14) It embarrasses me to voluntarily answer during a DOLI lesson | | | | ✓ | |
| 15) I am familiar with playing board games | | | ✓ | | |
| 16) I am familiar with playing board games in English | | | | ✓ | |
| 17) I enjoy playing board games | ✓ | | | | |

***Appendix C2***

**Questionnaire on English-Speaking Confidence, Anxiety, and Engagement in DOLI Lessons**

**Instructions:** Read each statement carefully and choose the option that best represents your opinion.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

**STUDENT NAME:** Student 2

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 1) I feel confident during English-speaking activities in a DOLI lesson | | | X | | |
| 2) I enjoy participating in English-speaking activities in a DOLI lesson | X | | | | |
| 3) I use English outside the classroom (other contexts) | | X | | | |
| 4) I can express my ideas fluently in English | | X | | | |
| 5) I get anxious when I have to speak without preparation in a DOLI lesson | X | | | | |

6. Do you need any preparation to participate in speaking activities during a DOLI lesson? If so, how do you prepare? (e.g., taking notes)

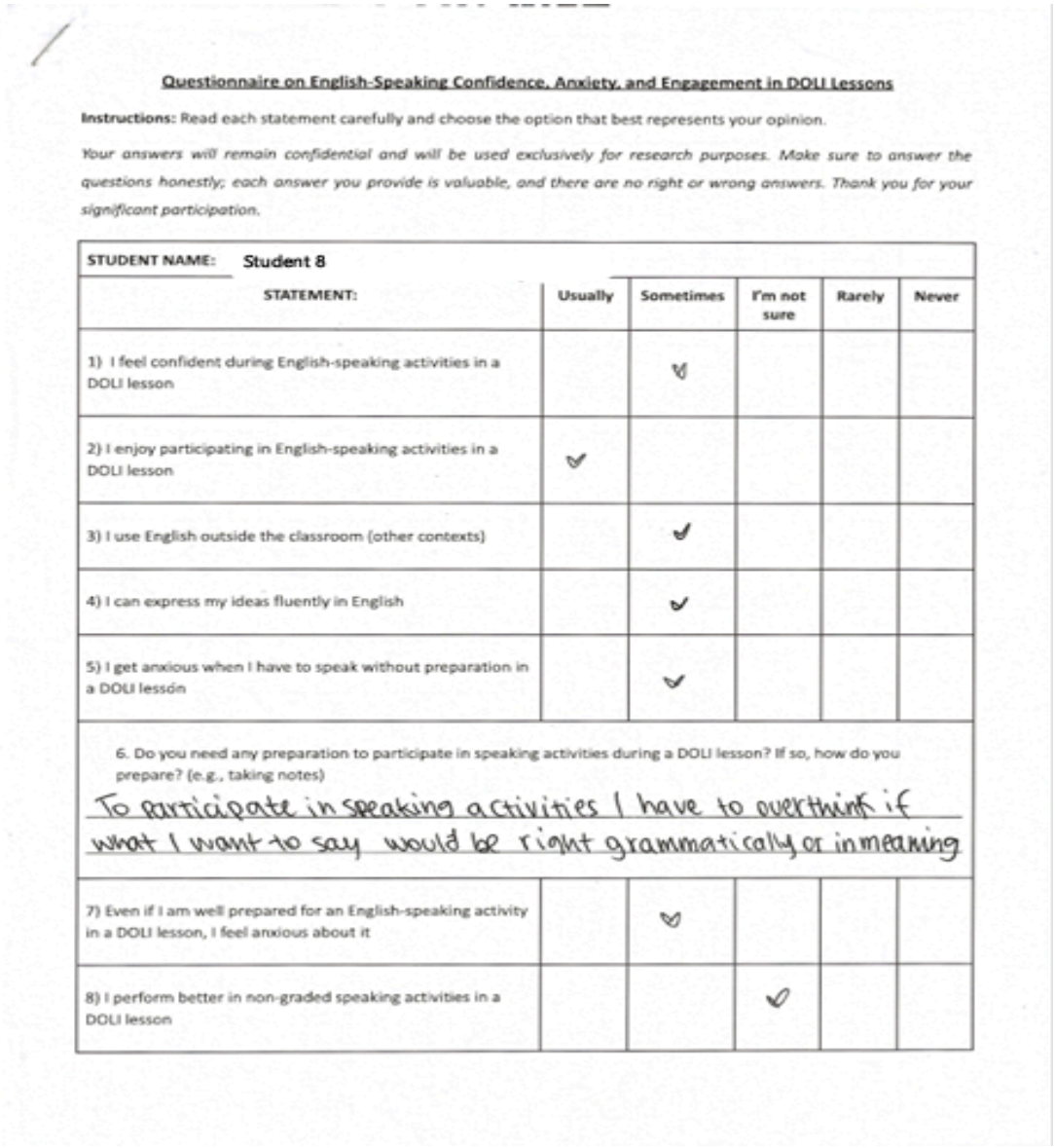
Yes, I need preparation. I usually read and read and practice in front of the mirror

| | | | | | |
|---|---|---|---|---|---|
| 7) Even if I am well prepared for an English-speaking activity in a DOLI lesson, I feel anxious about it | X | | | | |
| 8) I perform better in non-graded speaking activities in a DOLI lesson | | X | | | |

Student 2

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 9) I get anxious when an activity is graded in a DOLI lesson | | | | | X |
| 10) When I speak in class, even if my ideas are clear in my head, I get anxious and make mistakes | X | | | | |
| 11) I feel comfortable making mistakes in English-speaking activities | | | | | X |
| 12) I struggle to articulate my thoughts during oral assessments such as presentations, podcasts, and seminars | | X | | | |
| 13) I get nervous when I know I will be called on in a DOLI lesson | | | | X | |
| 14) It embarrasses me to voluntarily answer during a DOLI lesson | | | X | | |
| 15) I am familiar with playing board games | X | | | | |
| 16) I am familiar with playing board games in English | X | | | | |
| 17) I enjoy playing board games | | | X | | |

***Appendix C8***



**Questionnaire on English-Speaking Confidence, Anxiety, and Engagement in DOLI Lessons**

**Instructions:** Read each statement carefully and choose the option that best represents your opinion.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

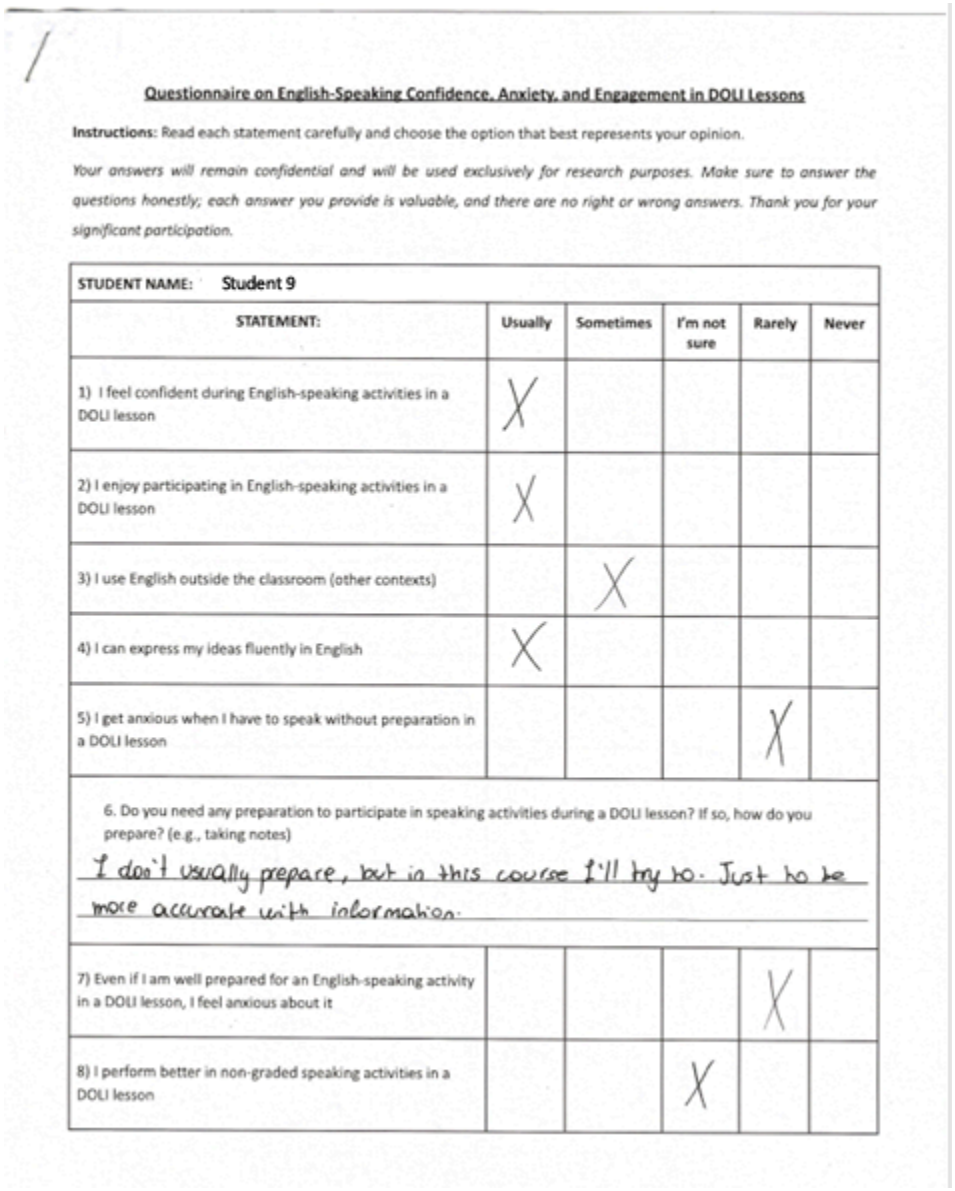
**STUDENT NAME:** Student 8

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 1) I feel confident during English-speaking activities in a DOLI lesson | | ✓ | | | |
| 2) I enjoy participating in English-speaking activities in a DOLI lesson | ✓ | | | | |
| 3) I use English outside the classroom (other contexts) | | ✓ | | | |
| 4) I can express my ideas fluently in English | | ✓ | | | |
| 5) I get anxious when I have to speak without preparation in a DOLI lesson | | ✓ | | | |
| 6. Do you need any preparation to participate in speaking activities during a DOLI lesson? If so, how do you prepare? (e.g., taking notes)<br>To participate in speaking activities I have to overthink if what I want to say would be right grammatically or in meaning | | | | | |
| 7) Even if I am well prepared for an English-speaking activity in a DOLI lesson, I feel anxious about it | | ✓ | | | |
| 8) I perform better in non-graded speaking activities in a DOLI lesson | | | ✓ | | |

**Student 8**

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 9) I get anxious when an activity is graded in a DOLI lesson | ✓ | | | | |
| 10) When I speak in class, even if my ideas are clear in my head, I get anxious and make mistakes | ✓ | | | | |
| 11) I feel comfortable making mistakes in English-speaking activities | | ✓ | | | |
| 12) I struggle to articulate my thoughts during oral assessments such as presentations, podcasts, and seminars | ✓ | | | | |
| 13) I get nervous when I know I will be called on in a DOLI lesson | | ✓ | | | |
| 14) It embarrasses me to voluntarily answer during a DOLI lesson | | ✓ | | | |
| 15) I am familiar with playing board games | | | | ✓ | |
| 16) I am familiar with playing board games in English | | | | | ✓ |
| 17) I enjoy playing board games | | ✓ | | | |

***Appendix C9***



**Questionnaire on English-Speaking Confidence, Anxiety, and Engagement in DOLI Lessons**

**Instructions:** Read each statement carefully and choose the option that best represents your opinion.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

**STUDENT NAME:** Student 9

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 1) I feel confident during English-speaking activities in a DOLI lesson | X | | | | |
| 2) I enjoy participating in English-speaking activities in a DOLI lesson | X | | | | |
| 3) I use English outside the classroom (other contexts) | | X | | | |
| 4) I can express my ideas fluently in English | X | | | | |
| 5) I get anxious when I have to speak without preparation in a DOLI lesson | | | | X | |

6. Do you need any preparation to participate in speaking activities during a DOLI lesson? If so, how do you prepare? (e.g., taking notes)

I don't usually prepare, but in this course I'll try to. Just to be more accurate with information.

| | | | | | |
|---|---|---|---|---|---|
| 7) Even if I am well prepared for an English-speaking activity in a DOLI lesson, I feel anxious about it | | | | X | |
| 8) I perform better in non-graded speaking activities in a DOLI lesson | | | X | | |

Student 9

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 9) I get anxious when an activity is graded in a DOLI lesson | | | | | X |
| 10) When I speak in class, even if my ideas are clear in my head, I get anxious and make mistakes | | | | | X |
| 11) I feel comfortable making mistakes in English-speaking activities | | X | | | |
| 12) I struggle to articulate my thoughts during oral assessments such as presentations, podcasts, and seminars | | | X | | |
| 13) I get nervous when I know I will be called on in a DOLI lesson | | | | | X |
| 14) It embarrasses me to voluntarily answer during a DOLI lesson | | | | | X |
| 15) I am familiar with playing board games | X | | | | |
| 16) I am familiar with playing board games in English | X | | | | |
| 17) I enjoy playing board games | X | | | | |

***Appendix C10***

**Questionnaire on English-Speaking Confidence, Anxiety, and Engagement in DOLI Lessons**

**Instructions:** Read each statement carefully and choose the option that best represents your opinion.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

**STUDENT NAME:** Student 10

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 1) I feel confident during English-speaking activities in a DOLI lesson | | | X | | |
| 2) I enjoy participating in English-speaking activities in a DOLI lesson | | X | | | |
| 3) I use English outside the classroom (other contexts) | | X | | | |
| 4) I can express my ideas fluently in English | | | X | | |
| 5) I get anxious when I have to speak without preparation in a DOLI lesson | | X | | | |
| 6. Do you need any preparation to participate in speaking activities during a DOLI lesson? If so, how do you prepare? (e.g., taking notes)<br>I usually have some notes in my notebook, but I think I would perform a bit better if I practice speaking before (like 20 minutes of conversation) | | | | | |
| 7) Even if I am well prepared for an English-speaking activity in a DOLI lesson, I feel anxious about it | X | | | | |
| 8) I perform better in non-graded speaking activities in a DOLI lesson | | | X | | |

**Student 10**

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 9) I get anxious when an activity is graded in a DOLI lesson | ✓ | | | | |
| 10) When I speak in class, even if my ideas are clear in my head, I get anxious and make mistakes | | ✓ | | | |
| 11) I feel comfortable making mistakes in English-speaking activities | | | | ✓ | |
| 12) I struggle to articulate my thoughts during oral assessments such as presentations, podcasts, and seminars | ✓ | | | | |
| 13) I get nervous when I know I will be called on in a DOLI lesson | ✓ | | | | |
| 14) It embarrasses me to voluntarily answer during a DOLI lesson | | ✓ | | | |
| 15) I am familiar with playing board games | | | | | ✓ |
| 16) I am familiar with playing board games in English | | | | | ✓ |
| 17) I enjoy playing board games | | | | ✓ | |

***Appendix C11***

**Questionnaire on English-Speaking Confidence, Anxiety, and Engagement in DOLI Lessons**

**Instructions:** Read each statement carefully and choose the option that best represents your opinion.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

**STUDENT NAME:** Student 11

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 1) I feel confident during English-speaking activities in a DOLI lesson | | X | | | |
| 2) I enjoy participating in English-speaking activities in a DOLI lesson | | X | | | |
| 3) I use English outside the classroom (other contexts) | | X | | | |
| 4) I can express my ideas fluently in English | | | X | | |
| 5) I get anxious when I have to speak without preparation in a DOLI lesson | X | | | | |
| 6. Do you need any preparation to participate in speaking activities during a DOLI lesson? If so, how do you prepare? (e.g., taking notes)<br>I'll try to take notes, during I am writting about the text, and I highlight in the text, also. | | | | | |
| 7) Even if I am well prepared for an English-speaking activity in a DOLI lesson, I feel anxious about it | X | | | | |
| 8) I perform better in non-graded speaking activities in a DOLI lesson | | X | | | |

**Student 11**

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 9) I get anxious when an activity is graded in a DOLI lesson | X | | | | |
| 10) When I speak in class, even if my ideas are clear in my head, I get anxious and make mistakes | | X | | | |
| 11) I feel comfortable making mistakes in English-speaking activities | | X | | | |
| 12) I struggle to articulate my thoughts during oral assessments such as presentations, podcasts, and seminars | X | | | | |
| 13) I get nervous when I know I will be called on in a DOLI lesson | | X | | | |
| 14) It embarrasses me to voluntarily answer during a DOLI lesson | | | X | | |
| 15) I am familiar with playing board games | | X | | | |
| 16) I am familiar with playing board games in English | | | | | X |
| 17) I enjoy playing board games | | X | | | |

***Appendix C12***

**Questionnaire on English-Speaking Confidence, Anxiety, and Engagement in DOLI Lessons**

**Instructions:** Read each statement carefully and choose the option that best represents your opinion.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

**STUDENT NAME:** Student 12

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 1) I feel confident during English-speaking activities in a DOLI lesson | | | X | | |
| 2) I enjoy participating in English-speaking activities in a DOLI lesson | | X | | | |
| 3) I use English outside the classroom (other contexts) | X | | | | |
| 4) I can express my ideas fluently in English | | X | | | |
| 5) I get anxious when I have to speak without preparation in a DOLI lesson | X | | | | |
| 6. Do you need any preparation to participate in speaking activities during a DOLI lesson? If so, how do you prepare? (e.g., taking notes)<br>read what I have to say over and over again | | | | | |
| 7) Even if I am well prepared for an English-speaking activity in a DOLI lesson, I feel anxious about it | X | | | | |
| 8) I perform better in non-graded speaking activities in a DOLI lesson | | | X | | |

| STATEMENT: Student 12 | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 9) I get anxious when an activity is graded in a DOLI lesson | X | | | | |
| 10) When I speak in class, even if my ideas are clear in my head, I get anxious and make mistakes | X | | | | |
| 11) I feel comfortable making mistakes in English-speaking activities | | X | | | |
| 12) I struggle to articulate my thoughts during oral assessments such as presentations, podcasts, and seminars | | X | | | |
| 13) I get nervous when I know I will be called on in a DOLI lesson | | X | | | |
| 14) It embarrasses me to voluntarily answer during a DOLI lesson | | X | | | |
| 15) I am familiar with playing board games | | | X | | |
| 16) I am familiar with playing board games in English | | | | X | |
| 17) I enjoy playing board games | X | | | | |

***Appendix C13***

**Questionnaire on English-Speaking Confidence, Anxiety, and Engagement in DOLI Lessons**

**Instructions:** Read each statement carefully and choose the option that best represents your opinion.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

**STUDENT NAME:** Student 13

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 1) I feel confident during English-speaking activities in a DOLI lesson | ✓ | | | | |
| 2) I enjoy participating in English-speaking activities in a DOLI lesson | ✓ | | | | |
| 3) I use English outside the classroom (other contexts) | | | | ✓ | |
| 4) I can express my ideas fluently in English | ✓ | | | | |
| 5) I get anxious when I have to speak without preparation in a DOLI lesson | | ✓ | | | |
| 6. Do you need any preparation to participate in speaking activities during a DOLI lesson? If so, how do you prepare? (e.g., taking notes) I usually practice a little and drink water in order to feel my mouth the most comfortable as possible | | | | | |
| 7) Even if I am well prepared for an English-speaking activity in a DOLI lesson, I feel anxious about it | | ✓ | | | |
| 8) I perform better in non-graded speaking activities in a DOLI lesson | | ✓ | | | |

Student 13

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 9) I get anxious when an activity is graded in a DOLI lesson | | ✓ | | | |
| 10) When I speak in class, even if my ideas are clear in my head, I get anxious and make mistakes | | ✓ | | | |
| 11) I feel comfortable making mistakes in English-speaking activities | | | | ✓ | |
| 12) I struggle to articulate my thoughts during oral assessments such as presentations, podcasts, and seminars | | | | ✓ | |
| 13) I get nervous when I know I will be called on in a DOLI lesson | | | | ✓ | |
| 14) It embarrasses me to voluntarily answer during a DOLI lesson | | | | | ✓ |
| 15) I am familiar with playing board games | | ✓ | | | |
| 16) I am familiar with playing board games in English | | | | ✓ | |
| 17) I enjoy playing board games | ✓ | | | | |

***Appendix C16***

**Questionnaire on English-Speaking Confidence, Anxiety, and Engagement in DOLI Lessons**

**Instructions:** Read each statement carefully and choose the option that best represents your opinion.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

| **STUDENT NAME:** Student 16 | | | | | |
|---|---|---|---|---|---|
| **STATEMENT:** | **Usually** | **Sometimes** | **I'm not sure** | **Rarely** | **Never** |
| 1) I feel confident during English-speaking activities in a DOLI lesson | | ✓ | | | |
| 2) I enjoy participating in English-speaking activities in a DOLI lesson | | ✓ | | | |
| 3) I use English outside the classroom (other contexts) | | | | ✓ | |
| 4) I can express my ideas fluently in English | | | ✓ | | |
| 5) I get anxious when I have to speak without preparation in a DOLI lesson | | ✓ | | | |
| 6. Do you need any preparation to participate in speaking activities during a DOLI lesson? If so, how do you prepare? (e.g., taking notes)<br>I usually don't need any preparation | | | | | |
| 7) Even if I am well prepared for an English-speaking activity in a DOLI lesson, I feel anxious about it | | | ✓ | | |
| 8) I perform better in non-graded speaking activities in a DOLI lesson | | ✓ | | | |

**Student 16**

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 9) I get anxious when an activity is graded in a DOLI lesson | | | ✓ | | |
| 10) When I speak in class, even if my ideas are clear in my head, I get anxious and make mistakes | | | | ✓ | |
| 11) I feel comfortable making mistakes in English-speaking activities | | ✓ | | | |
| 12) I struggle to articulate my thoughts during oral assessments such as presentations, podcasts, and seminars | | | | ✓ | |
| 13) I get nervous when I know I will be called on in a DOLI lesson | | | | ✓ | |
| 14) It embarrasses me to voluntarily answer during a DOLI lesson | | ✓ | | | |
| 15) I am familiar with playing board games | | | | ✓ | |
| 16) I am familiar with playing board games in English | | | | | ✓ |
| 17) I enjoy playing board games | ✓ | | | | |

***Appendix C17***

**Questionnaire on English-Speaking Confidence, Anxiety, and Engagement in DOLI Lessons**

**Instructions:** Read each statement carefully and choose the option that best represents your opinion.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

| **STUDENT NAME:** Student 17 | | | | | |
|---|---|---|---|---|---|
| **STATEMENT:** | **Usually** | **Sometimes** | **I'm not sure** | **Rarely** | **Never** |
| 1) I feel confident during English-speaking activities in a DOLI lesson | | X | | | |
| 2) I enjoy participating in English-speaking activities in a DOLI lesson | | | X | | |
| 3) I use English outside the classroom (other contexts) | | X | | | |
| 4) I can express my ideas fluently in English | | | X | | |
| 5) I get anxious when I have to speak without preparation in a DOLI lesson | | X | | | |
| 6. Do you need any preparation to participate in speaking activities during a DOLI lesson? If so, how do you prepare? (e.g., taking notes)<br>Just organize my ~~thoughts~~ ideas, making bullet points | | | | | |
| 7) Even if I am well prepared for an English-speaking activity in a DOLI lesson, I feel anxious about it | X | | | | |
| 8) I perform better in non-graded speaking activities in a DOLI lesson | | X | | | |

Student 17

| STATEMENT: | Usually | Sometimes | I'm not sure | Rarely | Never |
|---|---|---|---|---|---|
| 9) I get anxious when an activity is graded in a DOLI lesson | X | | | | |
| 10) When I speak in class, even if my ideas are clear in my head, I get anxious and make mistakes | X | | | | |
| 11) I feel comfortable making mistakes in English-speaking activities | | | | | X |
| 12) I struggle to articulate my thoughts during oral assessments such as presentations, podcasts, and seminars | X | | | | |
| 13) I get nervous when I know I will be called on in a DOLI lesson | X | | | | |
| 14) It embarrasses me to voluntarily answer during a DOLI lesson | | X | | | |
| 15) I am familiar with playing board games | X | | | | |
| 16) I am familiar with playing board games in English | | | | | X |
| 17) I enjoy playing board games | X | | | | |

**Appendix D**

**Exit Ticket - English-Speaking Session (Socratic Seminar)**

**Student Name: _____**

**Instructions:** Read each question carefully and choose the option that best represents your opinion. , write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☐ Very comfortable
- ☐ Comfortable
- ☐ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

_____

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☐ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

_____

3. **How engaging did you find today's activity?**

- ☐ Totally / Completely engaging
- ☐ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

_____

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☐ Very helpful
- ☐ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

_____

5. **Do these types of activities motivate you to speak in English?**

- ☐ Yes
- ☐ Not sure
- ☐ No

**Why?**

_____

6. **How do you feel about using Socratic Seminars in English lessons?**

- ☐ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

_____

7. **What would you improve or change for the next time?**

_____

_____

8. **What did you like most about today's session?**

_____

_____

9. **What did you find challenging about today's activity?**

_____

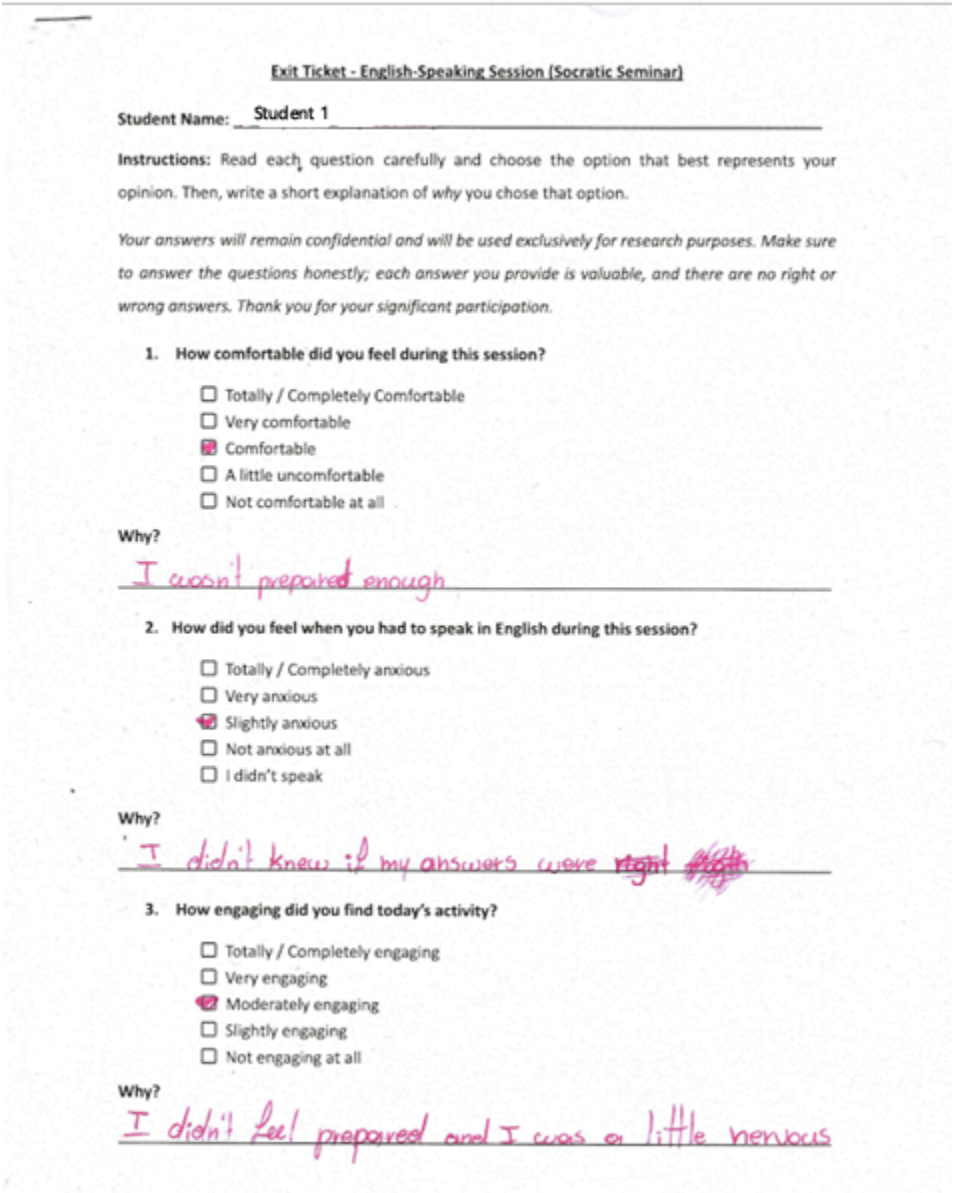
_____

10. **Is there anything else you would like to say about the activity?**

_____

_____

***Appendix D1***



**Exit Ticket - English-Speaking Session (Socratic Seminar)**

**Student Name:** Student 1

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☐ Very comfortable
- ☑ Comfortable
- ☐ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

I wasn't prepared enough

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☑ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

I didn't knew if my answers were right

3. **How engaging did you find today's activity?**

- ☐ Totally / Completely engaging
- ☐ Very engaging
- ☑ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

I didn't feel prepared and I was a little nervous

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☑ Very helpful
- ☐ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

It made me use words I don't normally use.

5. **Do these types of activities motivate you to speak in English?**

- ☑ Yes
- ☐ Not sure
- ☐ No

**Why?**

Because I need to forcefully need to speak

6. **How do you feel about using Socratic Seminars in English lessons?**

- ☑ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

Because it's a thing im not use to do, but I ~~enjo~~ got to enjoy doing with my classmates.

7. What would you improve or change for the next time?

I don't think there is something I want to change.

8. What did you like most about today's session?

It felt light, I didn't feel the pressure of it being evaluated, so I was a little more relaxed.

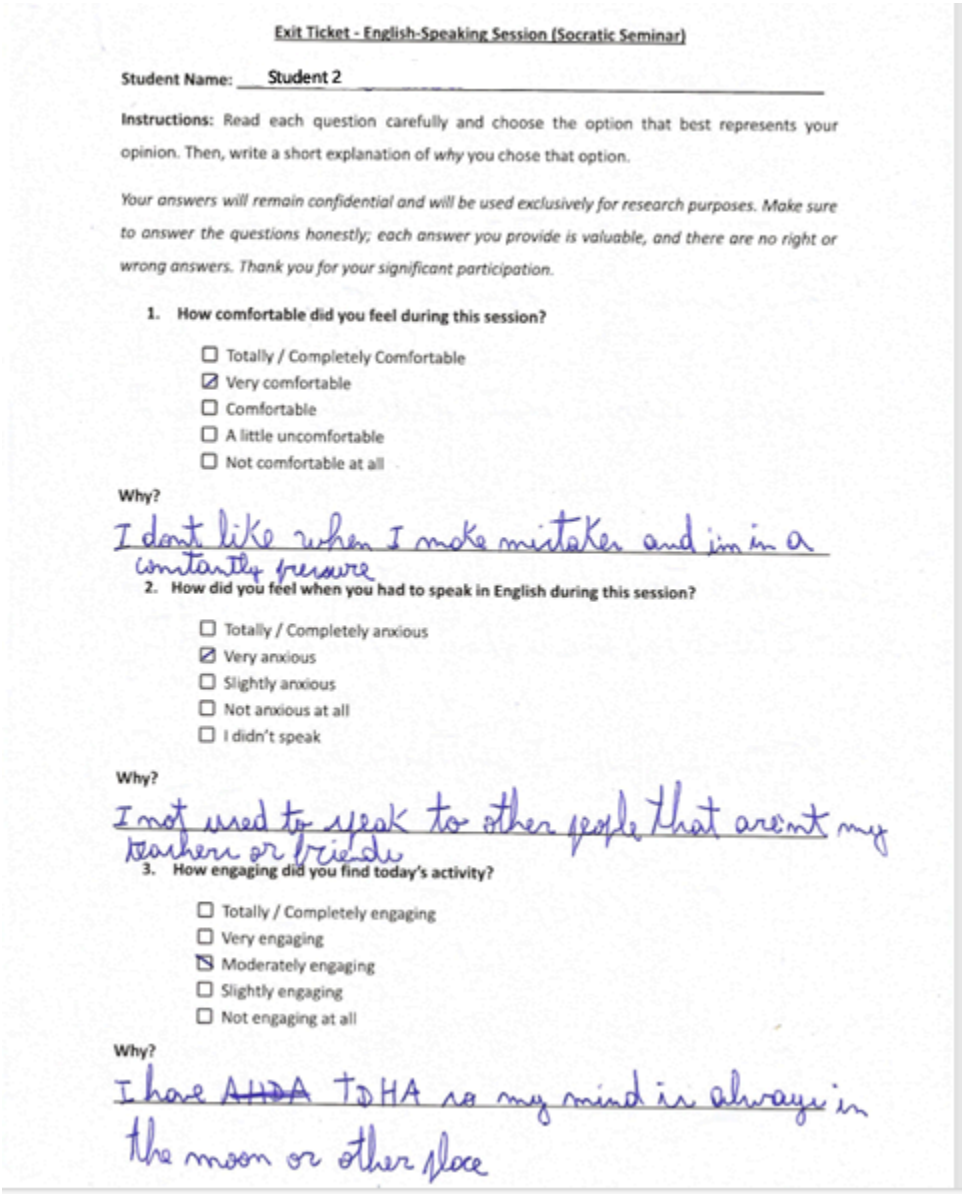
9. What did you find challenging about today's activity?

That I didn't ~~read~~ fully read the text, so I wasn't that prepared.

10. Is there anything else you would like to say about the activity?

Even if I wasn't that prepared, I enjoyed it

***Appendix D2***



**Exit Ticket - English-Speaking Session (Socratic Seminar)**

**Student Name:** Student 2

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☑ Very comfortable
- ☐ Comfortable
- ☐ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

I dont like when I make mistakes and im in a constantly pressure

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☑ Very anxious
- ☐ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

I not used to speak to other people that arent my teachers or friends

3. **How engaging did you find today's activity?**

- ☐ Totally / Completely engaging
- ☐ Very engaging
- ☒ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

I have ~~AHDA~~ TDHA so my mind is always in the moon or other place

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- [x] Extremely helpful
- [ ] Very helpful
- [ ] Moderately helpful
- [ ] Slightly helpful
- [ ] Not helpful at all

**Why?**

this session helped me to be a little bit more confident

5. **Do these types of activities motivate you to speak in English?**

- [x] Yes
- [ ] Not sure
- [ ] No

**Why?**

this kind of test challenge me to speak and to improve an answer

6. **How do you feel about using Socratic Seminars in English lessons?**

- [x] I like it
- [ ] I'm not sure
- [ ] I don't like it

**Why?**

it helps me to improve a more fast answer than a ~~test~~ written test

7. What would you improve or change for the next time?

nothing it was great the activity it self
is more on me I take the mark of the seminars JK)

8. What did you like most about today's session?

I could laughe more than previous class

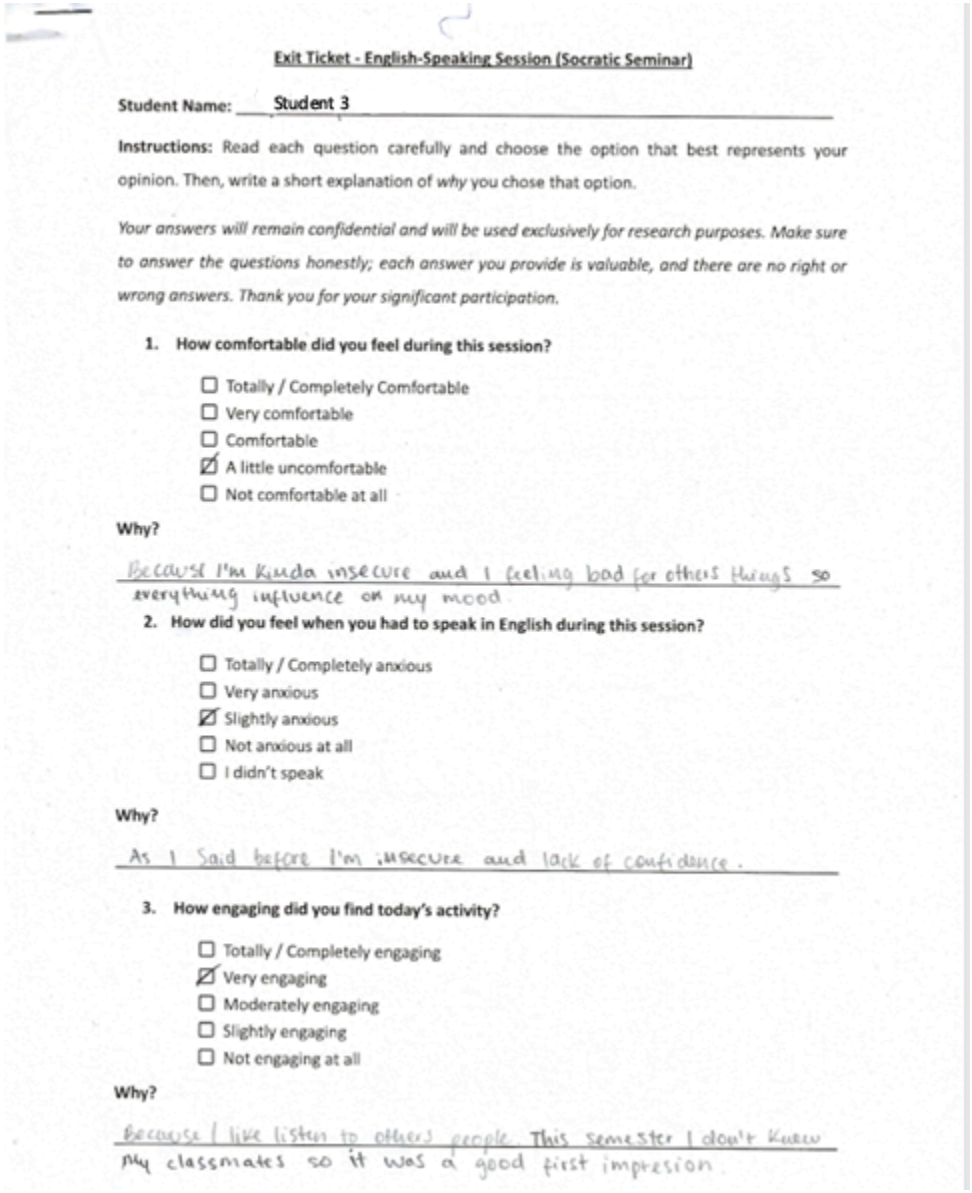
9. What did you find challenging about today's activity?

I think the most challenging parte of today's
activity was not to feel shame for what I think or
I beliue

10. Is there anything else you would like to say about the activity?

I don't have anything to say about the
activity

***Appendix D3***



**Exit Ticket - English-Speaking Session (Socratic Seminar)**

**Student Name:** Student 3

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☐ Very comfortable
- ☐ Comfortable
- ☑ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

Because I'm kinda insecure and I feeling bad for others things so everything influence on my mood.

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☑ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

As I said before I'm insecure and lack of confidence.

3. **How engaging did you find today's activity?**

- ☐ Totally / Completely engaging
- ☑ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

Because I like listen to others people. This semester I don't Knew my classmates so it was a good first impresion.

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☐ Very helpful
- ☑ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

5. **Do these types of activities motivate you to speak in English?**

- ☐ Yes
- ☑ Not sure
- ☐ No

**Why?**

Because I like the activities but I still not participate enough

6. **How do you feel about using Socratic Seminars in English lessons?**

- ☑ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

Because it is a great way to improve our skills

7. **What would you improve or change for the next time?**

I would like to prepare myself better.

8. **What did you like most about today's session?**

Speak with my classmates.

9. **What did you find challenging about today's activity?**

Find the correct words.

10. **Is there anything else you would like to say about the activity?**

It was better than I though.

***Appendix D6***

**Exit Ticket - English-Speaking Session (Socratic Seminar)**

**Student Name:** Student 6

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☒ Very comfortable
- ☐ Comfortable
- ☐ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

because all of us are respectfully with each other and the class was actually Pretty Funny

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☐ Slightly anxious
- ☒ Not anxious at all
- ☐ I didn't speak

**Why?**

because, as I said, all of my classmates were respectfull.

3. **How engaging did you find today's activity?**

- ☐ Totally / Completely engaging
- ☒ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

because we talk about an interesting topic.

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☒ Very helpful
- ☐ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

it was helpful but I feel that I didn't use new vocabulary

5. **Do these types of activities motivate you to speak in English?**

- ☐ Yes
- ☒ Not sure
- ☐ No

**Why?**

it's not comfortable to me to talk in general, it doesn't matter the activity

6. **How do you feel about using Socratic Seminars in English lessons?**

- ☒ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

it's funny?

7. **What would you improve or change for the next time?**

maybe my vocabulary.

8. **What did you like most about today's session?**

when we talked about songs

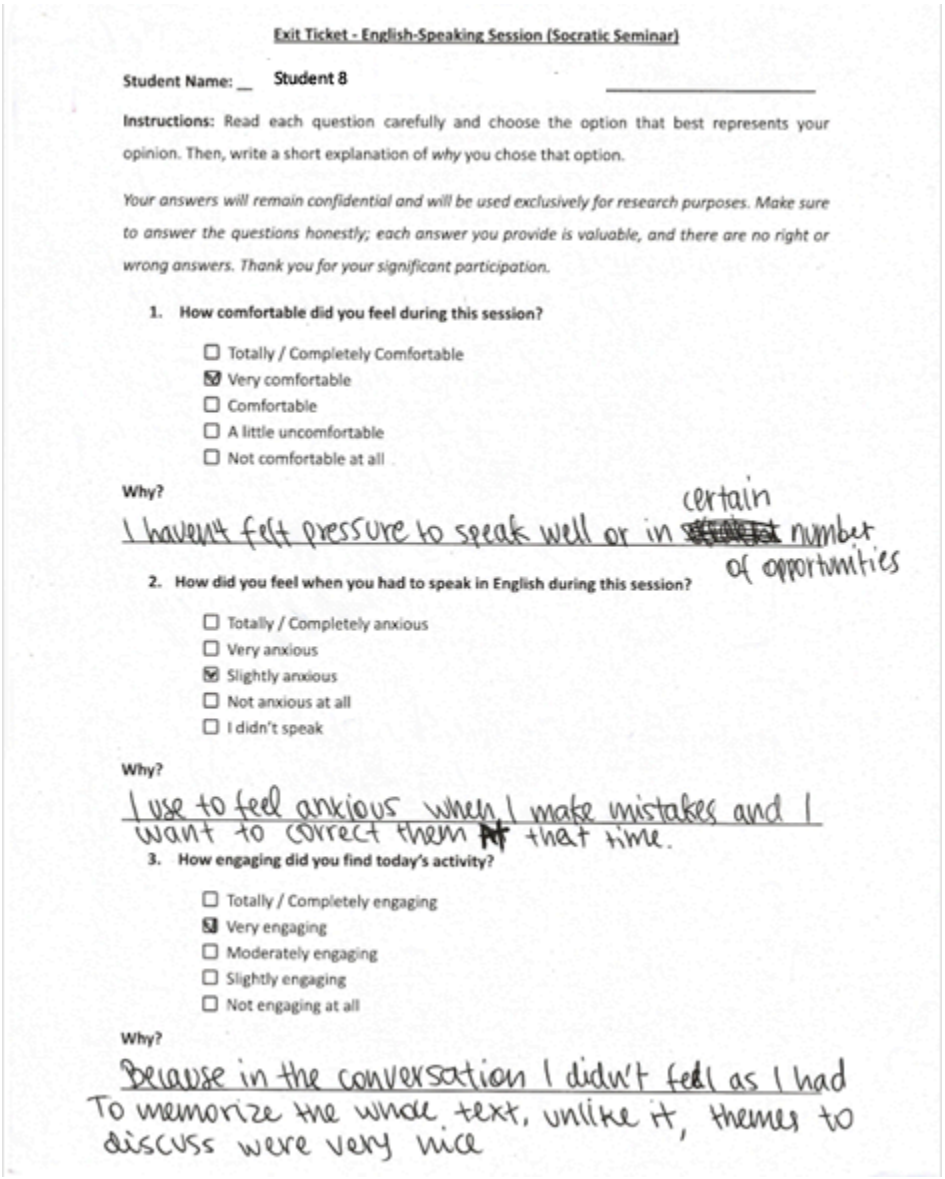
9. **What did you find challenging about today's activity?**

talk in general

10. **Is there anything else you would like to say about the activity?**

no, it was pretty good

***Appendix D8***



**Exit Ticket - English-Speaking Session (Socratic Seminar)**

**Student Name:** Student 8

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☑ Very comfortable
- ☐ Comfortable
- ☐ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

I haven't felt pressure to speak well or in certain number of opportunities

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☑ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

I use to feel anxious when I make mistakes and I want to correct them at that time.

3. **How engaging did you find today's activity?**

- ☐ Totally / Completely engaging
- ☑ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

Because in the conversation I didn't feel as I had To memorize the whole text, unlike it, themes to discuss were very nice

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☑ Very helpful
- ☐ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

I like to speaks with classmates because we have few opportunities to talk about what we think in classes refering to specific topics.

5. **Do these types of activities motivate you to speak in English?**

- ☒ Yes
- ☐ Not sure
- ☐ No

**Why?**

In seminars I feel pressured sometimes because rubrics and marks but they help me to know what I have to improve

6. **How do you feel about using Socratic Seminars in English lessons?**

- ☒ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

In that moment I don't feel that I'm on a test, I just think that I have to try my best.

7. **What would you improve or change for the next time?**

How interesting is the text that we have to read, I did not unlike it, but it was difficult to keep me interested in the text

8. **What did you like most about today's session?**

Questions that we have to ~~read~~ answer and also that it doesn't have mark.

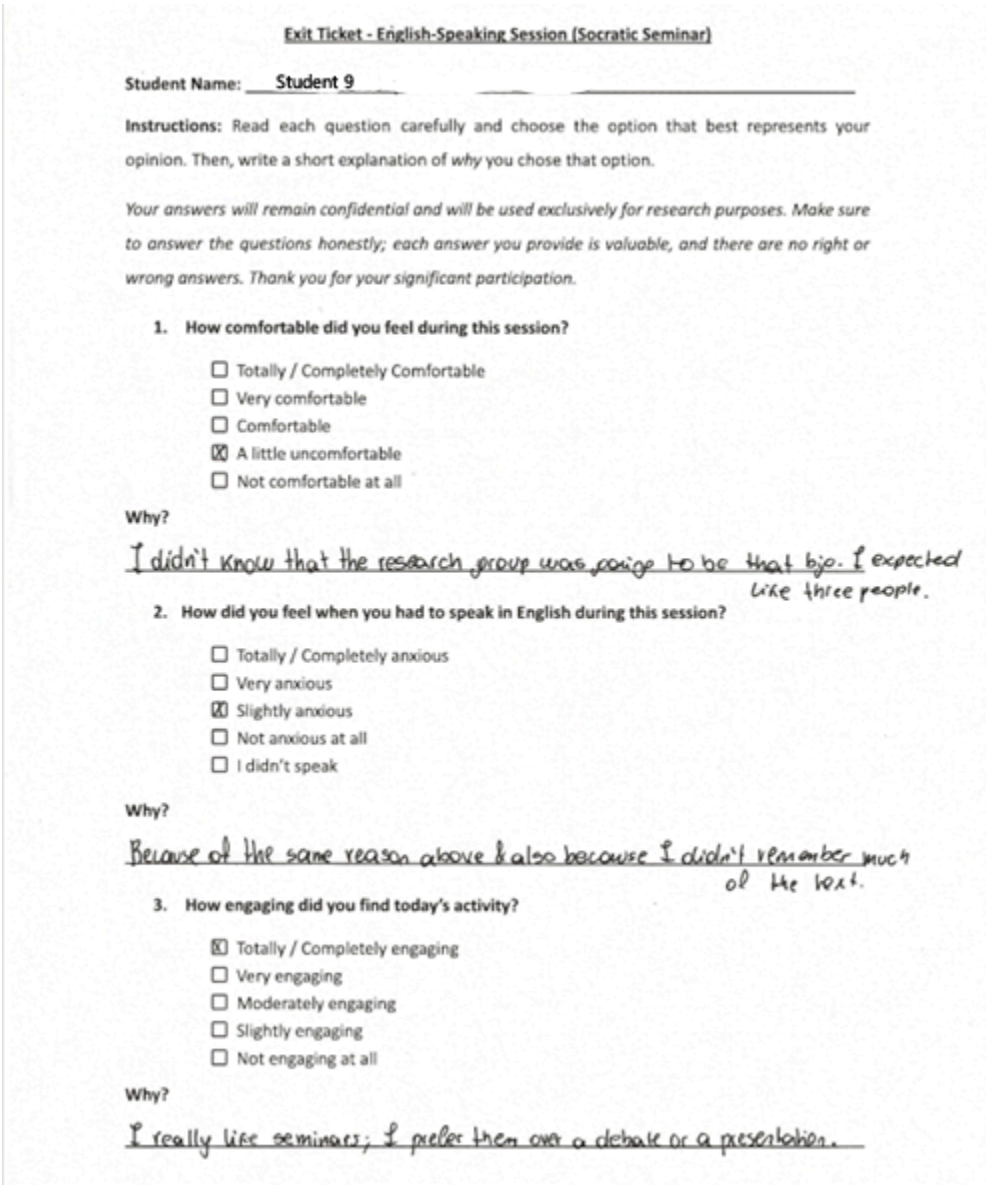
9. **What did you find challenging about today's activity?**

Remember concepts and try to apply them at answering the questions.

10. **Is there anything else you would like to say about the activity?**

I felt confident with the group I was, and researchers were kind.

***Appendix D9***



**Exit Ticket - English-Speaking Session (Socratic Seminar)**

**Student Name:** Student 9

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☐ Very comfortable
- ☐ Comfortable
- ☒ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

I didn't know that the research group was going to be that big. I expected like three people.

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☒ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

Because of the same reason above & also because I didn't remember much of the text.

3. **How engaging did you find today's activity?**

- ☒ Totally / Completely engaging
- ☐ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

I really like seminars; I prefer them over a debate or a presentation.

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- [x] Extremely helpful
- [ ] Very helpful
- [ ] Moderately helpful
- [ ] Slightly helpful
- [ ] Not helpful at all

**Why?**

It provides a good enviornment to present your ideas freely.

5. **Do these types of activities motivate you to speak in English?**

- [x] Yes
- [ ] Not sure
- [ ] No

**Why?**

Because we are all nervous, and it's good when you can cope with that with other people.

6. **How do you feel about using Socratic Seminars in English lessons?**

- [x] I like it
- [ ] I'm not sure
- [ ] I don't like it

**Why?**

Because of all the reasons above.

7. What would you improve or change for the next time?

Maybe, in the case of my group, I would change the amount of time that we had to answer the questions.

8. What did you like most about today's session?

I found that Dani asked us to bring a song, because art is full of ideas & personal experiences, so I think is a good resource.

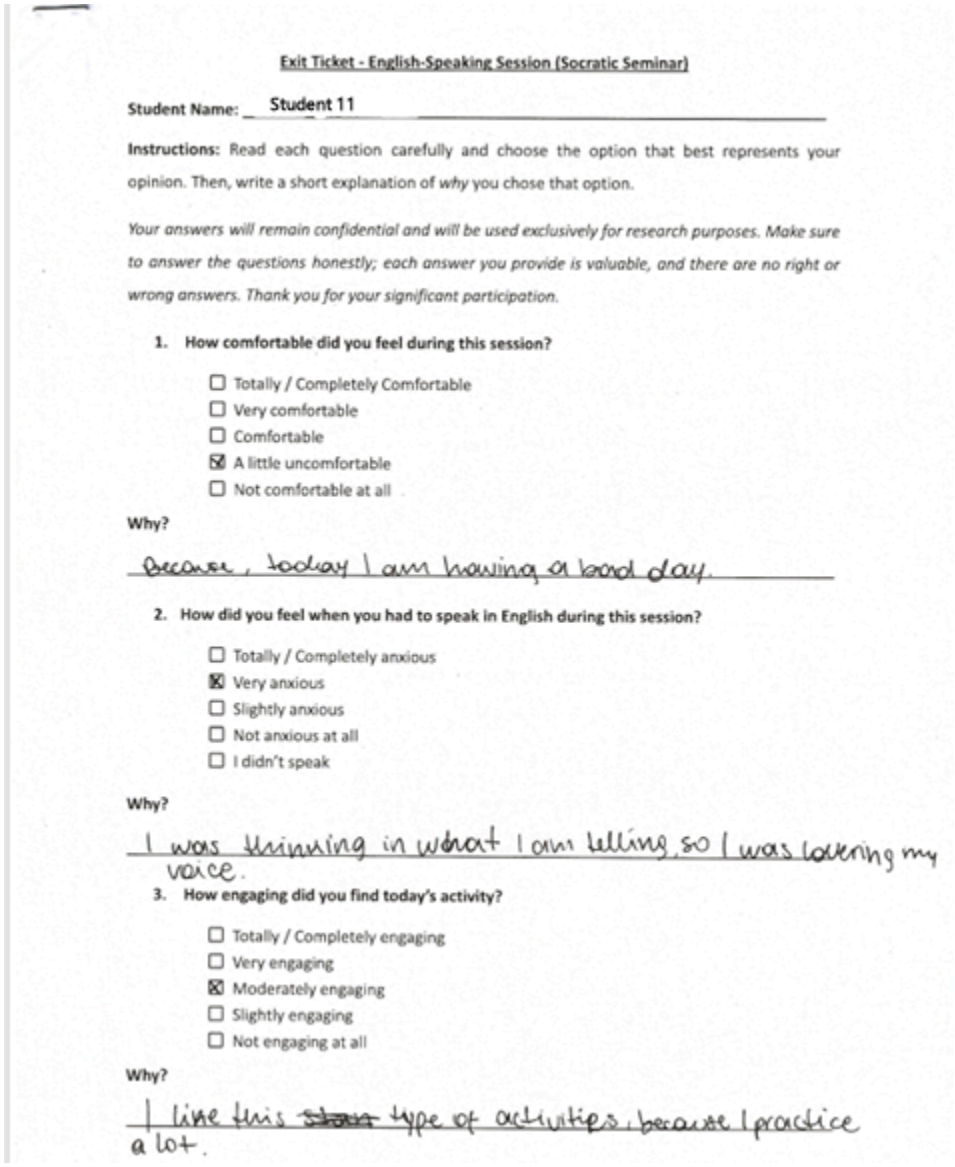
9. What did you find challenging about today's activity?

That they were other people watching. Usually, we do the seminars with only the seminar group on the classroom.

10. Is there anything else you would like to say about the activity?

Not really. Maybe add more questions.

***Appendix D11***



**Exit Ticket - English-Speaking Session (Socratic Seminar)**

**Student Name:** Student 11

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☐ Very comfortable
- ☐ Comfortable
- ☒ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

Because, today I am having a bad day.

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☒ Very anxious
- ☐ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

I was thinking in what I am telling, so I was lowering my voice.

3. **How engaging did you find today's activity?**

- ☐ Totally / Completely engaging
- ☐ Very engaging
- ☒ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

I like this ~~class~~ type of activities, because I practice a lot.

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☒ Very helpful
- ☐ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

Because I know after this first socratic seminar I have a base to improve in my english.

5. **Do these types of activities motivate you to speak in English?**

- ☒ Yes
- ☐ Not sure
- ☐ No

**Why?**

I like to challenge myself.

6. **How do you feel about using Socratic Seminars in English lessons?**

- ☒ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

It is a good space to practice and learn.

7. What would you improve or change for the next time?

Nothing, I think socratic seminar work for us.

8. What did you like most about today's session?

The topic was so interesant of this seminar, I really understand how this ideologies affect us.

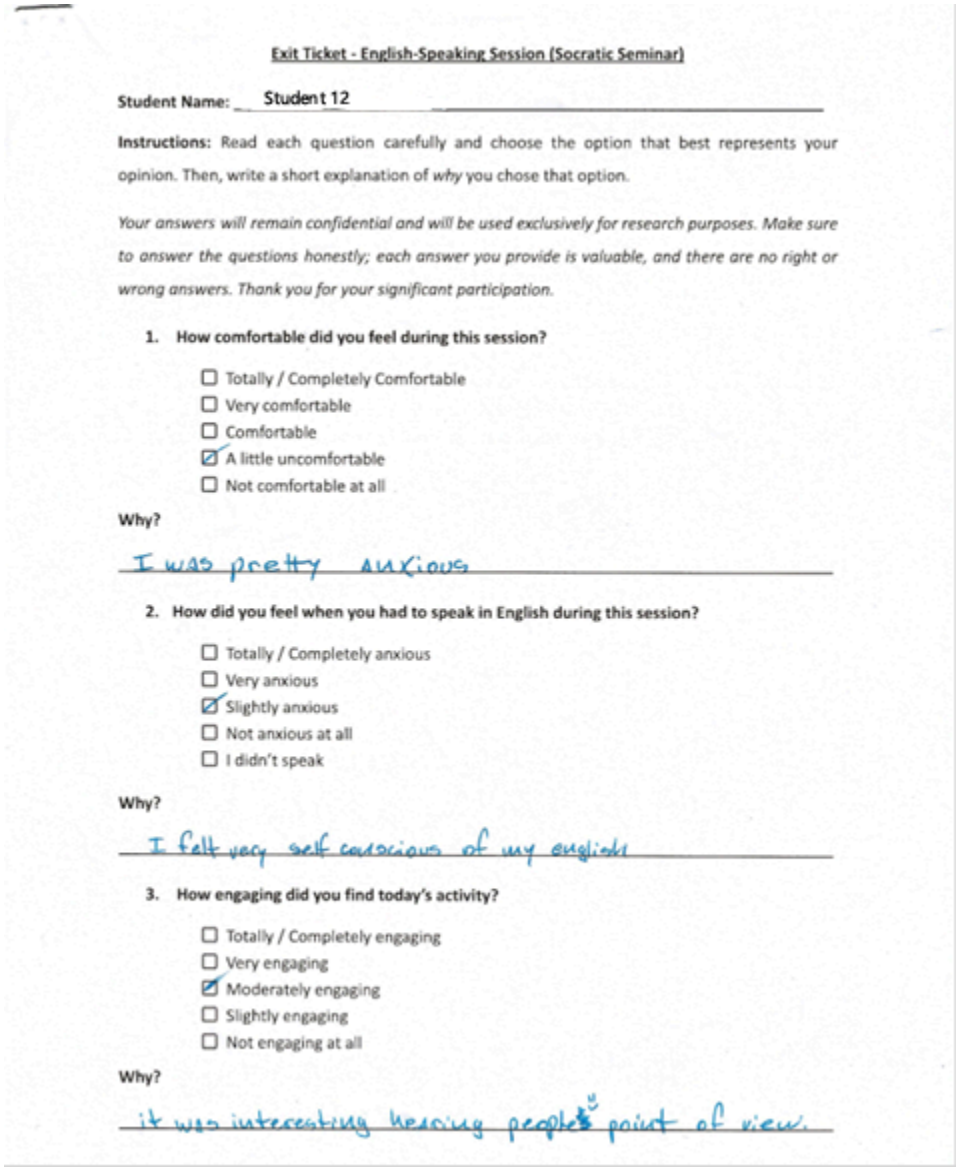
9. What did you find challenging about today's activity?

it was good, so interesting.

10. Is there anything else you would like to say about the activity?

As I saiid, I really like how this activity, because socratic seminar it is a space to talk without having problems.

***Appendix D12***



**Exit Ticket - English-Speaking Session (Socratic Seminar)**

**Student Name:** Student 12

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☐ Very comfortable
- ☐ Comfortable
- ☑ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

I was pretty anxious

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☑ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

I felt very self conscious of my english

3. **How engaging did you find today's activity?**

- ☐ Totally / Completely engaging
- ☐ Very engaging
- ☑ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

it was interesting hearing people's point of view.

4. How helpful do you think today's activity was for practicing your speaking skills?

- ☐ Extremely helpful
- ☐ Very helpful
- ☑ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

Why?

it took me out of my comfort zone

5. Do these types of activities motivate you to speak in English?

- ☑ Yes
- ☐ Not sure
- ☐ No

Why?

I practice more

6. How do you feel about using Socratic Seminars in English lessons?

- ☐ I like it
- ☐ I'm not sure
- ☑ I don't like it

Why?

they made me feel really anxious

7. What would you improve or change for the next time?

for next time I guess I will prepare more to be less Anxious

8. What did you like most about today's session?

when the seminar end.

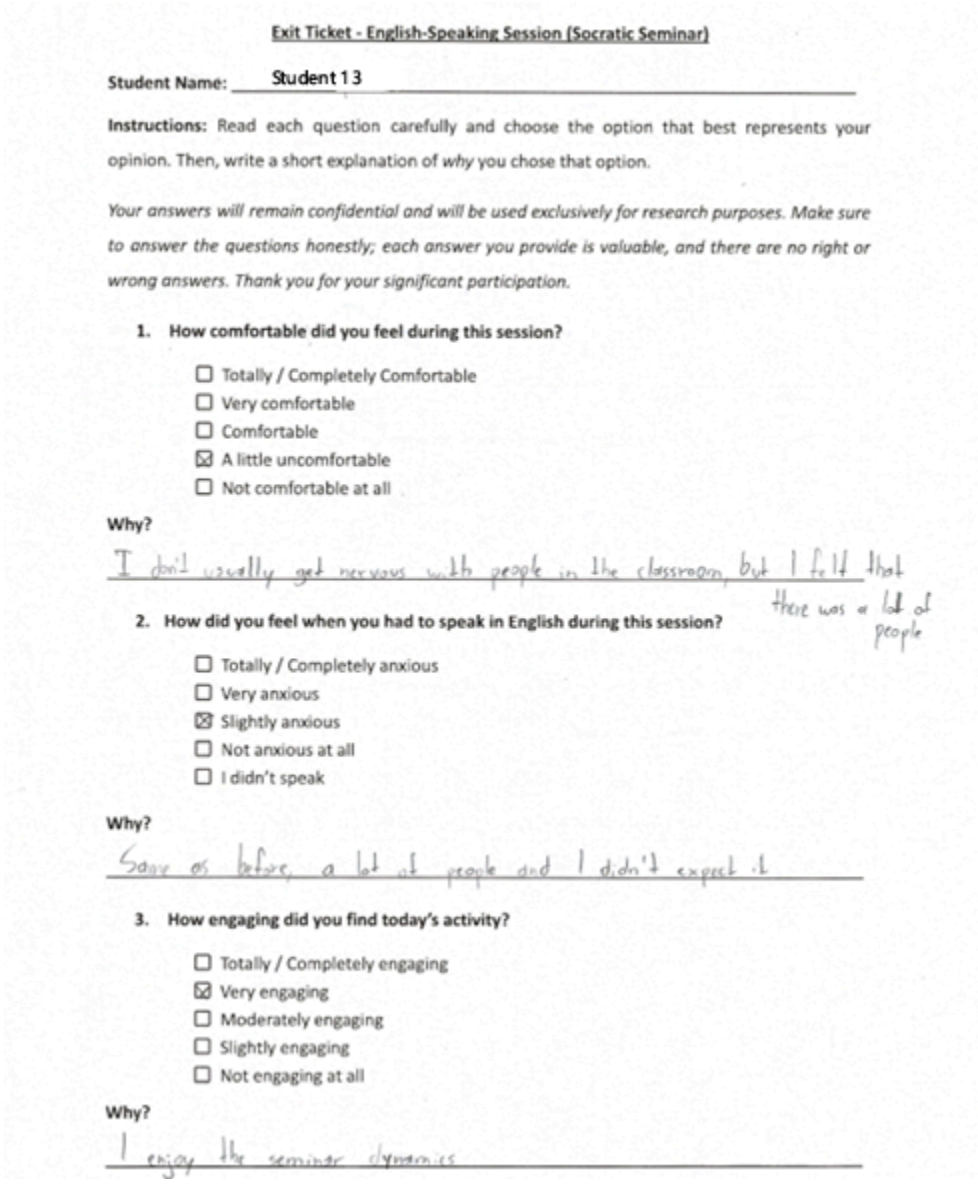
9. What did you find challenging about today's activity?

finding the correct words.

10. Is there anything else you would like to say about the activity?

it wasnt as bad as I thought

***Appendix D13***



**Exit Ticket - English-Speaking Session (Socratic Seminar)**

**Student Name:** Student 13

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☐ Very comfortable
- ☐ Comfortable
- ☒ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

I don't usually get nervous with people in the classroom, but I felt that there was a lot of people

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☒ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

Same as before, a lot of people and I didn't expect it

3. **How engaging did you find today's activity?**

- ☐ Totally / Completely engaging
- ☒ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

I enjoy the seminar dynamics

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- [x] Extremely helpful
- [ ] Very helpful
- [ ] Moderately helpful
- [ ] Slightly helpful
- [ ] Not helpful at all

**Why?**

We all had a chance to speak our thoughts

5. **Do these types of activities motivate you to speak in English?**

- [x] Yes
- [ ] Not sure
- [ ] No

**Why?**

Because I like to interact with other people in English

6. **How do you feel about using Socratic Seminars in English lessons?**

- [x] I like it
- [ ] I'm not sure
- [ ] I don't like it

**Why?**

It helps everyone to improve speaking skills and also learn more about eachother

7. **What would you improve or change for the next time?**

Maybe some general conversations to "loosen the tongue"

8. **What did you like most about today's session?**

Interacting with my classmates and being able to speak

9. **What did you find challenging about today's activity?**

Organising my ideas in the moment I was speaking

10. **Is there anything else you would like to say about the activity?**

I like the seminars in general, so maybe more questions

***Appendix D16***

**Exit Ticket - English-Speaking Session (Socratic Seminar)**

**Student Name:** Student 16

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☑ Very comfortable
- ☐ Comfortable
- ☐ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

We where a small group, so I felt more comfortable.

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☑ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

I felt slightly anxios because there was a lot of people in the classroom.

3. **How engaging did you find today's activity?**

- ☐ Totally / Completely engaging
- ☑ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

It was fun to share opinions.

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- [x] Extremely helpful
- [ ] Very helpful
- [ ] Moderately helpful
- [ ] Slightly helpful
- [ ] Not helpful at all

**Why?**

We had the opportunity to share our believes.

5. **Do these types of activities motivate you to speak in English?**

- [x] Yes
- [ ] Not sure
- [ ] No

**Why?**

Listening to my classmates share their opinions makes me want to do the same.

6. **How do you feel about using Socratic Seminars in English lessons?**

- [x] I like it
- [ ] I'm not sure
- [ ] I don't like it

**Why?**

7. What would you improve or change for the next time?

I would take notes about what my classmates say.

8. What did you like most about today's session?

When we talk about a song that it was full of ideology, because it was the most interesting part, tome.

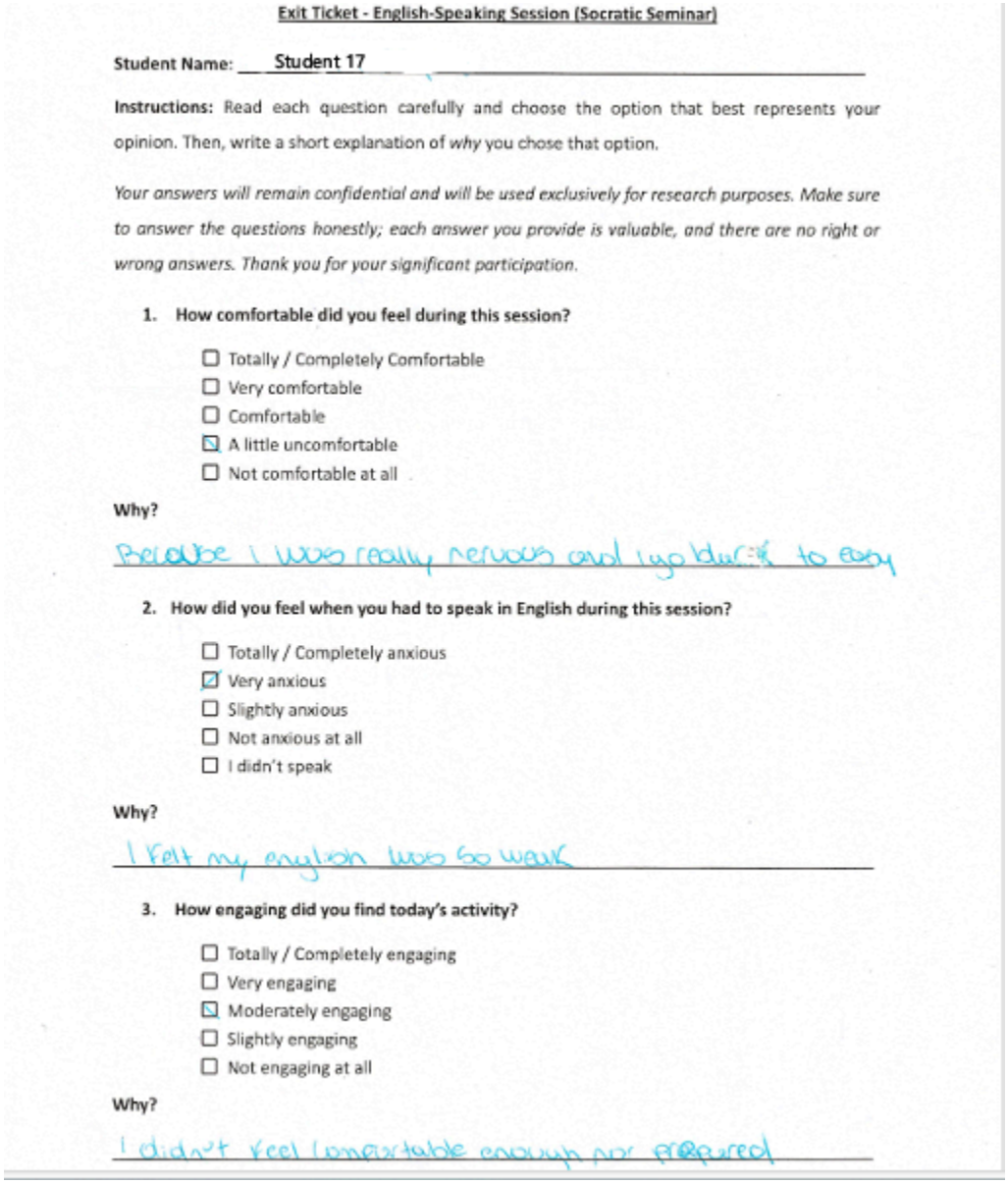
9. What did you find challenging about today's activity?

To make the conversation fluid and introducing the questions.

10. Is there anything else you would like to say about the activity?

Maybe more questions. :)

***Appendix D17***



**Exit Ticket - English-Speaking Session (Socratic Seminar)**

**Student Name:** Student 17

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☐ Very comfortable
- ☐ Comfortable
- ☒ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

Because I was really nervous and I go blank to easy

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☑ Very anxious
- ☐ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

I felt my english was so weak

3. **How engaging did you find today's activity?**

- ☐ Totally / Completely engaging
- ☐ Very engaging
- ☒ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

I didn't feel comfortable enough nor prepared

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☐ Very helpful
- ☑ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

I think it was like a shock therapy

5. **Do these types of activities motivate you to speak in English?**

- ☑ Yes
- ☐ Not sure
- ☐ No

**Why?**

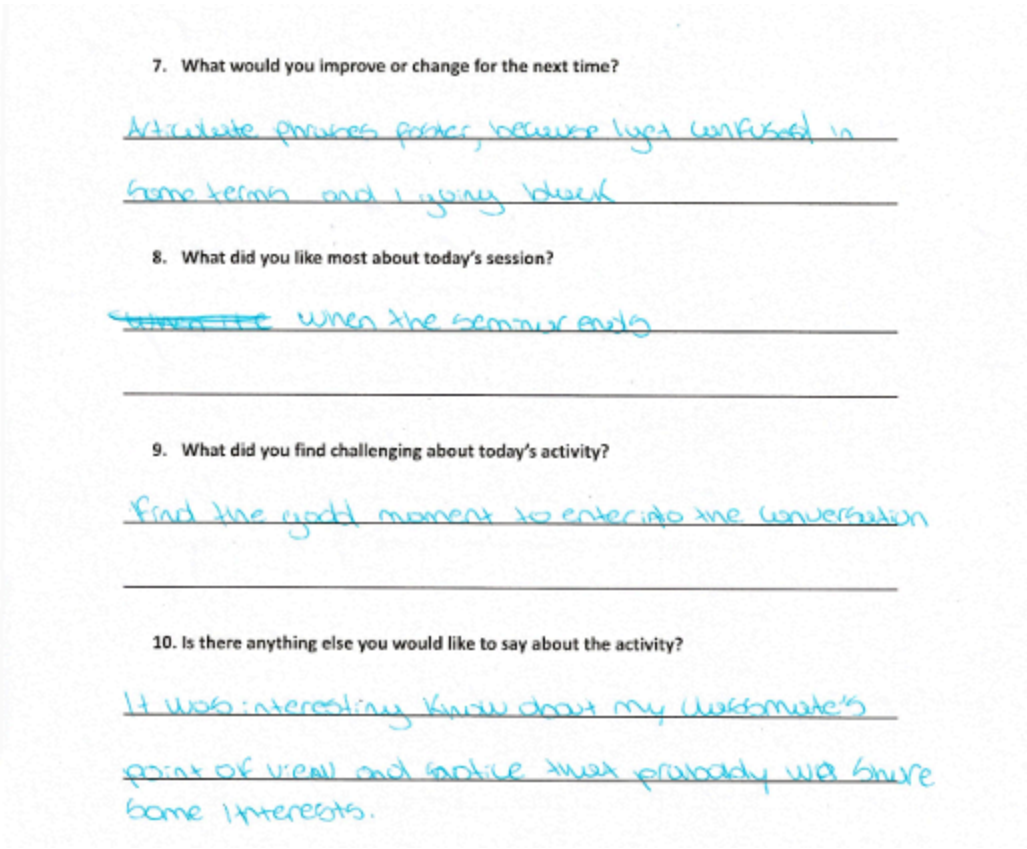
Because I can notice my weak points.

6. **How do you feel about using Socratic Seminars in English lessons?**

- ☐ I like it
- ☑ I'm not sure
- ☐ I don't like it

**Why?**

It is a 86/100, because I like it but it makes me very anxious



7. What would you improve or change for the next time?

Articulate phrases faster, because I get confused in some terms and I going blank

8. What did you like most about today's session?

~~[illegible]~~ when the seminar ends

9. What did you find challenging about today's activity?

find the right moment to enter into the conversation

10. Is there anything else you would like to say about the activity?

It was interesting know about my classmate's point of view and notice that probably we share some interests.

**Appendix E**

**Exit Ticket - English-Speaking Session (Board Games)**

Student Name: _____

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of why you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

**1. How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☐ Very comfortable
- ☐ Comfortable

- ☐ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

---

**2. How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☐ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

---

**3. How engaging did you find today's activity?**

- ☐ Totally / Completely engaging
- ☐ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

---

**4. How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☐ Very helpful
- ☐ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

_____

**5. Do these types of activities motivate you to speak in English?**

- ☐ Yes
- ☐ Not sure
- ☐ No

**Why?**

_____

**6. How do you feel about using board games in English lessons?**

- ☐ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

_____

**7. What would you improve or change for the next time?**

_____

_____

**8. What did you like most about today's session?**

_____

_____

**9. What did you find challenging about today's activity?**

_____

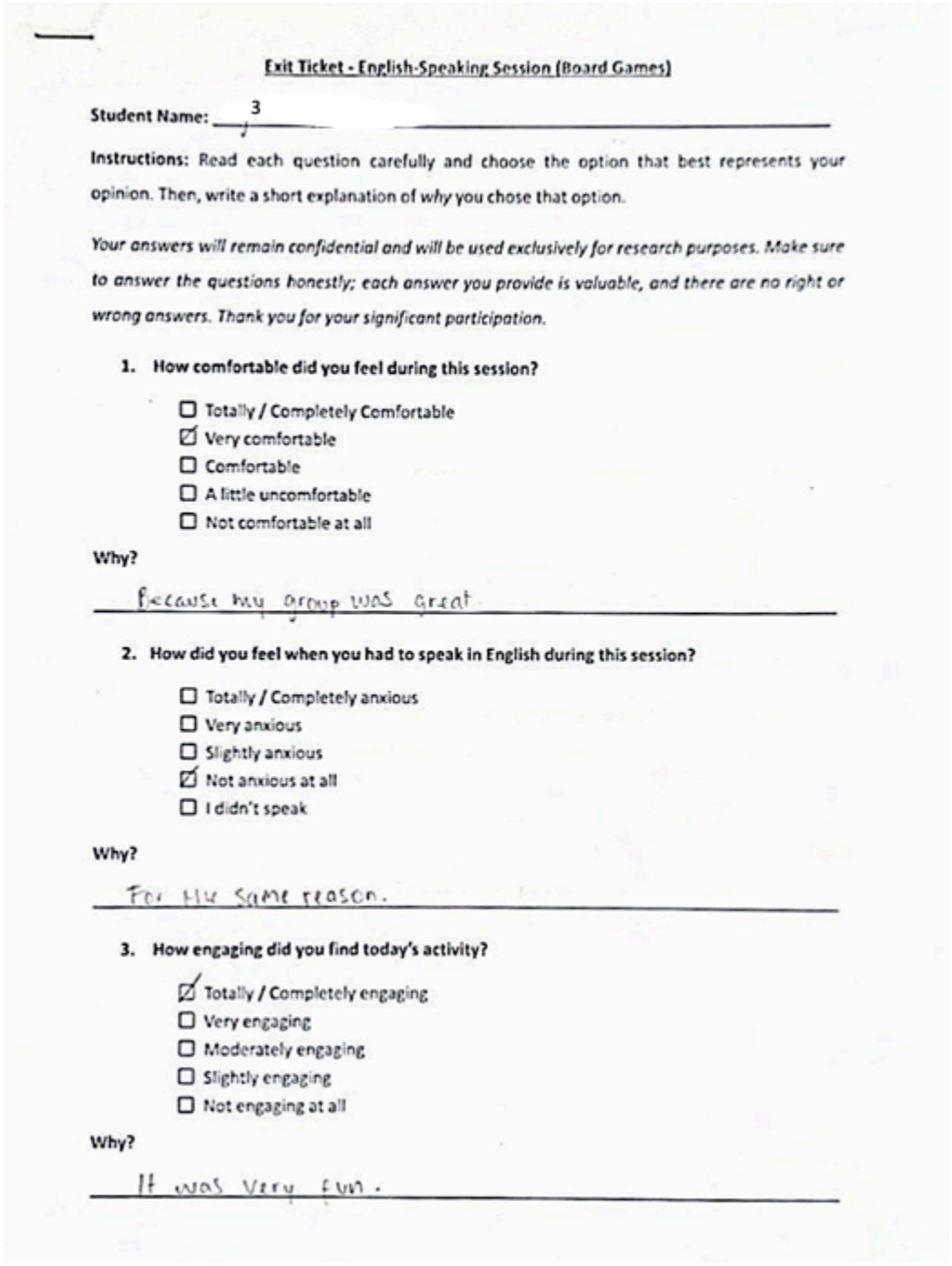
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**10. Is there anything else you would like to say about the activity?**

_____

_____

***Appendix E3***



**Exit Ticket - English-Speaking Session (Board Games)**

**Student Name:** 3

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☑ Very comfortable
- ☐ Comfortable
- ☐ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

Because my group was great

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☐ Slightly anxious
- ☑ Not anxious at all
- ☐ I didn't speak

**Why?**

For the same reason.

3. **How engaging did you find today's activity?**

- ☑ Totally / Completely engaging
- ☐ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

It was very fun.

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☑ Very helpful
- ☐ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

---

5. **Do these types of activities motivate you to speak in English?**

- ☑ Yes
- ☐ Not sure
- ☐ No

**Why?**

Because it is comfortable

6. **How do you feel about using board games in English lessons?**

- ☑ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

It is fun

7. What would you improve or change for the next time?

Nothing, it was pretty fun

8. What did you like most about today's session?

My group.

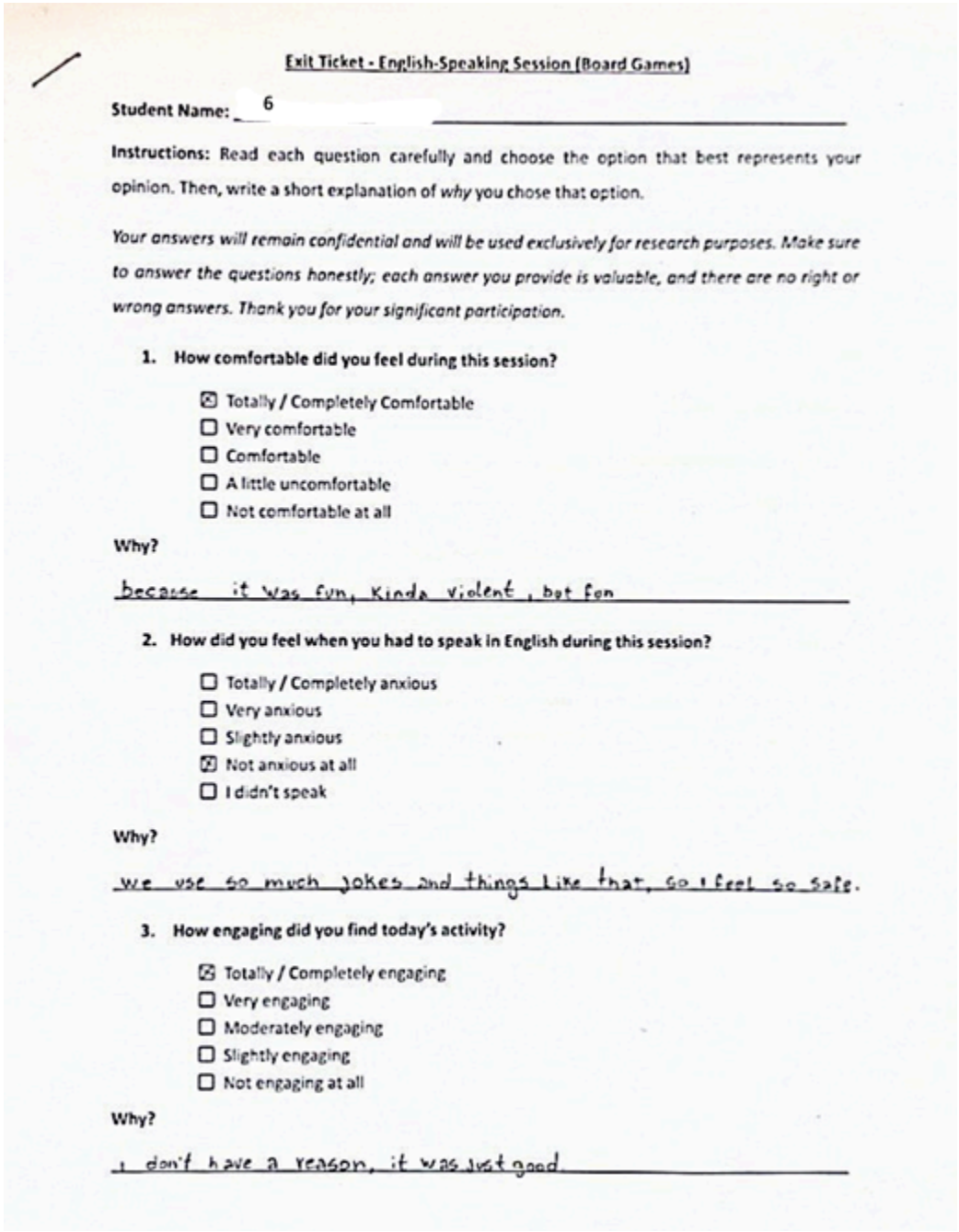
9. What did you find challenging about today's activity?

the creativity.

10. Is there anything else you would like to say about the activity?

Que se repita

***Appendix E6***



**Exit Ticket - English-Speaking Session (Board Games)**

**Student Name:** 6

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- [x] Totally / Completely Comfortable
- [ ] Very comfortable
- [ ] Comfortable
- [ ] A little uncomfortable
- [ ] Not comfortable at all

**Why?**

because it was fun, kinda violent, but fun

2. **How did you feel when you had to speak in English during this session?**

- [ ] Totally / Completely anxious
- [ ] Very anxious
- [ ] Slightly anxious
- [x] Not anxious at all
- [ ] I didn't speak

**Why?**

we use so much jokes and things like that, so i feel so safe.

3. **How engaging did you find today's activity?**

- [x] Totally / Completely engaging
- [ ] Very engaging
- [ ] Moderately engaging
- [ ] Slightly engaging
- [ ] Not engaging at all

**Why?**

i don't have a reason, it was just good.

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☑ Very helpful
- ☐ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

I talk so much

5. **Do these types of activities motivate you to speak in English?**

- ☑ Yes
- ☐ Not sure
- ☐ No

**Why?**

because it makes me feel safe and comfortable

6. **How do you feel about using board games in English lessons?**

- ☑ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

because it's fun

7. What would you improve or change for the next time?

nothing

8. What did you like most about today's session?

the board games

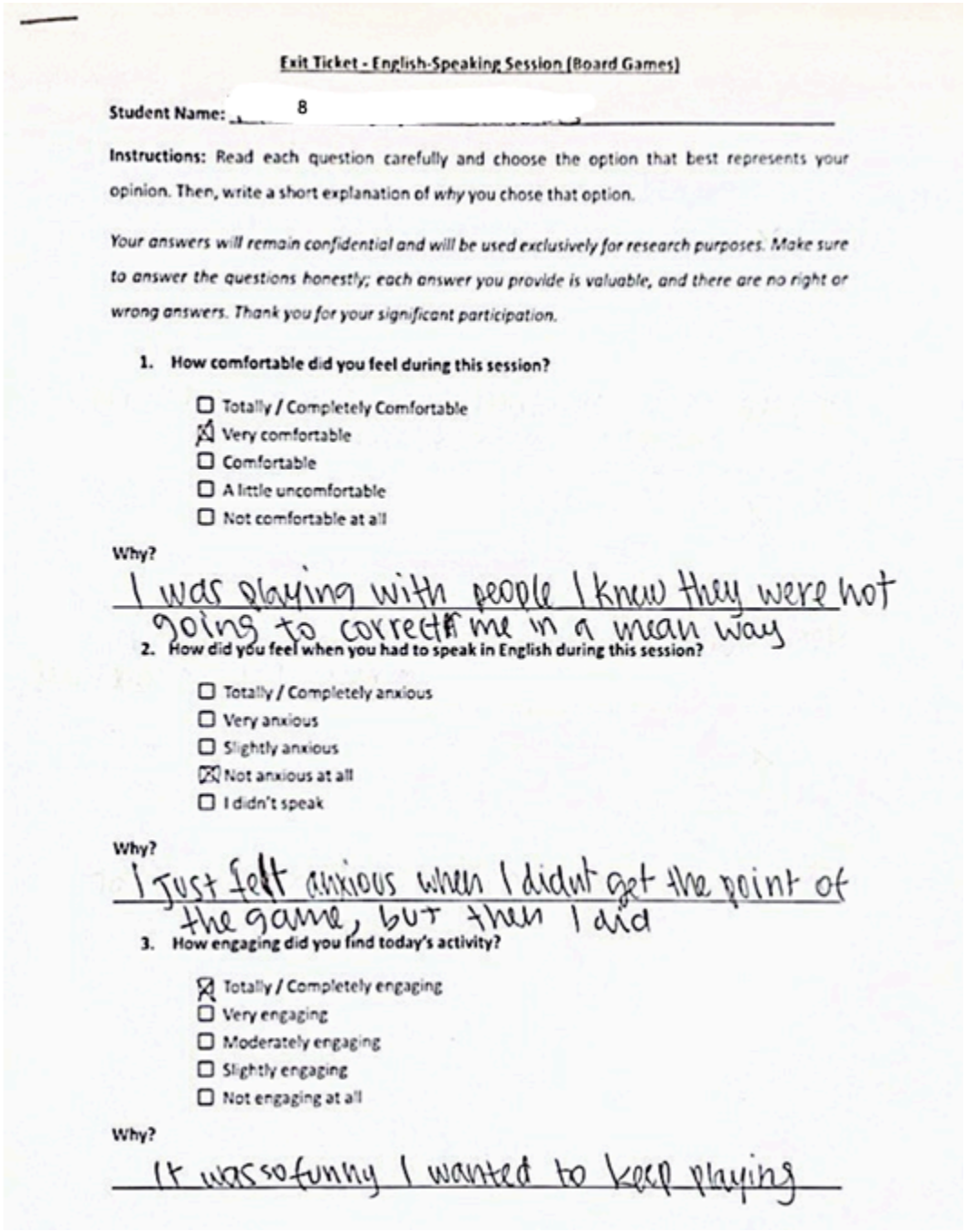
9. What did you find challenging about today's activity?

nothing

10. Is there anything else you would like to say about the activity?

no, it was good

***Appendix E8***



**Exit Ticket - English-Speaking Session (Board Games)**

**Student Name:** 8

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☒ Very comfortable
- ☐ Comfortable
- ☐ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

I was playing with people I knew they were not going to correct me in a mean way

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☐ Slightly anxious
- ☒ Not anxious at all
- ☐ I didn't speak

**Why?**

I just felt anxious when I didnt get the point of the game, but then I did

3. **How engaging did you find today's activity?**

- ☒ Totally / Completely engaging
- ☐ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

It was so funny I wanted to keep playing

4. How helpful do you think today's activity was for practicing your speaking skills?

- ☐ Extremely helpful
- ☒ Very helpful
- ☐ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

Why?

It help us to assigned a concept to something abstract in sometimes.

5. Do these types of activities motivate you to speak in English?

- ☒ Yes
- ☐ Not sure
- ☐ No

Why?

Yes, but I used to forget to speak in English while playing sometime

6. How do you feel about using board games in English lessons?

- ☒ I like it
- ☐ I'm not sure
- ☐ I don't like it

Why?

they are funny and make us talk a lot

7. What would you improve or change for the next time?

I would add more time to playyy

8. What did you like most about today's session?

That we can learn and improve the way we communicate with others through plays.

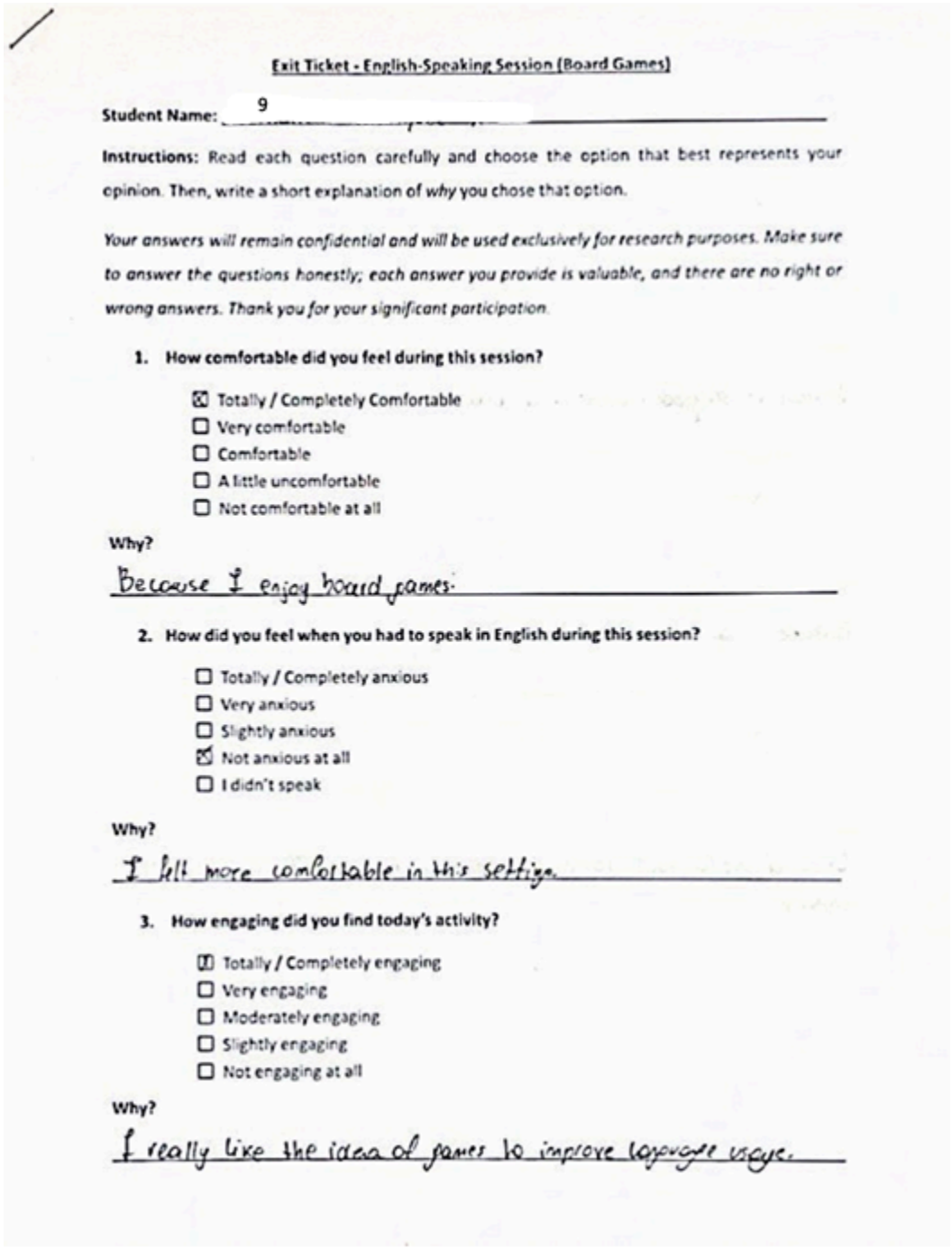
9. What did you find challenging about today's activity?

I dont like board games so I challenged myself to play.

10. Is there anything else you would like to say about the activity?

This helpedus to Prepare for the Dix-it seminar

***Appendix E9***



**Exit Ticket - English-Speaking Session (Board Games)**

**Student Name:** 9

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

   - [x] Totally / Completely Comfortable
   - [ ] Very comfortable
   - [ ] Comfortable
   - [ ] A little uncomfortable
   - [ ] Not comfortable at all

**Why?**

Because I enjoy board games.

2. **How did you feel when you had to speak in English during this session?**

   - [ ] Totally / Completely anxious
   - [ ] Very anxious
   - [ ] Slightly anxious
   - [x] Not anxious at all
   - [ ] I didn't speak

**Why?**

I felt more comfortable in this setting.

3. **How engaging did you find today's activity?**

   - [x] Totally / Completely engaging
   - [ ] Very engaging
   - [ ] Moderately engaging
   - [ ] Slightly engaging
   - [ ] Not engaging at all

**Why?**

I really like the idea of games to improve language usage.

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- [x] Extremely helpful
- [ ] Very helpful
- [ ] Moderately helpful
- [ ] Slightly helpful
- [ ] Not helpful at all

**Why?**

Because it helped brought us a comfortable environment.

5. **Do these types of activities motivate you to speak in English?**

- [x] Yes
- [ ] Not sure
- [ ] No

**Why?**

Because of all of the above

6. **How do you feel about using board games in English lessons?**

- [x] I like it
- [ ] I'm not sure
- [ ] I don't like it

**Why?**

It is a useful tool to make speaking-related skills abilities more engging.

7. What would you improve or change for the next time?

Simpler instructions, or not. maybe they weren't difficult; maybe was the way it was written.

8. What did you like most about today's session?

The board game itself.

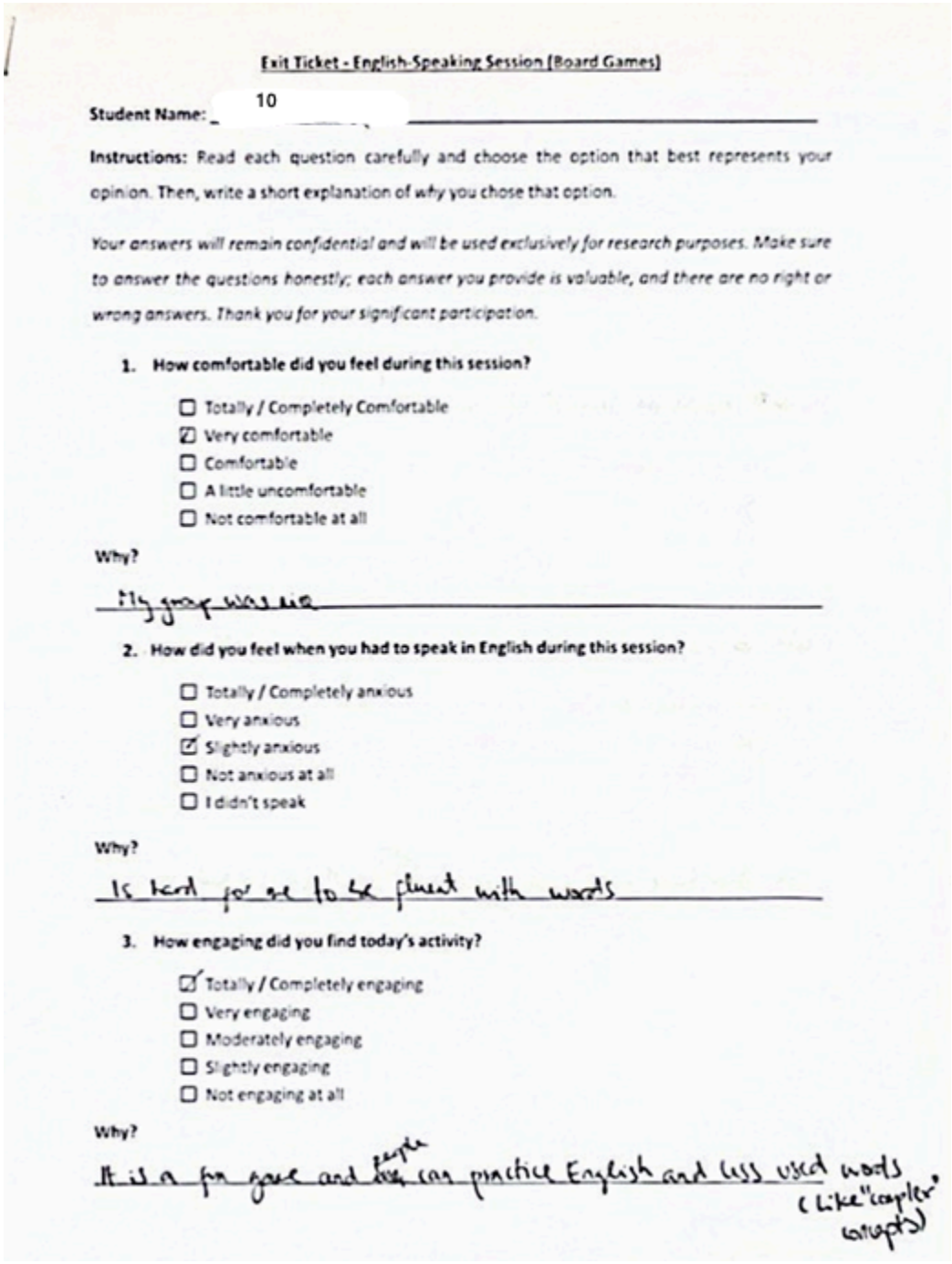
9. What did you find challenging about today's activity?

Understanding the instructions & start playing the game.

10. Is there anything else you would like to say about the activity?

Not really. It was ~~wasting~~ fun

***Appendix E10***



**Exit Ticket - English-Speaking Session (Board Games)**

**Student Name:** 10 _____

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☑ Very comfortable
- ☐ Comfortable
- ☐ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

My group was nice

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☑ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

Is hard for me to be fluent with words

3. **How engaging did you find today's activity?**

- ☑ Totally / Completely engaging
- ☐ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

It is a fun game and people can practice English and less used words (like "complex" concepts)

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☒ Very helpful
- ☐ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

It usually made me think of word I don't use.

5. **Do these types of activities motivate you to speak in English?**

- ☒ Yes
- ☐ Not sure
- ☐ No

**Why?**

I like to games when we have to use different words.

6. **How do you feel about using board games in English lessons?**

- ☒ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

I like this type of board games, they a bit intellectual.

7. What would you improve or change for the next time?

I'll Try to be more confident when I have to say something

8. What did you like most about today's session?

To know new & nice people.

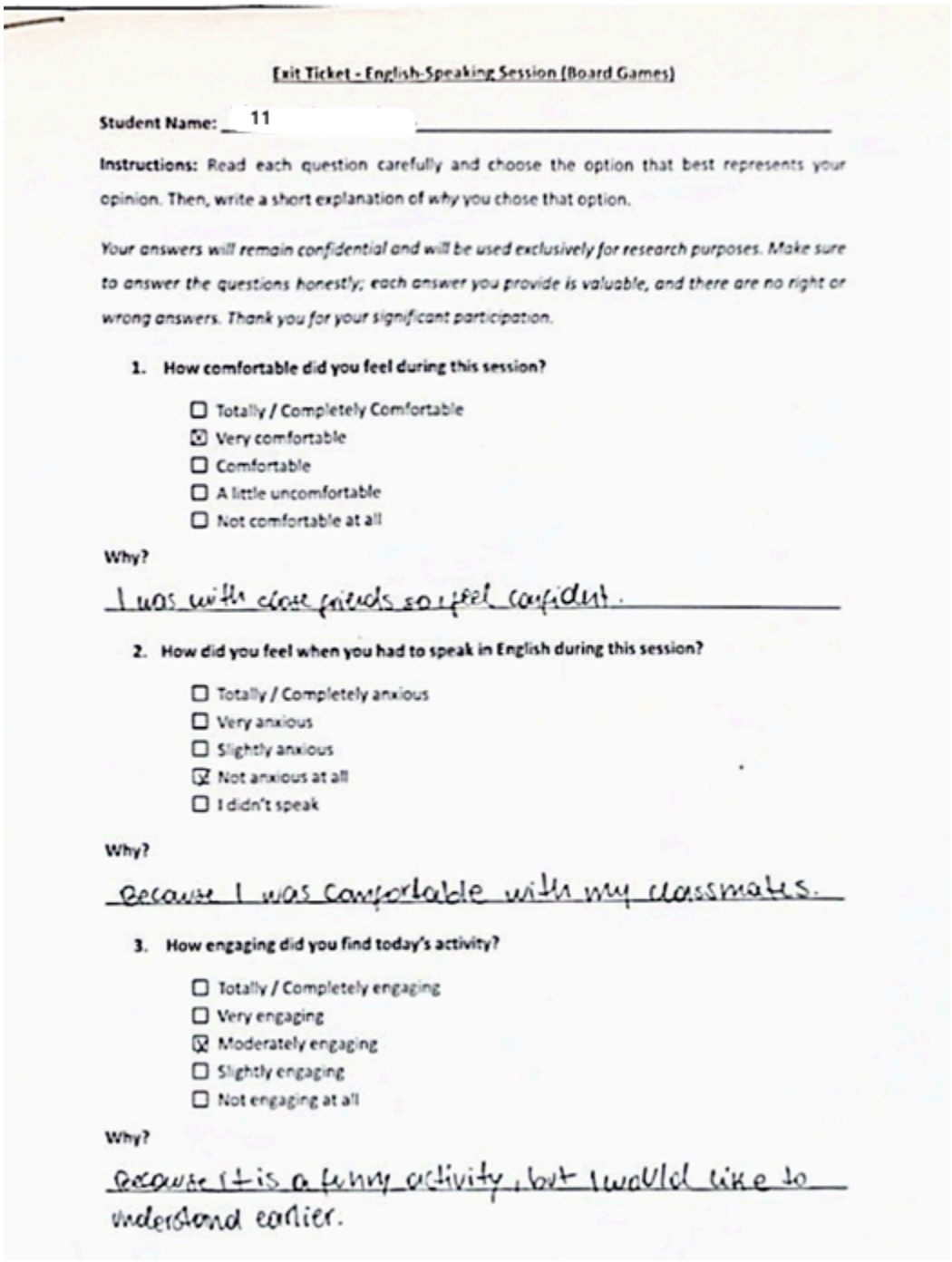
9. What did you find challenging about today's activity?

to explain my thoughts, and to give my opinion.

10. Is there anything else you would like to say about the activity?

It was fun!

***Appendix E11***



**Exit Ticket - English-Speaking Session (Board Games)**

**Student Name:** 11

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

   - ☐ Totally / Completely Comfortable
   - ☒ Very comfortable
   - ☐ Comfortable
   - ☐ A little uncomfortable
   - ☐ Not comfortable at all

**Why?**

I was with close friends so I feel confident.

2. **How did you feel when you had to speak in English during this session?**

   - ☐ Totally / Completely anxious
   - ☐ Very anxious
   - ☐ Slightly anxious
   - ☒ Not anxious at all
   - ☐ I didn't speak

**Why?**

Because I was comfortable with my classmates.

3. **How engaging did you find today's activity?**

   - ☐ Totally / Completely engaging
   - ☐ Very engaging
   - ☒ Moderately engaging
   - ☐ Slightly engaging
   - ☐ Not engaging at all

**Why?**

Because it is a funny activity, but I would like to understand earlier.

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☐ Very helpful
- ☒ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

I was using constantly same structure to answer.

5. **Do these types of activities motivate you to speak in English?**

- ☑ Yes
- ☐ Not sure
- ☐ No

**Why?**

it makes me practice and learn more of my classmate.

6. **How do you feel about using board games in English lessons?**

- ☒ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

It is a dynamic way to abour a new language

7. What would you improve or change for the next time?

explain with a clear example the intructions.

8. What did you like most about today's session?

play, I think the most funny game when you understand.

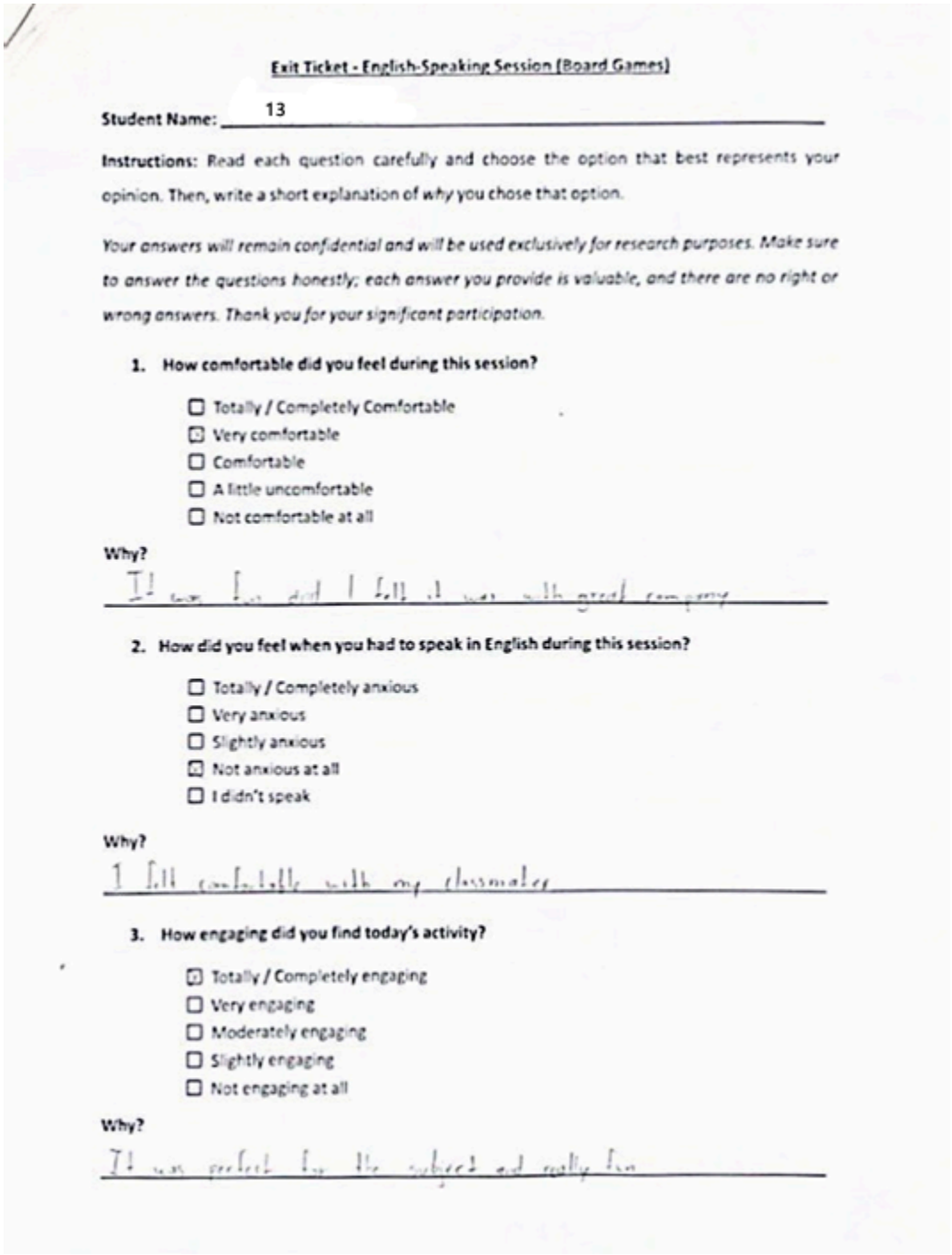
9. What did you find challenging about today's activity?

~~give~~ I find challenging give a concept or sentence without been to davious.

10. Is there anything else you would like to say about the activity?

It is a good activity.

***Appendix E13***



**Exit Ticket - English-Speaking Session (Board Games)**

**Student Name:** 13

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☐ Totally / Completely Comfortable
- ☒ Very comfortable
- ☐ Comfortable
- ☐ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

It was fun and I felt it was with great company

2. **How did you feel when you had to speak in English during this session?**

- ☐ Totally / Completely anxious
- ☐ Very anxious
- ☐ Slightly anxious
- ☒ Not anxious at all
- ☐ I didn't speak

**Why?**

I felt confident with my classmates

3. **How engaging did you find today's activity?**

- ☒ Totally / Completely engaging
- ☐ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

It was perfect for the subject and really fun

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☐ Very helpful
- ☐ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

_____

5. **Do these types of activities motivate you to speak in English?**

- ☐ Yes
- ☐ Not sure
- ☐ No

**Why?**

_____

6. **How do you feel about using board games in English lessons?**

- ☐ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

_____

7. **What would you improve or change for the next time?**

Maybe more time at explaining the rules before the time designated for the game

8. **What did you like most about today's session?**

Interacting with my classmates

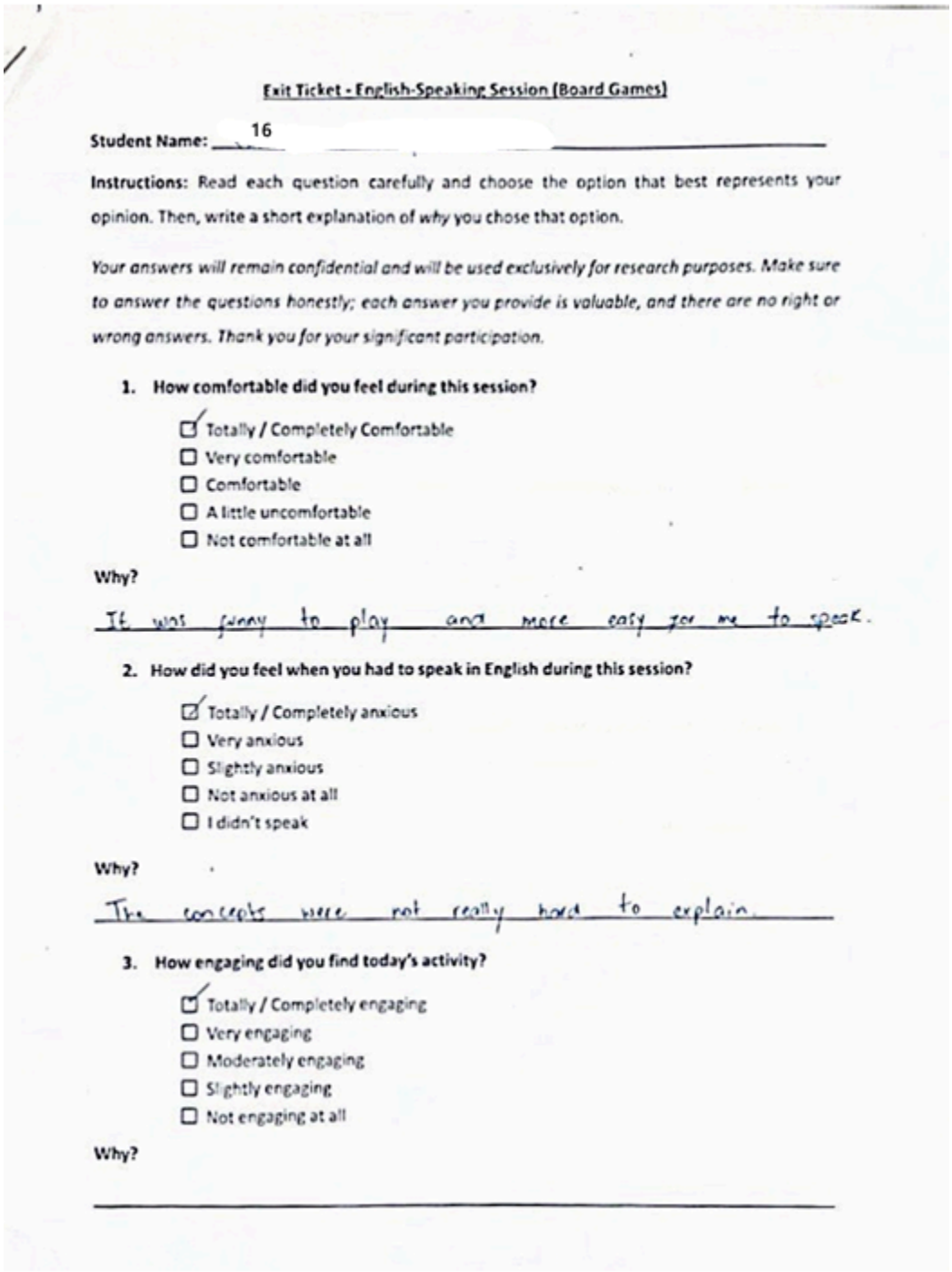
9. **What did you find challenging about today's activity?**

The game and the rules

10. **Is there anything else you would like to say about the activity?**

I liked the game but I felt that I was too little time

***Appendix E16***



**Exit Ticket - English-Speaking Session (Board Games)**

**Student Name:** 16

**Instructions:** Read each question carefully and choose the option that best represents your opinion. Then, write a short explanation of *why* you chose that option.

*Your answers will remain confidential and will be used exclusively for research purposes. Make sure to answer the questions honestly; each answer you provide is valuable, and there are no right or wrong answers. Thank you for your significant participation.*

1. **How comfortable did you feel during this session?**

- ☑ Totally / Completely Comfortable
- ☐ Very comfortable
- ☐ Comfortable
- ☐ A little uncomfortable
- ☐ Not comfortable at all

**Why?**

It was funny to play and more easy for me to speak.

2. **How did you feel when you had to speak in English during this session?**

- ☑ Totally / Completely anxious
- ☐ Very anxious
- ☐ Slightly anxious
- ☐ Not anxious at all
- ☐ I didn't speak

**Why?**

The concepts were not really hard to explain.

3. **How engaging did you find today's activity?**

- ☑ Totally / Completely engaging
- ☐ Very engaging
- ☐ Moderately engaging
- ☐ Slightly engaging
- ☐ Not engaging at all

**Why?**

4. **How helpful do you think today's activity was for practicing your speaking skills?**

- ☐ Extremely helpful
- ☐ Very helpful
- ☐ Moderately helpful
- ☐ Slightly helpful
- ☐ Not helpful at all

**Why?**

---

5. **Do these types of activities motivate you to speak in English?**

- ☐ Yes
- ☐ Not sure
- ☐ No

**Why?**

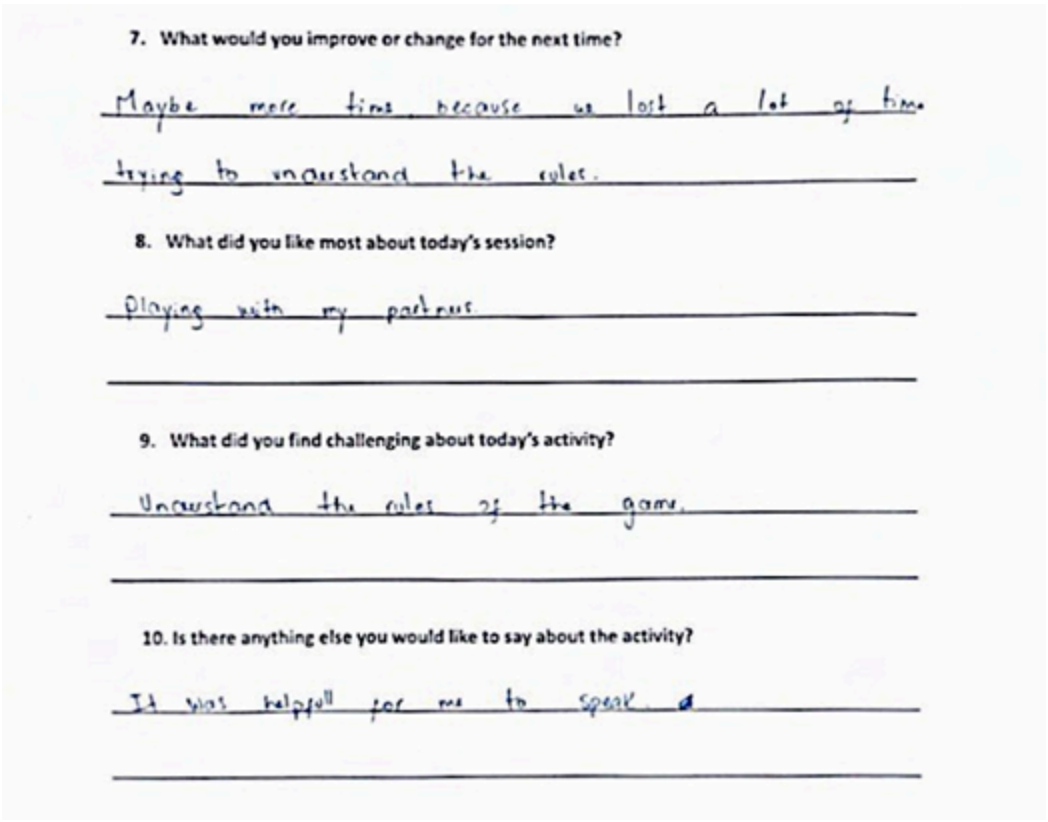
---

6. **How do you feel about using board games in English lessons?**

- ☐ I like it
- ☐ I'm not sure
- ☐ I don't like it

**Why?**

---



7. What would you improve or change for the next time?

Maybe more time because we lost a lot of time trying to understand the rules.

8. What did you like most about today's session?

Playing with my partner

9. What did you find challenging about today's activity?

Understand the rules of the game.

10. Is there anything else you would like to say about the activity?

It was helpful for me to speak

**Appendix F**

**<u>Observation Chart For Individual Performance and Group Dynamics</u>**

| **Date:** | **Group being observed:** |
|---|---|
| **Observer:** | **Instance:** |

| **Student name and list number:** | **Instructions for the observer:** |
|---|---|
| _____<br>_____<br>_____ | Focus on documenting:<br>**Behavioral patterns:** visible anxiety, confidence, engagement, interruptions.<br>**Group dynamics:** collaboration, turn-taking, |

| | |
|---|---|
| _____<br><br>_____<br><br>_____ | participation balance, and flow of conversation.<br><br>**Social/environmental factors:** gender dynamics, awareness of surroundings.<br><br>**Chart filling criteria** *(parentheses indicate volume)*:<br><br>1. Not observed *(low)*<br>2. Occasionally *(intelligible)*<br>3. Frequently *(appropriate)*<br>4. Exceed expectations *(excellent)*<br><br>Remember to remain objective; describe what you see, not interpretations. |

| **Student:** | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations (you can consider fluency, grammar, pronunciation, and other language elements)** |
| | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| | | | |

| **Student:** | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations (you can consider fluency, grammar, pronunciation, and other language elements)** |
| | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| | | | |

| **Student:** | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations (you can consider fluency, grammar, pronunciation, and other language elements)** |
| | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| | | | |

| **General Observations** |
| --- |
| |

1.1. Appendix G

**Observation Chart For Individual Performance and Group Dynamics (Socratic Seminar)**

| **Date:** | **Group being observed:** |
| --- | --- |
| **Observer:** | **Instance:** |

| **Student name and list number:** | **Instructions for the observer:** |
| --- | --- |
| _____<br>_____<br>_____<br>_____<br>_____ | Focus on documenting:<br>**Behavioral patterns:** visible anxiety, confidence, engagement, interruptions.<br>**Group dynamics:** collaboration, turn-taking, participation balance, and flow of conversation.<br>**Social/environmental factors:** gender dynamics, awareness of surroundings. |

| | |
|---|---|
| **_____** | **Chart filling criteria** *(parentheses indicate volume)*:<br><br>1. Not observed *(low)*<br>2. Occasionally *(intelligible)*<br>3. Frequently *(appropriate)*<br>4. Exceed expectations *(excellent)*<br><br>Remember to remain objective; describe what you see, not interpretations. |

| **Student:** | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations (you can consider fluency, grammar, pronunciation, and other language elements)** |
| | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| | | | |

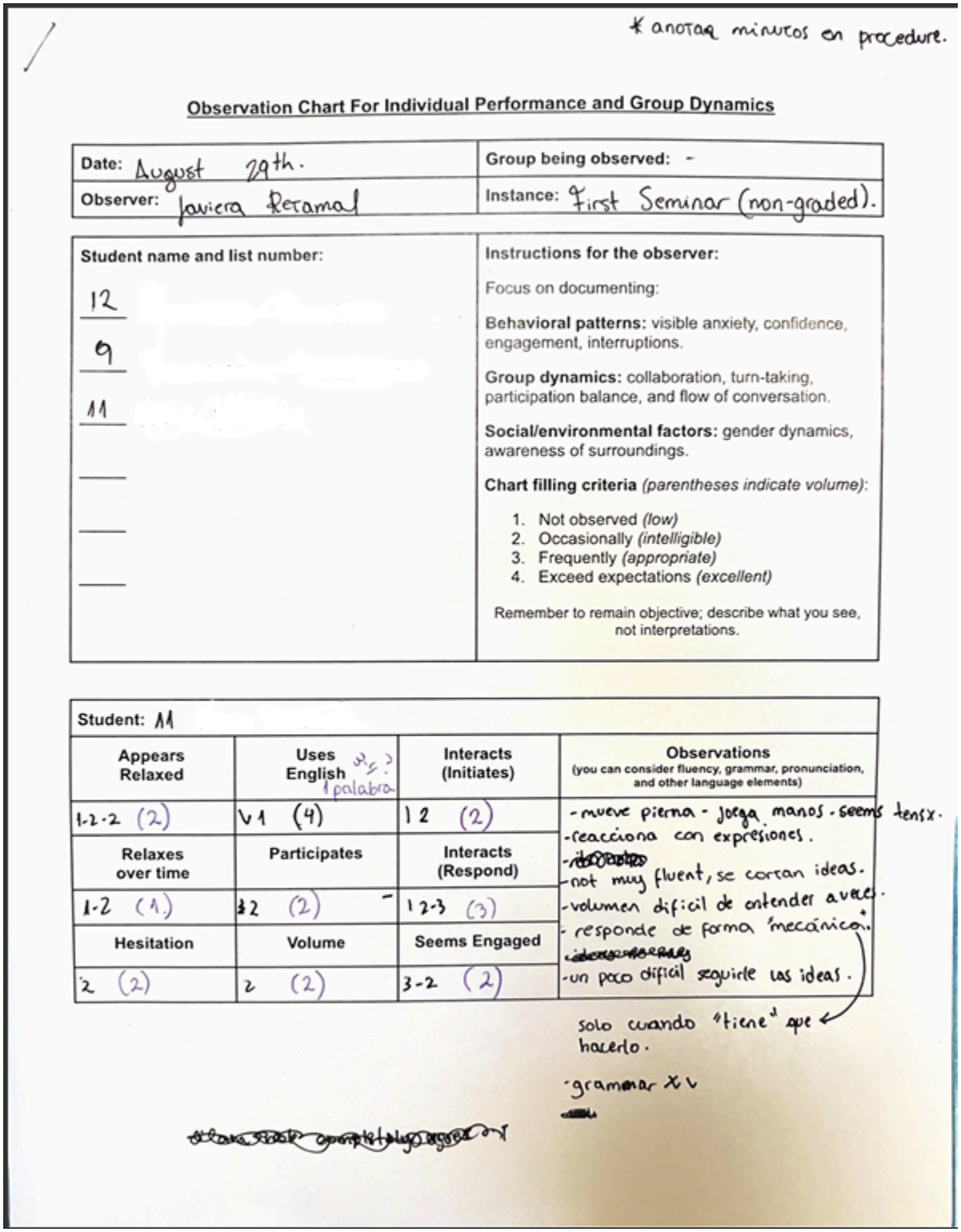
| **Student:** | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations (you can consider fluency, grammar, pronunciation, and other language elements)** |
| | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| | | | |

| **Student:** | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations (you can consider fluency, grammar, pronunciation, and other language elements)** |
| | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |

| | | | |
|---|---|---|---|
| | | | |

**General Observations**

***Appendix F1***



* anotar minutos en procedure.

**Observation Chart For Individual Performance and Group Dynamics**

| | |
|---|---|
| **Date:** August 29th. | **Group being observed:** - |
| **Observer:** Javiera Peramal | **Instance:** First Seminar (non-graded). |

| **Student name and list number:** | **Instructions for the observer:** |
|---|---|
| 12<br>9<br>11<br>____<br>____<br>____ | Focus on documenting:<br>**Behavioral patterns:** visible anxiety, confidence, engagement, interruptions.<br>**Group dynamics:** collaboration, turn-taking, participation balance, and flow of conversation.<br>**Social/environmental factors:** gender dynamics, awareness of surroundings.<br>**Chart filling criteria** *(parentheses indicate volume)*:<br>1. Not observed *(low)*<br>2. Occasionally *(intelligible)*<br>3. Frequently *(appropriate)*<br>4. Exceed expectations *(excellent)*<br>Remember to remain objective; describe what you see, not interpretations. |

**Student:** 11

| Appears Relaxed | Uses English (4 palabra) | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
|---|---|---|---|
| 1-2-2 (2) | V 1 (4) | 1 2 (2) | - mueve pierna - juega manos - seems tensx.<br>- reacciona con expresiones.<br>- [illegible]<br>- not muy fluent, se cortan ideas.<br>- volumen difícil de entender a veces.<br>- responde de forma "mecánica".<br>- [illegible]<br>- un poco difícil seguirle las ideas. |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| 1-2 (1) | 32 (2) | 1 2-3 (3) | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| 2 (2) | 2 (2) | 3-2 (2) | |

solo cuando "tiene" que hacerlo.

- gramar X V

[illegible]

| Student: 12 | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations** (you can consider fluency, grammar, pronunciation, and other language elements) |
| 3-2 (2) | 4 (4) | 3 \| 3 (2) 2-3 | - juega con lápiz \|\| |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | - volumen ok.<br>- fluency ↓<br>- grammar ↓ |
| 3 (3) | 13 (3) | 13-4 (3) | - pronoun (a veces no se distingue -ed)<br>- seems bored<br>- después de participar como que mejora ⇨ mood |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| 4-3 (3) | 3 (3) | 3 (3) | - es como que *responde x responder) |

| Student: 9 | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations** (you can consider fluency, grammar, pronunciation, and other language elements) |
| 3-4 ↑ (4) | 4 (4) | 1 \| 4 4 (4) | - Makes jokes (kinda) |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | - super fluent ↓<br>- pronoun ↓ |
| 4 (4) | 14 (4) | 14 (4) | - juega con lápiz<br>- kind of "líder" (da la palabra). |
| **Hesitation** | **Volume** | **Seems Engaged** | - hace preguntas.<br>- reacciona a lo que los otros dicen. |
| x 4 (4) | 3-4-4 (4) | 1 \| 4 (4) | - very natural. |

**General Observations**

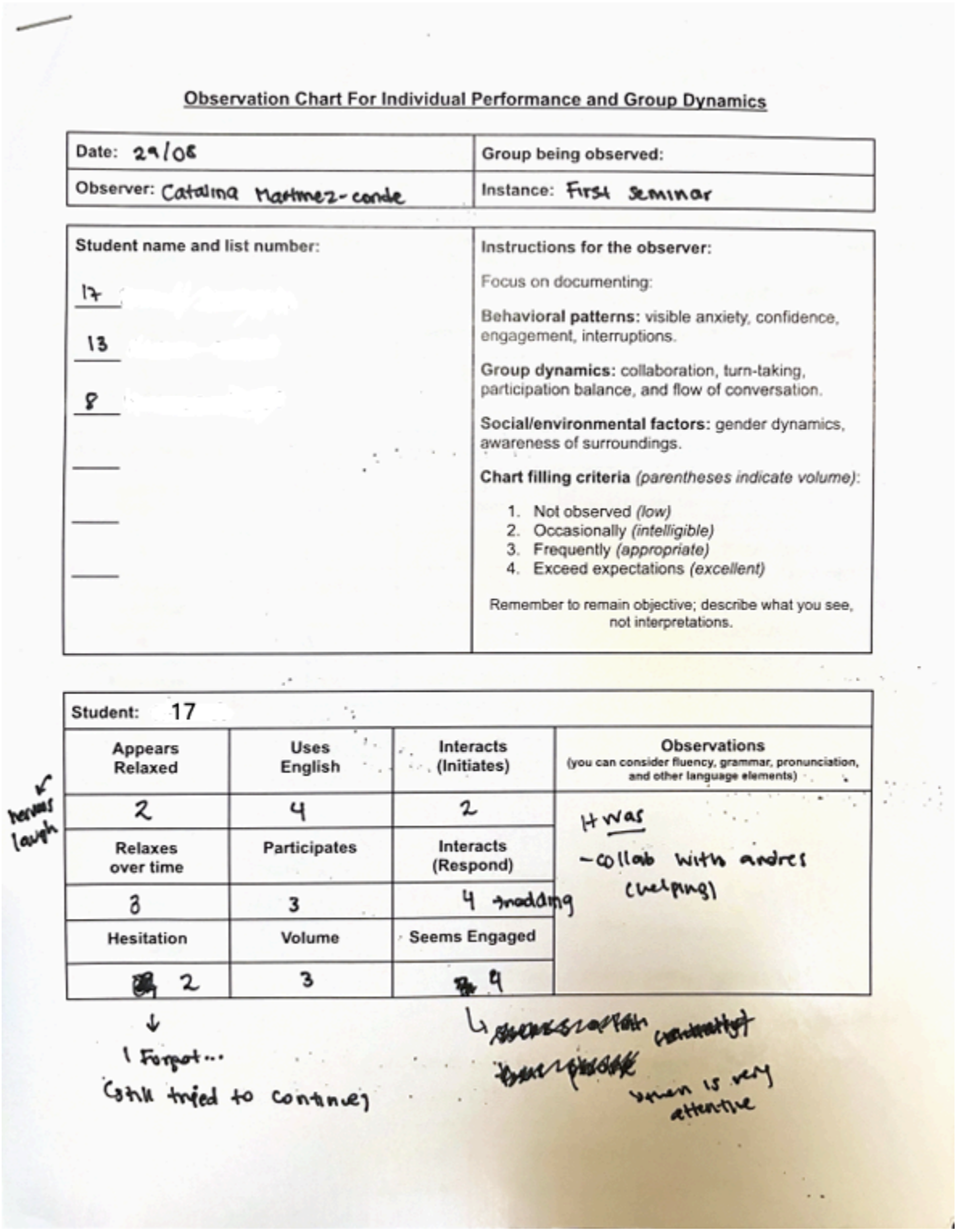
G1.

- Everyone seems shy.
- seemed to relax w/ jokes.
- no hay gente "acaparando" la conversación.
- no hay muchos silencios "incómodos".
- no interruptions

G2.

- se siente un poco forzada la interacción.
- más tensión y silencios incómodos.
- se siente más como tomar turnos que como conversación.

***Appendix F2***



**Observation Chart For Individual Performance and Group Dynamics**

| Date: 29/05 | Group being observed: |
|---|---|
| Observer: Catalina Martinez-conde | Instance: First Seminar |

| Student name and list number: | Instructions for the observer: |
|---|---|
| 17 [redacted]<br>13 [redacted]<br>8 [redacted]<br>____<br>____<br>____ | Focus on documenting:<br>**Behavioral patterns:** visible anxiety, confidence, engagement, interruptions.<br>**Group dynamics:** collaboration, turn-taking, participation balance, and flow of conversation.<br>**Social/environmental factors:** gender dynamics, awareness of surroundings.<br>**Chart filling criteria** *(parentheses indicate volume)*:<br>1. Not observed *(low)*<br>2. Occasionally *(intelligible)*<br>3. Frequently *(appropriate)*<br>4. Exceed expectations *(excellent)*<br>Remember to remain objective; describe what you see, not interpretations. |

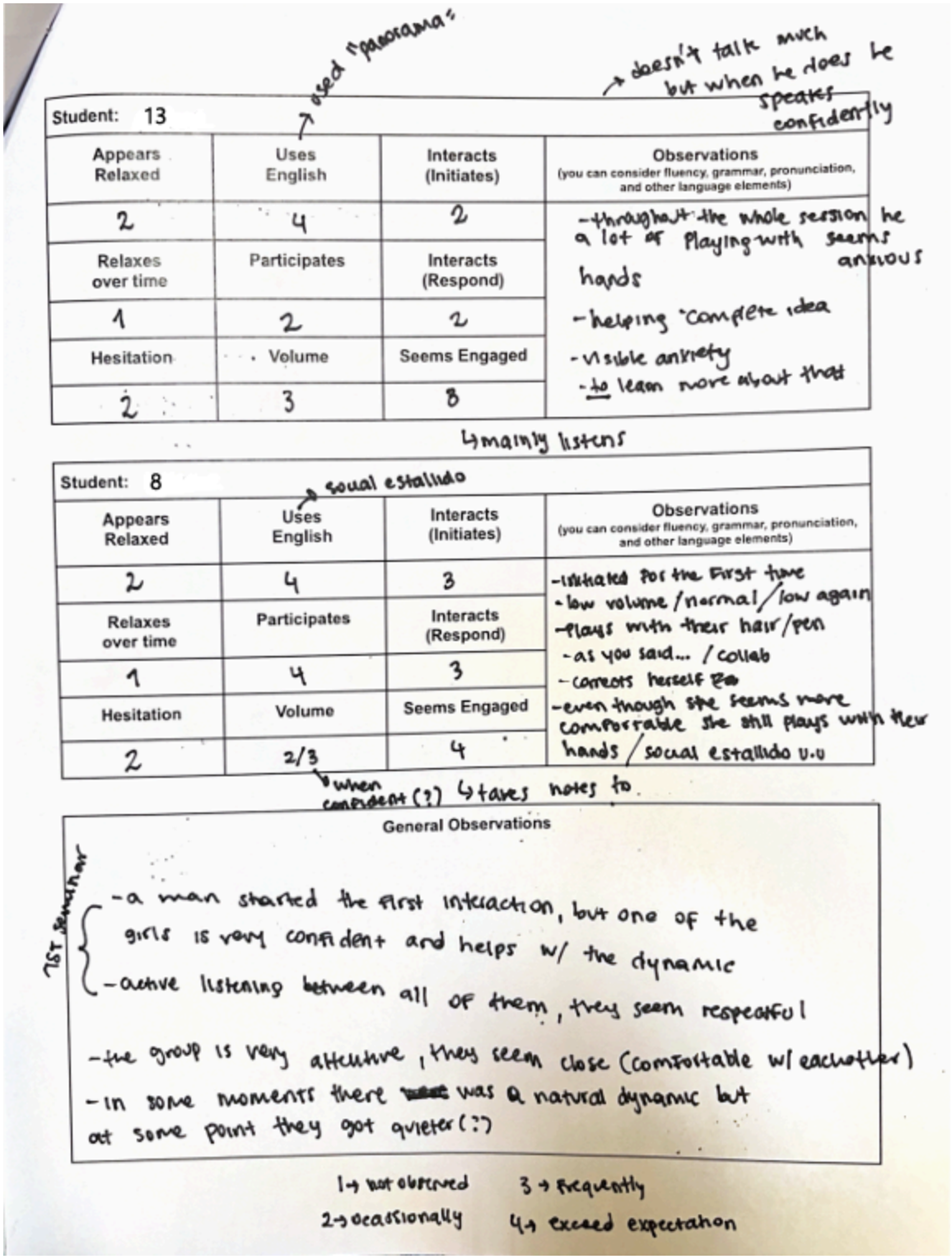
**Student:** 17

| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
|---|---|---|---|
| 2 | 4 | 2 | It was<br>- collab with andres (helping) |
| Relaxes over time | Participates | Interacts (Respond) | |
| 3 | 3 | 4 nodding | |
| Hesitation | Volume | Seems Engaged | |
| [redacted] 2 | 3 | [redacted] 4 | |

hermes laugh

I Forgot...
Still tried to continue

[redacted] person is very attentive



used "panorama"

→ doesn't talk much but when he does he speaks confidently

| Student: 13 | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| 2 | 4 | 2 | -throughout the whole session he a lot of playing with hands seems anxious<br>-helping complete idea<br>-visible anxiety<br>-to learn more about that |
| Relaxes over time | Participates | Interacts (Respond) | |
| 1 | 2 | 2 | |
| Hesitation | Volume | Seems Engaged | |
| 2 | 3 | 3 | |

↳ mainly listens

| Student: 8 | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| 2 | 4 | 3 | -initiated for the first time<br>-low volume / normal / low again<br>-plays with their hair / pen<br>-as you said... / collab<br>-corrects herself ☺<br>-even though she seems more comfortable she still plays with her hands / social estallido u.u |
| Relaxes over time | Participates | Interacts (Respond) | |
| 1 | 4 | 3 | |
| Hesitation | Volume | Seems Engaged | |
| 2 | 2/3 | 4 | |

social estallido

when confident (?) ↳ takes notes to

General Observations

1st seminar

- a man started the first interaction, but one of the girls is very confident and helps w/ the dynamic
- active listening between all of them, they seem respectful

- the group is very attentive, they seem close (comfortable w/ eachother)
- in some moments there was a natural dynamic but at some point they got quieter (:)

1 → not observed
2 → ocassionally
3 → frequently
4 → exceed expectation

***Appendix F3***

## Observation Chart For Individual Performance and Group Dynamics

| | |
|---|---|
| **Date:** 29/08/25 | **Group being observed:** |
| **Observer:** Constanza Isaza | **Instance:** 1st seminar (non-graded) |

| | |
|---|---|
| **Student name and list number:**<br>1<br>2<br>____<br>____<br>____<br>____ | **Instructions for the observer:**<br>Focus on documenting:<br>**Behavioral patterns:** visible anxiety, confidence, engagement, interruptions.<br>**Group dynamics:** collaboration, turn-taking, participation balance, and flow of conversation.<br>**Social/environmental factors:** gender dynamics, awareness of surroundings.<br>**Chart filling criteria** *(parentheses indicate volume)*:<br>1. Not observed *(low)*<br>2. Occasionally *(intelligible)*<br>3. Frequently *(appropriate)*<br>4. Exceed expectations *(excellent)*<br>Remember to remain objective; describe what you see, not interpretations. |

**Student:** 1

| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
|---|---|---|---|
| 3 | 3 | 3 | *Mueve las manos para expresarse mejor<br>*Dice algunas palabras en español (multiples) |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| 4 | 4 | 4 | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| 3 | 4 | 4 | |

| Student: 2 | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | **Observations** (you can consider fluency, grammar, pronunciation, and other language elements) |
| 2 | 4 | ~~3~~ 4 | * Juega con el lapiz (aprieta boton)<br>* Mueve los pies<br>* Read the first question<br>* Asiente pero no mira hijo a quien habla<br>* Se mueve harto<br><br>* Le falta fluency, habla lento |
| Relaxes over time | Participates | Interacts (Respond) | |
| 3 | 3 | 3 | |
| Hesitation | Volume | Seems Engaged | |
| 3 | 3 | 3 | |

| Student: | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | **Observations** (you can consider fluency, grammar, pronunciation, and other language elements) |
| | | | |
| Relaxes over time | Participates | Interacts (Respond) | |
| | | | |
| Hesitation | Volume | Seems Engaged | |
| | | | |

**General Observations**

***Appendix F4***

## Observation Chart For Individual Performance and Group Dynamics

| | |
|---|---|
| Date: 23 - August | Group being observed: |
| Observer: Tomi's Lilches | Instance: Seminar. |

| Student name and list number: | Instructions for the observer: |
|---|---|
| 6<br>16<br>___<br>___<br>___<br>___ | Focus on documenting:<br>**Behavioral patterns:** visible anxiety, confidence, engagement, interruptions.<br>**Group dynamics:** collaboration, turn-taking, participation balance, and flow of conversation.<br>**Social/environmental factors:** gender dynamics, awareness of surroundings.<br>**Chart filling criteria** *(parentheses indicate volume)*:<br>1. Not observed *(low)*<br>2. Occasionally *(intelligible)*<br>3. Frequently *(appropriate)*<br>4. Exceed expectations *(excellent)*<br>Remember to remain objective; describe what you see, not interpretations. |

| Student: | | | |
|---|---|---|---|
| **Appears Relaxed** / | **Uses English** / | **Interacts (Initiates)** / | **Observations** (you can consider fluency, grammar, pronunciation, and other language elements) |
| 4 | 4 | ~~3~~ 2 | -Fidgeting with a pen<br>-~~They take turns generally~~<br>-~~Flow of conversation~~ is Kinda. choppy<br>-Renato. has confidence and her body language shows it too.<br>-Fidgeting gets intense in her turns to speak |
| **Relaxes over time** | **Participates** / | **Interacts (Respond)** | |
| 4 | 3 | 4 | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| | 2 | 4 | |

↳ double

| Student: 16 | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| 4 | 4 | 4 | - playing with words and pen<br>- Hesitation is A pattern<br>- "Maybe" as a tag.<br>- stuttering but still relaxed.<br>- critizing |
| Relaxes over time | Participates | Interacts (Respond) | |
| 4 | | 1 | |
| Hesitation | Volume | Seems Engaged | |
| | 3 | 2 | |

4 > A LOT

| Student: | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| | | | |
| Relaxes over time | Participates | Interacts (Respond) | |
| | | | |
| Hesitation | Volume | Seems Engaged | |
| | | | |

Group 1

**General Observations**

- generally take turns
- flow of conversation is chopped.

Group 2

- A more obvious turn dynamic than the first group.

**Appendix G**

**Observation Chart For Individual Performance and Group Dynamics**

| **Date:** | **Group being observed:** |
|---|---|
| **Observer:** | **Instance:** |

| **Student name and list number:** | **Instructions for the observer:** |
|---|---|
| _____<br>_____<br>_____<br>_____<br>_____<br>_____ | Focus on documenting:<br><br>**Behavioral patterns:** visible anxiety, confidence, engagement, interruptions.<br><br>**Group dynamics:** collaboration, turn-taking, participation balance, and flow of conversation.<br><br>**Social/environmental factors:** gender dynamics, awareness of surroundings.<br><br>**Chart filling criteria** *(parentheses indicate volume)*:<br><br>1. Not observed *(low)*<br>2. Occasionally *(intelligible)*<br>3. Frequently *(appropriate)*<br>4. Exceed expectations *(excellent)*<br><br>Remember to remain objective; describe what you see, not interpretations. |

| **Student:** |
|---|

| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations (you can consider fluency, grammar, pronunciation, and other language elements)** |
|---|---|---|---|
| | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| | | | |

| **Student:** | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations (you can consider fluency, grammar, pronunciation, and other language elements)** |
| | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |

| | | | |
|---|---|---|---|
| | | | |

| **Student:** | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations (you can consider fluency, grammar, pronunciation, and other language elements)** |
| | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| | | | |

| **General Observations** |
|---|
| |

1.1. Appendix G

**Observation Chart For Individual Performance and Group Dynamics (Board Games)**

| **Date:** | **Group being observed:** |
|---|---|
| **Observer:** | **Instance:** |

| **Student name and list number:** | **Instructions for the observer:** |
|---|---|
| _____<br>_____<br>_____<br>_____<br>_____<br>_____ | Focus on documenting:<br><br>**Behavioral patterns:** visible anxiety, confidence, engagement, interruptions.<br><br>**Group dynamics:** collaboration, turn-taking, participation balance, and flow of conversation.<br><br>**Social/environmental factors:** gender dynamics, awareness of surroundings.<br><br>**Chart filling criteria** *(parentheses indicate volume)*:<br><br>1. Not observed *(low)*<br>2. Occasionally *(intelligible)*<br>3. Frequently *(appropriate)*<br>4. Exceed expectations *(excellent)*<br><br>Remember to remain objective; describe what you see, not interpretations. |

| **Student:** | | | |
|---|---|---|---|
| **Appears** | **Uses** | **Interacts** | **Observations** |

| | | | |
|---|---|---|---|
| **Relaxed** | **English** | **(Initiates)** | **(you can consider fluency, grammar, pronunciation, and other language elements)** |
| | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| | | | |

| **Student:** | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations (you can consider fluency, grammar, pronunciation, and other language elements)** |
| | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |

| | | | |
|---|---|---|---|
| | | | |

| **Student:** | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations (you can consider fluency, grammar, pronunciation, and other language elements)** |
| | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| | | | |

| **General Observations** |
|---|
| |

***Appendix G1***

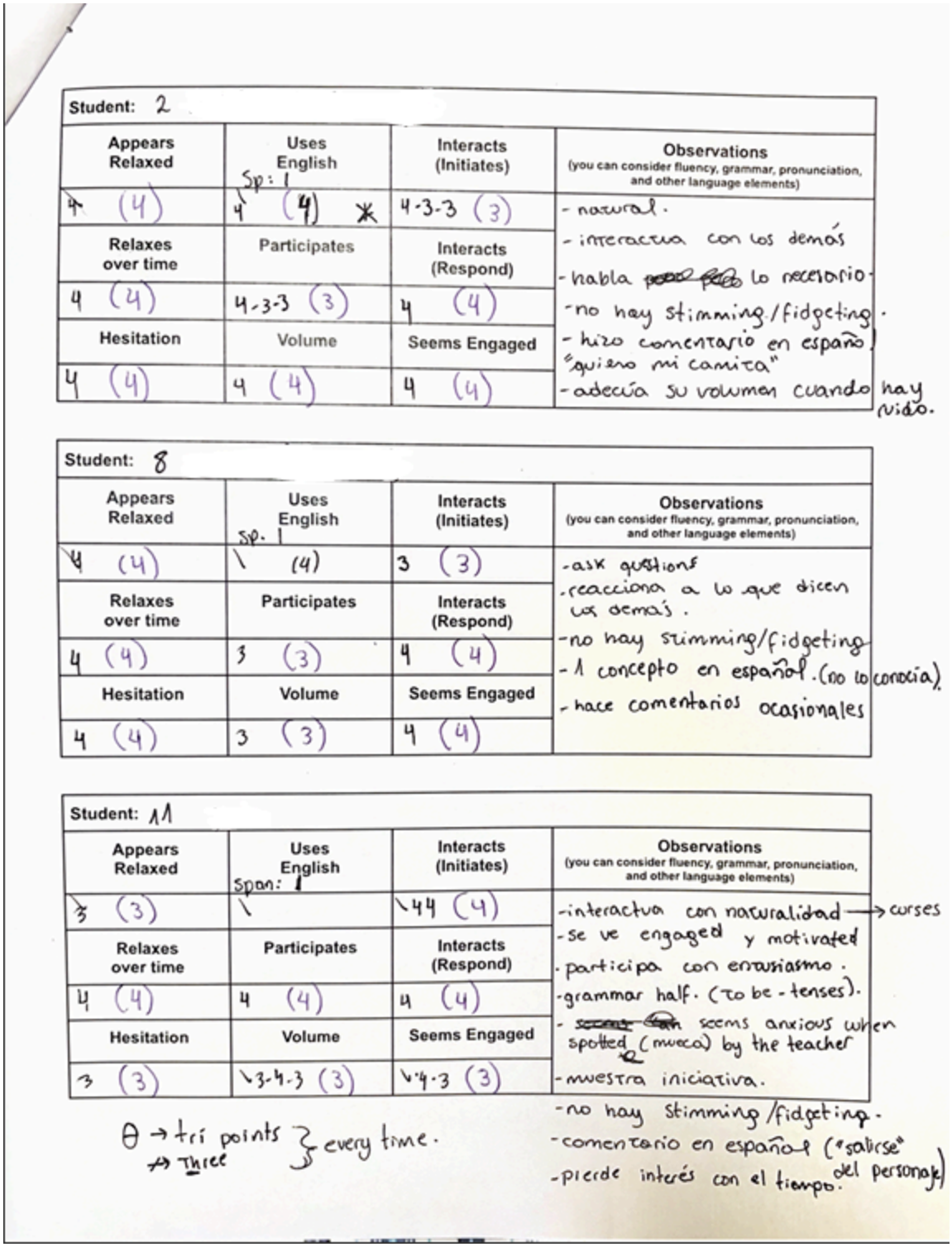
**Observation Chart For Individual Performance and Group Dynamics**

| | |
|---|---|
| **Date:** August 29th | **Group being observed:** 1 |
| **Observer:** Javiera Retamal | **Instance:** Board Games (non-graded). |

| **Student name and list number:** | **Instructions for the observer:** |
|---|---|
| 2<br>1<br>11<br>8<br>___<br>___ | Focus on documenting:<br>**Behavioral patterns:** visible anxiety, confidence, engagement, interruptions.<br>**Group dynamics:** collaboration, turn-taking, participation balance, and flow of conversation.<br>**Social/environmental factors:** gender dynamics, awareness of surroundings.<br>**Chart filling criteria** *(parentheses indicate volume)*:<br>1. Not observed *(low)*<br>2. Occasionally *(intelligible)*<br>3. Frequently *(appropriate)*<br>4. Exceed expectations *(excellent)*<br>Remember to remain objective; describe what you see, not interpretations. |

**Student:** 1

| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations** (you can consider fluency, grammar, pronunciation, and other language elements) |
|---|---|---|---|
| ✓ | | | |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| | | | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| | | | |



**Student: 2**

| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
|---|---|---|---|
| 4 (4) | Sp: 1 4 (4) * | 4-3-3 (3) | - natural. |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | - interactua con los demás<br>- habla ~~poco~~ lo necesario |
| 4 (4) | 4-3-3 (3) | 4 (4) | - no hay stimming/fidgeting. |
| **Hesitation** | **Volume** | **Seems Engaged** | - hizo comentario en español "quiero mi camita" |
| 4 (4) | 4 (4) | 4 (4) | - adecúa su volumen cuando hay ruido. |

**Student: 8**

| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
|---|---|---|---|
| 4 (4) | Sp. 1 \ (4) | 3 (3) | - ask questions<br>- reacciona a lo que dicen los demás. |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | - no hay stimming/fidgeting |
| 4 (4) | 3 (3) | 4 (4) | - 1 concepto en español. (no lo conocía) |
| **Hesitation** | **Volume** | **Seems Engaged** | - hace comentarios ocasionales |
| 4 (4) | 3 (3) | 4 (4) | |

**Student: 11**

| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
|---|---|---|---|
| ~~3~~ (3) | Span: 1 \ | \44 (4) | - interactua con naturalidad → curses<br>- se ve engaged y motivated |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | - participa con entusiasmo. |
| 4 (4) | 4 (4) | 4 (4) | - grammar half. (to be - tenses). |
| **Hesitation** | **Volume** | **Seems Engaged** | - ~~seems~~ ~~can~~ seems anxious when spotted (mueca) by the teacher |
| 3 (3) | \3-4-3 (3) | \4-4-3 (3) | - muestra iniciativa. |

θ → tri points → Three } every time.

- no hay stimming/fidgeting.
- comentario en español ("salirse")
- pierde interés con el tiempo. del personaje

| Student: | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| | | | |
| Relaxes over time | Participates | Interacts (Respond) | |
| | | | |
| Hesitation | Volume | Seems Engaged | |
| | | | |

| Student: 1 | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| 4- (4) | 4 (4) | 4 (4) | -cuestiona e interactua.<br>-seems confident.<br>- habla con naturalidad<br>- no hay stimming/fidgeting.<br>-hace comentarios. |
| Relaxes over time | Participates | Interacts (Respond) | |
| 4 (4) | 4 (4) | 4 (4) | |
| Hesitation | Volume | Seems Engaged | |
| 4-3 (3) | 4 (4) | 4 (4) | |

**General Observations**

- The dynamic es más fluida y natural. x2
- nadie "acapara".
- didn't get the rules xd
- hay discusion
- se hacen comentarios ocasionales (no es solo porque tienen que hablar).
- use of slang (?) ~~more~~ lenguage más informal.
- Todos interactuan con todos y reaccionan.
- iniciativa ok.
- como que se van cansando con el tiempo.
- cuando se avisa que quedan 5 min como que se activan.

↗ limitations

- contra: aplicar como assessment es dificil por la practicidad.

pa la proxi: poner grupos más lejos.

***Appendix G2***

## Observation Chart For Individual Performance and Group Dynamics

| | |
|---|---|
| **Date:** 29-09-2025 | **Group being observed:** 3 |
| **Observer:** LUCÍA BUNSTER | **Instance:** GAME SIN NOTA |

| **Student name and list number:** | **Instructions for the observer:** |
|---|---|
| 16 [redacted]<br>13<br>7<br>10<br><br><br> | Focus on documenting:<br>**Behavioral patterns:** visible anxiety, confidence, engagement, interruptions.<br>**Group dynamics:** collaboration, turn-taking, participation balance, and flow of conversation.<br>**Social/environmental factors:** gender dynamics, awareness of surroundings.<br>**Chart filling criteria** *(parentheses indicate volume)*:<br>1. Not observed *(low)*<br>2. Occasionally *(intelligible)*<br>3. Frequently *(appropriate)*<br>4. Exceed expectations *(excellent)*<br>Remember to remain objective; describe what you see, not interpretations. |

**Student:** 16

| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
|---|---|---|---|
| 4 | 4 | 3 | excellent use of connectors. that's why I [image] her use of more |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| 1 | 4 | 4 | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| 2 | 4 | 4 | |

| Student: 13 | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations** (you can consider fluency, grammar, pronunciation, and other language elements) |
| 3 | 4 | 2 | Shows use of connectors. |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | * HAS TO work on tone of voice. (very monotonous) |
| 2 | 3 | 2 | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| 2 | 2 | 3 | |

| Student: 9 | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations** (you can consider fluency, grammar, pronunciation, and other language elements) |
| 4 | 4 | 4 | variety of tones to emphasize certain words and ideas. |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| 1 | 4 | 3 | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| 4 | 4 | 4 | |

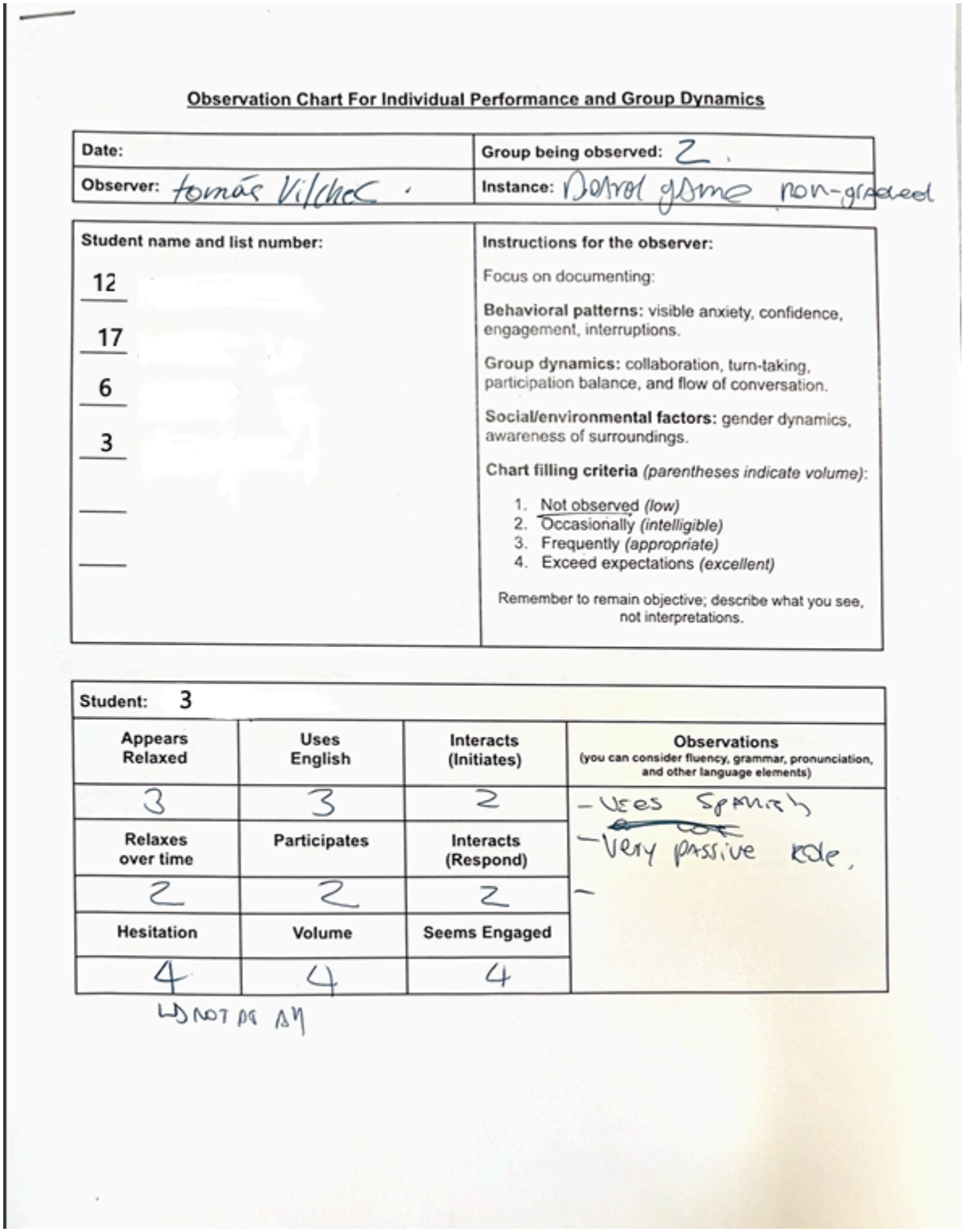
| Student: 10 | | | |
|---|---|---|---|
| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations** (you can consider fluency, grammar, pronunciation, and other language elements) |
| 2 | 3 | 3 | - has to work on volume<br>- excellent use of pauses, and rhythm of the voice<br>- to keep attention to the terms he talks in this moment. |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| 3 | 3 | 4 | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| 2 | 2 | 4 | |

| Student: | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| | | | |
| Relaxes over time | Participates | Interacts (Respond) | |
| | | | |
| Hesitation | Volume | Seems Engaged | |
| | | | |

| Student: | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| | | | |
| Relaxes over time | Participates | Interacts (Respond) | |
| | | | |
| Hesitation | Volume | Seems Engaged | |
| | | | |

| General Observations |
|---|
| |

***Appendix G3***



**Observation Chart For Individual Performance and Group Dynamics**

| | |
|---|---|
| **Date:** | **Group being observed:** 2. |
| **Observer:** tomás Vilches. | **Instance:** Debrol game non-graded |

| **Student name and list number:** | **Instructions for the observer:** |
|---|---|
| 12<br>17<br>6<br>3<br>___<br>___ | Focus on documenting:<br>**Behavioral patterns:** visible anxiety, confidence, engagement, interruptions.<br>**Group dynamics:** collaboration, turn-taking, participation balance, and flow of conversation.<br>**Social/environmental factors:** gender dynamics, awareness of surroundings.<br>**Chart filling criteria** *(parentheses indicate volume)*:<br>1. Not observed *(low)*<br>2. Occasionally *(intelligible)*<br>3. Frequently *(appropriate)*<br>4. Exceed expectations *(excellent)*<br>Remember to remain objective; describe what you see, not interpretations. |

**Student:** 3

| **Appears Relaxed** | **Uses English** | **Interacts (Initiates)** | **Observations** (you can consider fluency, grammar, pronunciation, and other language elements) |
|---|---|---|---|
| 3 | 3 | 2 | - Uses Spanish<br>- Very passive role.<br>- |
| **Relaxes over time** | **Participates** | **Interacts (Respond)** | |
| 2 | 2 | 2 | |
| **Hesitation** | **Volume** | **Seems Engaged** | |
| 4 | 4 | 4 | |

WS NOT DO ANY

| Student: 6 | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| 4 | 4 | 4 | - leads one session<br>- no fidgeting.<br>- Initiate mainpoint.<br>- Consistent participation and Initiative. |
| Relaxes over time | Participates | Interacts (Respond) | |
| 4 | 4 | 4 | |
| Hesitation | Volume | Seems Engaged | |
| 4 | 4 | 4 | |

LD NOT AT all

| Student: | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| | | | |
| Relaxes over time | Participates | Interacts (Respond) | |
| | | | |
| Hesitation | Volume | Seems Engaged | |
| | | | |

| Student: | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| | | | |
| Relaxes over time | Participates | Interacts (Respond) | |
| | | | |
| Hesitation | Volume | Seems Engaged | |
| | | | |

| Student: 17 | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| 3 | 2 | 2 | - Mixed Spanish A LOT<br>- Explanations were short.<br>- |
| Relaxes over time | Participates | Interacts (Respond) | |
| 4 | 3 | 2 | |
| Hesitation | Volume | Seems Engaged | |
| 4 | 3 | 4 | |

DO NOT AT ALL

| Student: 12 | | | |
|---|---|---|---|
| Appears Relaxed | Uses English | Interacts (Initiates) | Observations (you can consider fluency, grammar, pronunciation, and other language elements) |
| 2 | 2 | 3 | - trembling hands.<br>- Spanish presence. |
| Relaxes over time | Participates | Interacts (Respond) | |
| 4 | 4 | 4 | |
| Hesitation | Volume | Seems Engaged | |
| 4 | 2 | 4 | |

DO NOT AT ALL.

**General Observations**

- A LOT OF JOKES.
- Overtime, Explanation on votes tend to be shorter and less elaborated
- overall, good level of English.

**Appendix H**

| Score | **Grammar and vocab.** | **Pronunciation** | **Discourse Management** | **Communication Techniques** | **Interactive Communication** | **Argument Quality** |
|---|---|---|---|---|---|---|
| 5 | * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are articulated clearly | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and some discourse markers. | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and looks confident. | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the interaction and negotiates towards an outcome. | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and |

| | | | | | | |
|---|---|---|---|---|---|---|
| | vocabulary to give and exchange views | sounds are articulated clearly. | | | interaction, and negotiates towards an outcome with very little support. | examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | * Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>*Uses a range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Most individual sounds are articulated clearly. | * Produces extended stretches of language, despite some hesitation.<br>* Uses a range of cohesive devices. | * Volume sometimes impedes understanding. Voice is monotonous.<br>* Rarely uses gestures and eye contact is limited. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and negotiates towards an outcome with little support. | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by some appropriate evidence and examples. |

***Appendix H1***

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|---|
| 5 | * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are articulated clearly | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and some discourse markers. | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and looks confident. | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the interaction and negotiates towards an outcome. | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual sounds are articulated clearly. | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the interaction, and negotiates towards an outcome with very little support. | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | * Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>*Uses a range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Most individual sounds are articulated clearly. | * Produces extended stretches of language, despite some hesitation.<br>* Uses a range of cohesive devices. | * Volume sometimes impedes understanding. Voice is monotonous.<br>* Rarely uses gestures and eye contact is limited. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and negotiates towards an outcome with little support. | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by some appropriate evidence and examples. |

## *Appendix H2*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|---|
| 5 | * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are articulated clearly | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and some discourse markers. | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and looks confident. | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the interaction and negotiates towards an outcome. | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual sounds are articulated clearly. | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the interaction, and negotiates towards an outcome with very little support. | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | * Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>*Uses a range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Most individual sounds are articulated clearly. | * Produces extended stretches of language, despite some hesitation.<br>* Uses a range of cohesive devices. | * Volume sometimes impedes understanding. Voice is monotonous.<br>* Rarely uses gestures and eye contact is limited. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and negotiates towards an outcome with little support. | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by some appropriate evidence and examples. |

## *Appendix H6*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|---|
| 5 | * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are articulated clearly | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and some discourse markers. | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and looks confident. | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the interaction and negotiates towards an outcome. | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual sounds are articulated clearly. | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the interaction, and negotiates towards an outcome with very little support. | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | * Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>*Uses a range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Most individual sounds are articulated clearly. | * Produces extended stretches of language, despite some hesitation.<br>* Uses a range of cohesive devices. | * Volume sometimes impedes understanding. Voice is monotonous.<br>* Rarely uses gestures and eye contact is limited. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and negotiates towards an outcome with little support. | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by some appropriate evidence and examples. |

## *Appendix H8*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|---|
| 5 | * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are articulated clearly | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and some discourse markers. | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and looks confident. | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the interaction and negotiates towards an outcome. | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual sounds are articulated clearly. | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the interaction, and negotiates towards an outcome with very little support. | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | * Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>*Uses a range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Most individual sounds are articulated clearly. | * Produces extended stretches of language, despite some hesitation.<br>* Uses a range of cohesive devices. | * Volume sometimes impedes understanding. Voice is monotonous.<br>* Rarely uses gestures and eye contact is limited. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and negotiates towards an outcome with little support. | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by some appropriate evidence and examples. |

## *Appendix H9*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|---|
| 5 | * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are articulated clearly | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and some discourse markers. | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and looks confident. | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the interaction and negotiates towards an outcome. | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual sounds are articulated clearly. | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the interaction, and negotiates towards an outcome with very little support. | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | * Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>*Uses a range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Most individual sounds are articulated clearly. | * Produces extended stretches of language, despite some hesitation.<br>* Uses a range of cohesive devices. | * Volume sometimes impedes understanding. Voice is monotonous.<br>* Rarely uses gestures and eye contact is limited. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and negotiates towards an outcome with little support. | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by some appropriate evidence and examples. |

## *Appendix H11*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|---|
| 5 | * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are articulated clearly | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and some discourse markers. | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and looks confident. | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the interaction and negotiates towards an outcome. | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual sounds are articulated clearly. | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the interaction, and negotiates towards an outcome with very little support. | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | * Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>*Uses a range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Most individual sounds are articulated clearly. | * Produces extended stretches of language, despite some hesitation.<br>* Uses a range of cohesive devices. | * Volume sometimes impedes understanding. Voice is monotonous.<br>* Rarely uses gestures and eye contact is limited. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and negotiates towards an outcome with little support. | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by some appropriate evidence and examples. |

## *Appendix H12*

| Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|
| * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are articulated clearly | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and some discourse markers. | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and looks confident. | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the interaction and negotiates towards an outcome. | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some evidence and examples. |
| *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual sounds are articulated clearly. | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the interaction, and negotiates towards an outcome with very little support. | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and examples supporting the arguments. |
| *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| * Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>*Uses a range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Most individual sounds are articulated clearly. | * Produces extended stretches of language, despite some hesitation.<br>* Uses a range of cohesive devices. | * Volume sometimes impedes understanding. Voice is monotonous.<br>* Rarely uses gestures and eye contact is limited. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and negotiates towards an outcome with little support. | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by some appropriate evidence and examples. |

## *Appendix H13*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|---|
| 5 | * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are articulated clearly | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and some discourse markers. | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and looks confident. | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the interaction and negotiates towards an outcome. | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual sounds are articulated clearly. | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the interaction, and negotiates towards an outcome with very little support. | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | * Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>*Uses a range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Most individual sounds are articulated clearly. | * Produces extended stretches of language, despite some hesitation.<br>* Uses a range of cohesive devices. | * Volume sometimes impedes understanding. Voice is monotonous.<br>* Rarely uses gestures and eye contact is limited. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and negotiates towards an outcome with little support. | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by some appropriate evidence and examples. |

## *Appendix H17*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|---|
| 5 | * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are articulated clearly | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and some discourse markers. | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and looks confident. | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the interaction and negotiates towards an outcome. | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual sounds are articulated clearly. | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the interaction, and negotiates towards an outcome with very little support. | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | * Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>*Uses a range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Most individual sounds are articulated clearly. | * Produces extended stretches of language, despite some hesitation.<br>* Uses a range of cohesive devices. | * Volume sometimes impedes understanding. Voice is monotonous.<br>* Rarely uses gestures and eye contact is limited. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and negotiates towards an outcome with little support. | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by some appropriate evidence and examples. |

## **Appendix I**

| Score | **Grammar and vocab.** | **Pronunciation** | **Discourse Management** | **Communication Techniques** | **Interactive Communication** | **Argument Quality** |
|---|---|---|---|---|---|---|
| 5 | * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | articulated clearly | some discourse markers. | looks confident. | interaction and negotiates towards an outcome. | evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual sounds are articulated clearly. | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the interaction, and negotiates towards an outcome with very little support. | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | * Shows a good degree of control of simple grammatical forms and attempts complex forms. | * Produces intelligible speech<br>* Shows generally appropriate | * Produces extended stretches of language, despite some hesitation. | * Volume sometimes impedes understanding. Voice is monotonous. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by |

| | | | | | | |
|---|---|---|---|---|---|---|
| | *Uses a range of appropriate vocabulary to give and exchange views | intonation and stress. * Most individual sounds are articulated clearly. | * Uses a range of cohesive devices. | * Rarely uses gestures and eye contact is limited. | negotiates towards an outcome with little support. | some appropriate evidence and examples. |

## *Appendix I1*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|---|
| 5 | * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are articulated clearly | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and some discourse markers. | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and looks confident. | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the interaction and negotiates towards an outcome. | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual sounds are articulated clearly. | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the interaction, and negotiates towards an outcome with very little support. | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | * Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>*Uses a range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Most individual sounds are articulated clearly. | * Produces extended stretches of language, despite some hesitation.<br>* Uses a range of cohesive devices. | * Volume sometimes impedes understanding. Voice is monotonous.<br>* Rarely uses gestures and eye contact is limited. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and negotiates towards an outcome with little support. | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by some appropriate evidence and examples. |

## *Appendix I2*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|---|
| 5 | * Shows a good degree of control of a range of simple and some complex grammatical forms<br>* Maintains a range of vocabulary. | * Produces intelligible speech<br>* Shows appropriate intonation and stress.<br>* Individual sounds are articulated clearly | * Produces extended stretches of language with very little hesitation.<br>* Uses a range of cohesive devices and some discourse markers. | * Uses appropriate volume, varies the tone and rhythm of the voice<br>* Uses gestures, and looks confident. | * Initiates and responds appropriately, linking contributions to those of other speakers.<br>* Maintains and develops the interaction and negotiates towards an outcome. | * Reflection is mostly original, deep and insightful.<br>* There are logical and well-founded analyses and comments.<br>* There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | * Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>* Uses a wide range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Individual sounds are articulated clearly. | * Produces extended stretches of language with little hesitation.<br>* Uses cohesive devices and a few discourse markers. | * Uses intelligible volume, voice varies sometimes.<br>* Uses some gestures and maintains eye contact. | * Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>* Maintains and develops the interaction, and negotiates towards an outcome with very little support. | * Reflection is mostly deep and insightful.<br>* There are logical analyses and comments.<br>* There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | * Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>*Uses a range of appropriate vocabulary to give and exchange views | * Produces intelligible speech<br>* Shows generally appropriate intonation and stress.<br>* Most individual sounds are articulated clearly. | * Produces extended stretches of language, despite some hesitation.<br>* Uses a range of cohesive devices. | * Volume sometimes impedes understanding. Voice is monotonous.<br>* Rarely uses gestures and eye contact is limited. | * Initiates and responds appropriately.<br>* Maintains and develops the interaction, and negotiates towards an outcome with little support. | * Reflection is sometimes deep and insightful.<br>* Analyses and comments are supported by some appropriate evidence and examples. |

## *Appendix I6*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication |
|---|---|---|---|---|---|
| 5 | • Shows a good degree of control of a range of simple and some complex grammatical forms<br>• Maintains a range of vocabulary. | • Produces intelligible speech<br>• Shows appropriate intonation and stress.<br>• Individual sounds are articulated clearly | • Produces extended stretches of language with very little hesitation.<br>• Uses a range of cohesive devices and some discourse markers. | • Uses appropriate volume, varies the tone and rhythm of the voice<br>• Uses gestures, and looks confident. | • Initiates and responds appropriately, linking contributions to those of other speakers.<br>• Maintains and develops the interaction and negotiates towards an outcome. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | • Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>• Uses a wide range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Individual sounds are articulated clearly. | • Produces extended stretches of language with little hesitation.<br>• Uses cohesive devices and a few discourse markers. | • Uses intelligible volume, voice varies sometimes.<br>• Uses some gestures and maintains eye contact. | • Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>• Maintains and develops the interaction, and negotiates towards an outcome with very little support. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | • Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>•Uses a range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Most individual sounds are articulated clearly. | • Produces extended stretches of language, despite some hesitation.<br>• Uses a range of cohesive devices. | • Volume sometimes impedes understanding. Voice is monotonous.<br>• Rarely uses gestures and eye contact is limited. | • Initiates and responds appropriately.<br>• Maintains and develops the interaction, and negotiates towards an outcome with little support. |

## *Appendix I8*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|---|
| 5 | • Shows a good degree of control of a range of simple and some complex grammatical forms<br>• Maintains a range of vocabulary. | • Produces intelligible speech<br>• Shows appropriate intonation and stress.<br>• Individual sounds are articulated clearly | • Produces extended stretches of language with very little hesitation.<br>• Uses a range of cohesive devices and some discourse markers. | • Uses appropriate volume, varies the tone and rhythm of the voice<br>• Uses gestures, and looks confident. | • Initiates and responds appropriately, linking contributions to those of other speakers.<br>• Maintains and develops the interaction and negotiates towards an outcome. | • Reflection is mostly original, deep and insightful.<br>• There are logical and well-founded analyses and comments.<br>• There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | • Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>• Uses a wide range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Individual sounds are articulated clearly. | • Produces extended stretches of language with little hesitation.<br>• Uses cohesive devices and a few discourse markers. | • Uses intelligible volume, voice varies sometimes.<br>• Uses some gestures and maintains eye contact. | • Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>• Maintains and develops the interaction, and negotiates towards an outcome with very little support. | • Reflection is mostly deep and insightful.<br>• There are logical analyses and comments.<br>• There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | • Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>•Uses a range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Most individual sounds are articulated clearly. | • Produces extended stretches of language, despite some hesitation.<br>• Uses a range of cohesive devices. | • Volume sometimes impedes understanding. Voice is monotonous.<br>• Rarely uses gestures and eye contact is limited. | • Initiates and responds appropriately.<br>• Maintains and develops the interaction, and negotiates towards an outcome with little support. | • Reflection is sometimes deep and insightful.<br>• Analyses and comments are supported by some appropriate evidence and examples. |

## *Appendix I9*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication |
|---|---|---|---|---|---|
| 5 | • Shows a good degree of control of a range of simple and some complex grammatical forms<br>• Maintains a range of vocabulary. | • Produces intelligible speech<br>• Shows appropriate intonation and stress.<br>• Individual sounds are articulated clearly | • Produces extended stretches of language with very little hesitation.<br>• Uses a range of cohesive devices and some discourse markers. | • Uses appropriate volume, varies the tone and rhythm of the voice<br>• Uses gestures, and looks confident. | • Initiates and responds appropriately, linking contributions to those of other speakers.<br>• Maintains and develops the interaction and negotiates towards an outcome. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | • Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>• Uses a wide range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Individual sounds are articulated clearly. | • Produces extended stretches of language with little hesitation.<br>• Uses cohesive devices and a few discourse markers. | • Uses intelligible volume, voice varies sometimes.<br>• Uses some gestures and maintains eye contact. | • Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>• Maintains and develops the interaction, and negotiates towards an outcome with very little support. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | • Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>•Uses a range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Most individual sounds are articulated clearly. | • Produces extended stretches of language, despite some hesitation.<br>• Uses a range of cohesive devices. | • Volume sometimes impedes understanding. Voice is monotonous.<br>• Rarely uses gestures and eye contact is limited. | • Initiates and responds appropriately.<br>• Maintains and develops the interaction, and negotiates towards an outcome with little support. |

## *Appendix I11*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication | Argument Quality |
|---|---|---|---|---|---|---|
| 5 | • Shows a good degree of control of a range of simple and some complex grammatical forms<br>• Maintains a range of vocabulary. | • Produces intelligible speech<br>• Shows appropriate intonation and stress.<br>• Individual sounds are articulated clearly | • Produces extended stretches of language with very little hesitation.<br>• Uses a range of cohesive devices and some discourse markers. | • Uses appropriate volume, varies the tone and rhythm of the voice<br>• Uses gestures, and looks confident. | • Initiates and responds appropriately, linking contributions to those of other speakers.<br>• Maintains and develops the interaction and negotiates towards an outcome. | • Reflection is mostly original, deep and insightful.<br>• There are logical and well-founded analyses and comments.<br>• There is some evidence and examples. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | • Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>• Uses a wide range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Individual sounds are articulated clearly. | • Produces extended stretches of language with little hesitation.<br>• Uses cohesive devices and a few discourse markers. | • Uses intelligible volume, voice varies sometimes.<br>• Uses some gestures and maintains eye contact. | • Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>• Maintains and develops the interaction, and negotiates towards an outcome with very little support. | • Reflection is mostly deep and insightful.<br>• There are logical analyses and comments.<br>• There is some appropriate evidence and examples supporting the arguments. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | • Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>•Uses a range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Most individual sounds are articulated clearly. | • Produces extended stretches of language, despite some hesitation.<br>• Uses a range of cohesive devices. | • Volume sometimes impedes understanding. Voice is monotonous.<br>• Rarely uses gestures and eye contact is limited. | • Initiates and responds appropriately.<br>• Maintains and develops the interaction, and negotiates towards an outcome with little support. | • Reflection is sometimes deep and insightful.<br>• Analyses and comments are supported by some appropriate evidence and examples. |

## *Appendix I12*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication |
|---|---|---|---|---|---|
| 5 | • Shows a good degree of control of a range of simple and some complex grammatical forms<br>• Maintains a range of vocabulary. | • Produces intelligible speech<br>• Shows appropriate intonation and stress.<br>• Individual sounds are articulated clearly | • Produces extended stretches of language with very little hesitation.<br>• Uses a range of cohesive devices and some discourse markers. | • Uses appropriate volume, varies the tone and rhythm of the voice<br>• Uses gestures, and looks confident. | • Initiates and responds appropriately, linking contributions to those of other speakers.<br>• Maintains and develops the interaction and negotiates towards an outcome. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | • Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>• Uses a wide range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Individual sounds are articulated clearly. | • Produces extended stretches of language with little hesitation.<br>• Uses cohesive devices and a few discourse markers. | • Uses intelligible volume, voice varies sometimes.<br>• Uses some gestures and maintains eye contact. | • Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>• Maintains and develops the interaction, and negotiates towards an outcome with very little support. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | • Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>•Uses a range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Most individual sounds are articulated clearly. | • Produces extended stretches of language, despite some hesitation.<br>• Uses a range of cohesive devices. | • Volume sometimes impedes understanding. Voice is monotonous.<br>• Rarely uses gestures and eye contact is limited. | • Initiates and responds appropriately.<br>• Maintains and develops the interaction, and negotiates towards an outcome with little support. |

## *Appendix I13*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication |
|---|---|---|---|---|---|
| 5 | • Shows a good degree of control of a range of simple and some complex grammatical forms<br>• Maintains a range of vocabulary. | • Produces intelligible speech<br>• Shows appropriate intonation and stress.<br>• Individual sounds are articulated clearly | • Produces extended stretches of language with very little hesitation.<br>• Uses a range of cohesive devices and some discourse markers. | • Uses appropriate volume, varies the tone and rhythm of the voice<br>• Uses gestures, and looks confident. | • Initiates and responds appropriately, linking contributions to those of other speakers.<br>• Maintains and develops the interaction and negotiates towards an outcome. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | • Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>• Uses a wide range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Individual sounds are articulated clearly. | • Produces extended stretches of language with little hesitation.<br>• Uses cohesive devices and a few discourse markers. | • Uses intelligible volume, voice varies sometimes.<br>• Uses some gestures and maintains eye contact. | • Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>• Maintains and develops the interaction, and negotiates towards an outcome with very little support. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | • Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>•Uses a range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Most individual sounds are articulated clearly. | • Produces extended stretches of language, despite some hesitation.<br>• Uses a range of cohesive devices. | • Volume sometimes impedes understanding. Voice is monotonous.<br>• Rarely uses gestures and eye contact is limited. | • Initiates and responds appropriately.<br>• Maintains and develops the interaction, and negotiates towards an outcome with little support. |

## *Appendix I16*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication |
|---|---|---|---|---|---|
| 5 | • Shows a good degree of control of a range of simple and some complex grammatical forms<br>• Maintains a range of vocabulary. | • Produces intelligible speech<br>• Shows appropriate intonation and stress.<br>• Individual sounds are articulated clearly | • Produces extended stretches of language with very little hesitation.<br>• Uses a range of cohesive devices and some discourse markers. | • Uses appropriate volume, varies the tone and rhythm of the voice<br>• Uses gestures, and looks confident. | • Initiates and responds appropriately, linking contributions to those of other speakers.<br>• Maintains and develops the interaction and negotiates towards an outcome. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | • Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>• Uses a wide range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Individual sounds are articulated clearly. | • Produces extended stretches of language with little hesitation.<br>• Uses cohesive devices and a few discourse markers. | • Uses intelligible volume, voice varies sometimes.<br>• Uses some gestures and maintains eye contact. | • Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>• Maintains and develops the interaction, and negotiates towards an outcome with very little support. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | • Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>•Uses a range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Most individual sounds are articulated clearly. | • Produces extended stretches of language, despite some hesitation.<br>• Uses a range of cohesive devices. | • Volume sometimes impedes understanding. Voice is monotonous.<br>• Rarely uses gestures and eye contact is limited. | • Initiates and responds appropriately.<br>• Maintains and develops the interaction, and negotiates towards an outcome with little support. |

## *Appendix I17*

| Score | Grammar and vocab. | Pronunciation | Discourse Management | Communication Techniques | Interactive Communication |
|---|---|---|---|---|---|
| 5 | • Shows a good degree of control of a range of simple and some complex grammatical forms<br>• Maintains a range of vocabulary. | • Produces intelligible speech<br>• Shows appropriate intonation and stress.<br>• Individual sounds are articulated clearly | • Produces extended stretches of language with very little hesitation.<br>• Uses a range of cohesive devices and some discourse markers. | • Uses appropriate volume, varies the tone and rhythm of the voice<br>• Uses gestures, and looks confident. | • Initiates and responds appropriately, linking contributions to those of other speakers.<br>• Maintains and develops the interaction and negotiates towards an outcome. |
| 4 | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* | *Shares features of bands 3 and 5* |
| 3 | • Shows a good degree of control of simple grammatical forms and some control of complex forms.<br>• Uses a wide range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Individual sounds are articulated clearly. | • Produces extended stretches of language with little hesitation.<br>• Uses cohesive devices and a few discourse markers. | • Uses intelligible volume, voice varies sometimes.<br>• Uses some gestures and maintains eye contact. | • Initiates and responds appropriately. Sometimes links contributions to those of other speakers.<br>• Maintains and develops the interaction, and negotiates towards an outcome with very little support. |
| 2 | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* | *Shares features of bands 1 and 3* |
| 1 | • Shows a good degree of control of simple grammatical forms and attempts complex forms.<br>•Uses a range of appropriate vocabulary to give and exchange views | • Produces intelligible speech<br>• Shows generally appropriate intonation and stress.<br>• Most individual sounds are articulated clearly. | • Produces extended stretches of language, despite some hesitation.<br>• Uses a range of cohesive devices. | • Volume sometimes impedes understanding. Voice is monotonous.<br>• Rarely uses gestures and eye contact is limited. | • Initiates and responds appropriately.<br>• Maintains and develops the interaction, and negotiates towards an outcome with little support. |

## Appendix J

| No. | Name of Student |
|---|---|
| **1** | M. A. C. |
| **2** | C. A. M. |
| **3** | G. C. A. |
| **4** | S. C. Z. |
| **5** | V. D. A. |

| | |
|---|---|
| **6** | S. E. G. |
| **7** | M. H. B. |
| **8** | M. L. S. |
| **9** | F. M. F. |
| **10** | T. P. T. |
| **11** | M. R. C. |
| **12** | F. R. Q. |
| **13** | A. R. M. |
| **14** | F. SM. H. |
| **15** | M. S. C. |
| **16** | C. V. N. |
| **17** | S. V. R. |