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The use of visual literacy in digital escape rooms, as a game-based learning process, to enhance young EFL learners' speaking skills.

Sofia Karasa

Supervisor: Dr. Ifigenia Kofou



Patras, Greece, February 2025

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The use of visual literacy in digital escape rooms, as a game-based learning process, to enhance young EFL learners' speaking skills.

Sofia Karasa

Supervising Committee

Supervisor:

Dr. Ifigenia Kofou
Hellenic Open University

Co-Supervisor:

Dr. Emmanouela Seiradaki
Hellenic Open University

Patras, Greece, February 2025

We passed the School, where Children strove

At Recess – in the Ring –

We passed the Fields of Gazing Grain –

We passed the Setting Sun –

(Emily Dickinson)

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Abstract

Visual literacy in the digital era manifests in diverse contexts while navigating the multiliteracies mirrored in 21st century multimodal texts, instigating thus a paradigm shift in learning and teaching practices. In the present research, visual literacy is utilized through Digital Escape Rooms (DERs), as a game-based learning process, with the aim of cultivating speaking for CEFR B1 level young learners of English as a Foreign Language.

The purpose of this Action Research (AR) was to examine the relationship between visual literacy in DERs and speaking, with an emphasis on strategic competence and communication strategies, by exploring simultaneously the development of the 4 Cs, i.e. communication, collaboration, critical thinking, and creativity. To this end, a mixed method approach was applied in three AR cycles, combining quantitative and qualitative data retrieved from learners' pre- and post-research questionnaires, group tasksheets, DERs, and teacher's observation checklists. The research took place in a state junior high school in Athens, Greece and involved eighteen second graders.

The participating learners reported that they enjoyed the speaking lessons and would like to use DERs again, an attitudinal change noted both in learners' questionnaires and observed behaviours. Secondly, whilst the development of visual literacy strategies was increasing with the use of DERs and group tasksheets, the learners became more strategic users of English during speaking interactions. A third finding was that through group work in both DERs and tasksheets, the learners developed into better communicators and collaborators, practicing their critical thinking and creativity in multiple ways.

Eventually, DERs were found to contribute to the enhancement of early teens' speaking strategies. Nevertheless, a more extensive research would provide further insights into the integration of visual literacy with speaking. Given their popularity, DERs could be used for different language levels and ages, to practice intensive reading, creative writing and listening.

Keywords

visual literacy, digital escape rooms, speaking, young learners, 4 Cs, AIEd ChatGPT

Περίληψη

Ο οπτικός γραμματισμός στην ψηφιακή εποχή εκδηλώνεται σε ποικίλα πλαίσια κατά την πλοήγηση στους πολυγραμματισμούς πολυτροπικών κειμένων του 21^{ου} αιώνα, υποκινώντας τη ριζική αλλαγή πρακτικών μάθησης και διδασκαλίας. Στην παρούσα έρευνα, ο οπτικός γραμματισμός χρησιμοποιείται μέσω των Ψηφιακών Δωματίων Απόδρασης (DERs), ως διαδικασία μάθησης βασισμένη στο παιχνίδι, με στόχο την καλλιέργεια παραγωγής προφορικού λόγου για μαθητές γυμνασίου επιπέδου CEFR B1 της Αγγλικής ως Ξένης/Διεθνούς Γλώσσας.

Ο σκοπός της Έρευνας Δράσης ήταν να εξετάσει τη σχέση μεταξύ οπτικού γραμματισμού στα DERs και παραγωγής προφορικού λόγου, με έμφαση στη στρατηγική ικανότητα και στις στρατηγικές επικοινωνίας, διερευνώντας ταυτόχρονα την ανάπτυξη δεξιοτήτων του 21^{ου} αιώνα (4Cs), δηλαδή της επικοινωνίας, συνεργασίας, κριτικής σκέψης, και δημιουργικότητας. Για τον σκοπό αυτό, εφαρμόστηκε μεικτή μεθοδολογική προσέγγιση σε τρεις κύκλους έρευνας δράσης, συνδυάζοντας ποσοτικά και ποιοτικά δεδομένα που προέκυψαν από ερωτηματολόγια μαθητών πριν και μετά την έρευνα, ομαδικά φύλλα εργασίας, DERs και λίστες καταγραφών παρατήρησης του εκπαιδευτικού. Η έρευνα πραγματοποιήθηκε σε δημόσιο γυμνάσιο της Αθήνας, και συμμετείχαν δεκαοκτώ μαθητές δευτέρας τάξης.

Οι συμμετέχοντες ανέφεραν ότι τους άρεσαν τα μαθήματα προφορικών και θα ήθελαν να χρησιμοποιήσουν ξανά DERs, μια αλλαγή συμπεριφοράς που αποτυπώθηκε στα ερωτηματολόγια των μαθητών και τις παρατηρούμενες συμπεριφορές. Δεύτερον, ενώ η ανάπτυξη στρατηγικών οπτικού γραμματισμού αυξανόταν με τη χρήση των DERs και των ομαδικών φύλλων εργασίας, οι μαθητές γίνονταν στρατηγικοί χρήστες της Αγγλικής κατά τη διάρκεια των συνομιλιών. Τρίτον, μέσω ομαδικής εργασίας στα DERs και με τα φύλλα εργασίας, οι μαθητές εξελίχθηκαν σε καλύτερους συνομιλητές και συνεργάτες, ασκώντας την κριτική σκέψη και τη δημιουργικότητά τους.

Τελικά, τα DERs συνέβαλλαν στην ενίσχυση στρατηγικών συνομιλίας των προ-εφήβων. Ωστόσο, μια πιο εκτεταμένη έρευνα θα παρείχε περαιτέρω πληροφορίες για την ενσωμάτωση του οπτικού γραμματισμού στον προφορικό λόγο. Δεδομένης της

δημοτικότητάς τους, τα DERs θα μπορούσαν να χρησιμοποιηθούν για διαφορετικά επίπεδα και ηλικίες, ώστε οι μαθητές να εξασκηθούν στην κατανόηση γραπτού λόγου, στη δημιουργική γραφή και στην κατανόηση προφορικού λόγου.

Λέξεις – Κλειδιά

οπτικός γραμματισμός, ψηφιακά δωμάτια απόδρασης, προφορικά, μαθητές γυμνασίου, δεξιότητες 21^{ου} αιώνα (4 Cs), τεχνητή νοημοσύνη στην εκπαίδευση (ChatGPT)

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List of Abbreviations & Acronyms

4 Cs	Creativity, Critical thinking, Communication, Collaboration
AI	Artificial Intelligence
AIED	Artificial Intelligence in Education
AR	Action Research
CEFR	Common European Framework of Reference for languages
CEFR-VL	Common European Framework of Reference for Visual Literacy
CLIL	Content and Language Integrated Learning
DI	Differentiated Instruction
DER(s)	Digital Escape Room(s)
DGBL	Digital Game-Based Learning
EFL	English as a Foreign Language
EIL	English as an International Language
ELT	English Language Teaching
GBL	Game-Based Learning
IFLC	Integrated Foreign Languages Curriculum
MI	Multiple Intelligences
OBS	Observation checklist
Qs	Questionnaires
RQ(s)	Research Question(s)
TEF/IL	Teaching of English as a Foreign/International Language
VL	Visual Literacy
YL	Young Learners

Introduction

Literacy in the technologically-driven 21st century has developed into a concept encompassing a matrix of skills for learners to master beyond conventional learning. Digital natives, according to Partnership for 21st Century Learning (2019) need to be not only critical but also creative thinkers, exhibit strong problem-solving skills, while being active communicators and collaborators in order to succeed. This has important implications both for the way literacy is acquired, and the way it is taught (González-Pérez & Ramírez-Montoya, 2022).

In the wider array of multiliteracies, visual literacy is by no means a new concept. Cave drawings and symbols have typically produced visual messages. In its broader sense, visual literacy is perceived by Bleed (2005) as being able to understand and produce visual messages. Such visuals manifest themselves in multimodal surroundings and disciplines acquiring sociocultural interpretations (Serafini, 2017).

Visuals are used extensively in escape rooms, in a tightly woven narrative of clues and puzzles that lead participants, in groups, to act within a specified time frame so as to reach a goal, i.e. to escape from the specified room (Nicholson, 2015). Such escape rooms have been found to be engaging and motivate learners in educational problem-solving contexts so as to achieve educationally-oriented goals, transcending their recreational nature (Veldkamp et al., 2020). Skills-wise, educational games in the digital form have the capacity to provide an introduction to a skill and then create a framework for learners to practice the said skill (Stewart et al., 2013).

A common challenge for language learners has been the speaking skill, which when viewed along the unattainable native-speaker goal in learning English as a Foreign Language (EFL) creates a challenge both for teachers and learners (Árva & Medgyes, 2000; Boonkit, 2010). Language anxiety, low confidence level or self-esteem, and shyness are often listed as psychological speaking stress signs (Arifin, 2017; Riadil, 2020). Nevertheless, speaking has invariably represented a valuable communication skill for English language learners (Ihsan, 2016; Nazara, 2011). The evergrowing spread of English is evident in terms such as “World Englishes” (Jenkins, 2006), indicating prosodic,

syntactic and cultural differences, also present in viewing English as an International Language (EIL), also English as a lingua franca in Europe (ELFE), and English as a Multilingua Franca (Jenkins, 2015). This perception of English applies to Greece, which belongs to Kachru's (1985) Expanding Circle, entailing changes in the way speaking is currently taught having outgrown the native speaker concept (Jenkins & Seidlhofer, 2001). Intelligibility is considered to be the main aim of speaking among learners (Jenkins, 1998; Seidlhofer, 2005).

Viewing knowledge from a Piagetian perspective and theories of Young Learner (YL), the children construct actively their world knowledge (Cameron, 2001). Such learning, following Vygotsky's (1978) concept of "zone of proximal development", is socially structured, necessitating adult assistance. Similarly, knowledge for Bruner (1960) is deeply rooted in discovery learning and for Krashen (1982) the input needs to be a level above a learner's knowledge, emphasizing thus the benefits of scaffolding.

The main question this research seeks to address, taking into account the above is: "What is the impact of visual literacy on young EFL learners' speaking skill development?". In order for this to be answered, the following subquestions emerge:

- RQ1.** To what extent will young learners' attitudes towards speaking differ after the implementation of visual literacy through digital escape rooms?
- RQ2.** To what extent can digital escape rooms enhance young learners' speaking skills (strategic competence, communication strategies) and visual literacy?
- RQ3.** How can digital escape rooms function as visual prompts to develop young learners' 4Cs (communication, collaboration, critical thinking, creativity)?

At the same time, the research hypothesis is formed: visual literacy in DERs develops young EFL learners' speaking skill.

For the above to be accounted an Action Research will be used, understood as a teacher's reflective quest, wishing to initiate changes and improvements in their educational practice (Arora, 2017; Creswell, 2014). In this context, AR aims to examine the potential of visual literacy by means of DERs and GBL to develop speaking strategies for B1 level English

learners (Council of Europe, 2020), as specified by the Integrated Foreign Languages Curriculum (IFLC) in Primary and High Schools in Greece (Ministry of Education, 2016), while exploring 4 Cs development.

The present dissertation is organized into five chapters, following its broader overview in the Introduction with the above presentation of the Research Questions (RQs) and hypothesis. Specifically, the first chapter reviews the literature and the theoretical framework is set by outlining its four constituents, namely the teaching of speaking in the EFL/EIL context, young learners' profile, reconceptualization of visual literacy in the 21st century, and lastly game-based learning in Digital Escape Rooms. Chapter two focuses on lesson planning, placing particular emphasis on designing three original speaking lessons in line with the literature review premises and AI generated content.

The third chapter establishes the research methodology. Initially the research questions are articulated, followed by the formulation of a testable hypothesis, so as to provide a framework for the present Action Research (AR) design and respective data collection, as well as the tools used in three AR cycles. The research context is also delineated together with ethical considerations. The fourth chapter represents the culmination of the research as it demonstrates the findings in relation to hypothesis testing and responding to the three RQs distinctively, by means of quantitative and qualitative data triangulation gathered from the pre-/post-research questionnaire results, DERs, tasksheets, and observation checklists. Finally, the fifth chapter discusses the implications, significance and limitations of the current research by summarizing the answers for each RQ. The dissertation concludes with future recommendations.

Chapter 1: Literature Review

Introduction

Literature review is perceived in the current research as a summary, critical analysis and documentation of the research topic (Creswell, 2012; Mills, 2014). As presented in the Introduction, a four-dimensional approach is employed in the framework of the current research, which aims to evaluate existing research underpinning the RQs and hypothesis. In this respect, the literature is synthesized into four main thematic areas, i.e. speaking as a skill in the Teaching of English as a Foreign/International Language (TEF/IL) context, young learners profiled in relation to existing theories, Visual Literacy (VL) in the 21st century learning, and the use of Digital Escape Rooms (DERs) and Game-Based Learning (GBL) in education.

1.1 Teaching speaking in the EFL/EIL context

The first dimension of the proposed framework is its skill orientation, placing the teaching of speaking in the English as a Foreign Language (EFL) context or rather in the spread of English as an International Language (EIL), a recent emerging paradigm (Jenkins, 2006; Selvi et al., 2023; Zhang, 2021), which tackles challenges posed by the native speaker constraint, as suggested in the Introduction. Inevitably, the implications for the teaching of English worldwide are imminent. McKay (2003) argues for an ELT pedagogy distant from the assumptions pertaining to model and cultural orientation of native speakers. Moreover, Jenkins and Seidlhofer (2001) pinpoint core intelligibility features in the pronunciation of consonant sounds, vowel length and stress patterns, which are likely to be further developed, and other less crucial features, the teaching of which is time-consuming and complex.

Shifting the focus in Greece, Ypsilanti and Karras (2023) similarly refer to a recent turning point in the teaching of English in Greek state schools, i.e. moving from Teaching English for No Obvious Reasons (TENOR), in Abbot's (1981) terms, to TEIL (Teaching English as an International Language). For Ypsilanti and Karras (2023), this change is due to the Greek Integrated Foreign Languages Curriculum (Ministry of Education, 2016). On this note, Ypsilanti and Karras (2023) specify the need for material development by the teachers. The present research in realization of this gap highlights the importance of lesson

planning incorporated in the design of original speaking tasks which will be analyzed in detail in the next chapter.

For Sifakis and Sougari (2005), teachers' attitudes regarding English pronunciation in Greece are still norm-bound with regard to native speakers in a TEF/IL framework. At the same time, meeting the unattainable native speaker goal can become particularly stressful for learners. This is linked to RQ1.

1.1.1 Common European Framework of Reference (CEFR) for languages - B1 level

The Common European Framework of Reference (CEFR) is an essential instrument for language learning and assessment, as language proficiency is structured in six levels defined by “can-do descriptors” (Council of Europe, 2020). This is applicable to all languages and a variety of contexts in Europe, promoting notions of “plurilingualism” and “pluriculturalism” (Council of Europe, 2020), distant from the native-speaker norm with the language user to co-construct meaning in interactions. However, as Kremmel et al. (2023) note, there is little literature surrounding its operationalisation with regard to its novel assessment potential. This gap is relevant to the present research as interaction is key for group work, and partly relates to RQ3. Though the scales are often criticized for being a priori criteria, there is growing research in the area of speaking assessment (Alderson & Banerjee, 2002). Indeed, the descriptor scales pertaining to the speaking skill are illustrative of the emphasis on its strategic use in oral comprehension, production, group interaction, as well as the inclusion of visual literacy in “audio-visual comprehension” (see Appendix A1, examples A1.1- A1.19).

In the Greek educational context, the CEFR implementation is reflected in the curriculum requirements as specified in the IFLC for primary and high schools (Ministry of Education, 2016), as well as the Foreign Languages Curriculum for senior high schools (Ministry of Education, 2023), which outline the CEFR levels for each grade together with can-do descriptors (see Appendices A2 & A3).

The present research is targeting B1 “threshold” level, which corresponds to B1-/B1+ for second grade learners of Greek junior high school (Ministry of Education, 2016, Appendix A2.1). According to this, independent B1 users are expected to understand and produce simple connected speech related to their interests, familiar matters at school, cultural

topics, such as travelling, and provide simple reasons to justify their opinions. A number of strategies are listed with regard to B1 level oral production and group interaction (see indicatively Appendix A1.11-A1.19). The can-do descriptors for Greek curricula, though not as detailed as CEFR, emphasize oral interactions (Ministry of Education, 2016, Appendix A2.2), oral comprehension and production (Ministry of Education, 2023, Appendix A3.1). Yet, intercultural awareness is underutilized (Ypsilanti & Karras, 2023).

1.1.2 Alternative assessment

While tests, and high-stakes exams in particular, have traditionally been considered instrumental in assessing learners' skills, meeting curricular objectives, and informing instructional practices, the recent technological advancements justify the need for alternative assessment in the evolving educational realm (Earl, 2003; Teliou & Kofou, 2020), also reflected in the context of teaching English as TEF/IL, which was presented in the previous section. Unlike standardized testing, alternative assessment is less formal and extends over a wider period of time (Alderson & Banerjee, 2001). Inevitably, such changes have wider implications on syllabus design, teacher training and methodology, as well as development of materials (Canale & Swain, 1980).

Alternative assessment has been perceived in the literature as reflecting both communicative classroom oriented activities and authenticity in language learning (Alderson & Banerjee, 2002; Genesee & Upshur, 1996; Hamayan, 1995), as well as activities occurring outside the classroom (Smith, 1999). Common alternative assessment methods include, among others, debates, classroom observation, diaries, journals, dramatizations, games, portfolios, projects, and think-aloud protocols (Griva & Kofou, 2017; Hamayan, 1995; Teliou & Kofou, 2020). Such formative assessment is beneficial to inform instruction, track learner progress due to the ongoing nature of evaluation, promote intrinsic motivation, and autonomous learning (Kofou et al., 2019; Teliou & Kofou, 2020). In this respect, assessment is interlinked with learning, providing opportunities to learners for critical thinking and reflection on their work in order to maximize it (Earl, 2003). Significantly, Partnership for 21st Century Learning (2019) highlights a balance of standardized testing, technology use, formative and summative assessments towards mastery of 21st century skills. The present research utilizes such metacognitive skills via a classroom debate and games in the form of DERs, wishing to trigger a positive washback

effect on teaching and learning (Alderson & Banerjee, 2001). In fact, as Kofou and Karasimos (2024) remark, despite the widespread use of games in education, their potential for assessment remains unexploited.

In this game-based learning framework, observation as “a purposeful examination of teaching and/or learning events” (Bailey, 2001, p.114), is crucial in collecting and analyzing data for research purposes. For Wragg (1999) classroom observation can be illuminating about learners' familiar and novel behaviour while it can be instrumental in the quality of teaching if performed skillfully. Primarily being an ethnographic research method, observation is aimed at understanding people in their natural surroundings with the observer maintaining a balance in the role of an insider and an outsider, which requires training to ensure validity and reliability (Baker, 2006). In this light detachment is necessary to fulfill the three defining characteristics of classroom observation according to Gebhard (1999), i.e. nonjudgmental data to be analyzed and interpreted through, checklists, photos, sketches, transcripts, etc. Checklists are useful in systematically observing behaviours at the time they arise (Gebhard, 1999). Classroom observation is hereby utilized by means of checklists directing the focus of attention in speaking strategies, visual literacy and the 4Cs (see Appendix J).

1.1.3 Criteria for the teaching of strategic competence and communication strategies

Criteria and proficiency scoring scales need to be specified to establish validity and reliability in assessment (Hamayan, 1995). In terms of structure, Johnson (1982) observes five principles in speaking tasks, i.e. transferring information in a different form, creating an information gap among interlocutors, exchanging information in a jigsaw, using task dependency and correction for content in a task's communicative efficacy. Likewise, Nation (1989) identifies five features in speaking activities, namely assuming roles that resemble real-life activities, setting clear outcomes that provide directions, determining steps in individual, pair or group procedures, splitting information for participants, and adding challenges. Littlewood (1981) proposes role-play and simulation as communicative techniques. By applying these criteria, speaking is viewed as communication in a natural “learn to speak” approach (West, 2000), which the present research aims to implement.

With regard to speaking strategies and communicative approach in teaching and testing, Canale and Swain (1980) emphasize “strategic competence”, comprising functions based on meaningful communication strategies, together with grammatical accuracy, and

sociolinguistic competence to meet learners' communication needs. In this framework, both verbal and non-verbal cues are identified in amending communication breakdowns when learners encounter difficulties and lack knowledge in the foreign language (Dornyei & Thurrell, 1991). Typical communication strategies include paraphrase with the use of descriptions, approximation with the use of another similar term in meaning, paralinguistic features, such as facial expressions, mime and gestures, borrowed or invented words (Dornyei & Thurrell, 1991), substitution plus foreignizing, grammatical or semantic word coinage, appeals for help, pauses, message abandonment (Dornyei & Kormos, 1998). The latter enable the speaker to manage, though not altogether solve the problem. Dornyei and Kormos (1998) list various problem-solving mechanisms used in negotiating meanings by applying a psycholinguistic approach, as in asking for repetition, asking for clarification, expressing non-understanding, guessing, among others. In essence, language learning strategies comprise steps taken by learners to improve their learning and gain confidence, hence determining their self-directed engagement (Oxford, 1990). Apart from compensation strategies to cover knowledge gaps, metacognitive, i.e. going beyond the cognitive, and memory strategies in retrieving new information, distinguish competent learners (Oxford, 1992). Importantly, such strategies together with compensation strategies by using synonyms or gestures when the meaning is unknown, contribute to communicative competence and can be taught (Oxford, 1990;). Oxford (1990) classifies learning strategies into two broader categories, i.e. direct strategies linked with language learning, which include memory, cognitive and compensation strategies, and indirect strategies linked with learning management in general, which pertain to metacognitive for learning coordination, affective for regulation of emotions, and social strategies for learning together with other individuals. A number of these strategies are grouped in Table 1). The rating scale facilitates the observation checklists. This section is linked with the first part of RQ2.

Table 1

Strategic competence/ communication strategies based on Oxford's (1990) Interaction Strategy Use – SILL, Dornyei (1995), Γρίβα and Κωφού (2020).

R/N	Strategic competence/ communication strategies	Rating scale (excellent, intermediate, elementary)
1	ask my partner/ teacher for help	2-1-0
2	using a synonym or a description	2-1-0
3	using Greek words making them sound as English ones	2-1-0
4	use body language (mime, gestures, imitation)	2-1-0
5	ask my partner to repeat	2-1-0
6	ask my partner to speak more slowly and clearly	2-1-0
7	ask for clarification	2-1-0
8	try to understand the general idea	2-1-0
9	look at gestures and body language to understand	2-1-0
10	paraphrase using my own words	2-1-0
11	stall for time and delay my answer (e.g. "em, er..")	2-1-0
12	change the subject or abandon the message	2-1-0
13	take turns to interrupt my partner	2-1-0

Note. 2 = Excellent (effective speaker), 1=Intermediate (satisfactory speaker), 0=Elementary (ineffective speaker).

While traditionally the emphasis has been on grammatical competence, sociolinguistic aspects, characterized by register, style and politeness, as well as cohesion and coherence devices are now acknowledged. Dornyei and Thurrell (1991) suggest the use of one-word fillers or larger phrases employed in delaying or when hesitating, evading the answer, interrupting to appeal for help in order to feel confident and control the conversation in a creative way and enjoy the process. That is why, the present research initially aims to familiarize learners with strategic competence and presentation of communication strategies to enable a better understanding of communication problems in the target language by designing materials that develop automaticity and fluency (Dornyei & Kormos, 1998).

1.2 Young Learners

The second pillar of this research is the age group it targets, namely 13 year-old Young Learners (YL). Firstly, a profile of the learners will be provided and then teaching

approaches, methods and techniques will be presented so as to define the theoretical underpinnings.

1.2.1 YL profile and assessment

Learners attending junior high schools have diverse levels of proficiency, since as Cameron (2001) observes, foreign language learning begins at much younger ages, and as a result teaching YL is by no means straightforward nor does it entail only the teaching of simple language. According to immersion language learning, resembling L1 acquisition, younger children of 7-8 years focus their attention on sound and prosody, while older ones aged 12-14, concentrate on word order (Cameron, 2001). According to Gardner's (1983/2011) Multiple Intelligences (MI) theory, different intelligence types exist among individual learners, i.e. linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial/ visual, interpersonal, intrapersonal, and naturalistic.

Young children experience many changes as they grow cognitively, socially, emotionally and physically. Their cognitive thought manipulation begins when they are aged between 11-13 years, at which point they use language to make predictions, assumptions and classifications together with expanding cause and effect, metaphor use, understanding of double meanings in jokes, abstract social concepts, and they are now able to refer to recent events, future plans and become more sociable (McKay, 2006).

For YL aged between 5 – 12, often including slightly younger and older learners, alternative assessment, as pointed out in section 1.1.2, incorporating fun elements with the use of music and movement, is preferable although there is a growing tendency for greater standardization in testing YL and awarding them with certificates (Alderson & Banerjee, 2001).

An implication of the above is that tasks' cognitive demand should meet the learner's age cognitive abilities, and world knowledge as in the case of older children who are capable of being introduced to a coherent narrative, but are still sensitive to praise and criticism (McKay, 2006).

1.2.2 Young learner theories

In a learner-centered approach, the child is in constant interaction with the world actively constructing knowledge (Piaget, 1970) in a meaning-making process. While for

Behaviourism, originating in psychology, learning is understood as a form of conditioning, i.e. making connections within a theory of “stimulus-response” (Williams & Burden, 1997, p.8), traces of this approach are evident in gaming development today in awarding points and provision of instant feedback, while in foreign language learning behaviourism still applies by means of meaningful repetition.

Apart from the cognitive approach, whereby the learner participates actively in the learning process, social interaction is evident in instructional contexts, resulting in cultural transformations while interacting with other learners on the interpersonal level and then individually on the intrapersonal level (Vygotsky, 1978). In the classroom context, scaffolding provided by teacher’s guidance or peer assistance in group work is associated with Vygotsky’s (1978) “zone of proximal development” to indicate a learner’s potential development under such collaboration. Likewise, Krashen’s (1982) “input hypothesis” in “i+1” entails exposure to a level beyond learners’ competence, while his “affective filter hypothesis” accounts for the affective factors, which foster a non-stressful learning environment.

Moreover, considering cognitivism and social constructivism in Bruner’s (1960) discovery learning, learners’ self-confidence can be enhanced by recognizing similarities and making associations. Thus, scaffolding is adjusted to learner’s needs (Cameron, 2001).

Considering the above YL theories and their positive outcomes in gaming design, the use of game applications in language learning and teaching is found to be beneficial for learners (Acquah & Katz, 2020; Qian & Clark, 2016).

1.3 Visual literacy (VL) in the 21st century

The third pillar of this framework addresses Visual Literacy (VL) in its 21st century reconceptualization. To this end, definitions of visual literacy will be reviewed, followed by a presentation of the reference framework for visual literacy in curriculum development, and the criteria for its assessment, which will be utilized in observation checklists.

1.3.1 Revisiting VL

Literacy presently transcends far beyond its literal denotative meaning traced in dictionary entries as “the ability to read and write” (Cambridge Dictionary, n.d.; Merriam-Webster, n.d.). Educational, sociological, political and economic aspects, render such a definition hard to assess for Hillerich (1976). Such continuity underlying the term literacy in the 21st century is also reflected in the multilayered definition provided by Unesco (2024), which acknowledges a wider skillset in terms of sustainability, digital and media technology. Moreover, emerging technologies necessitate a literacy definition to encompass artificial intelligence (Ng, et al., 2021). The latter is becoming progressively relevant in education with the advent of chatbots (Kostka et al., 2023; Lo, 2023).

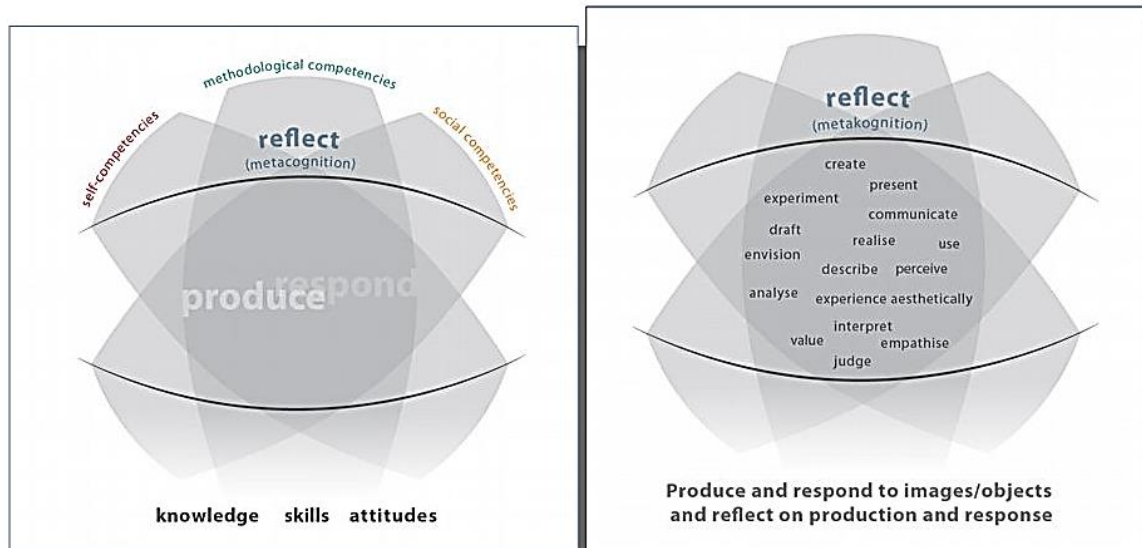
Importantly, Cope and Kalantzis (2009) refer to “a pedagogy of multiliteracies”, echoing the transformative changes in education pertaining to the integration of linguistic features with other modes in reading and writing multimodal texts. This has impactful consequences for education, as visual literacy is teachable and can be learnt (Avgerinou & Pettersson, 2011). Specifically, for Ausburn and Ausburn (1978), VL is based on two fundamental principles, ie. first, it constitutes a language of objects, colour, light, shade, etc. to be arranged in a certain way so as to narrate a story, and second, a visually literate individual is required to decode and encode messages. Furthermore, CEFR, with regard to “audio-visual comprehension” (Council of Europe, 2020, p.53; see also Appendix A1.3), provides an A1-C2 level scale for watching TV, film and video in a foreign language. For instance, a B1 level user of English can understand many films or TV programmes provided the delivery is rather slow, clear, and straightforward due to visual support.

1.3.2 Common European Framework of Reference for Visual Literacy (CEFR-VL) & assessment criteria

On a par with CEFR, the Common European Framework of Reference for Visual Literacy (CEFR-VL) was created for Visual Literacy (ENViL) in 2016 and it was subsequently revised in 2020 (European Network for Visual Literacy, 2022) to inform curriculum development, contribute to school practice and improve teaching (Kárpáti & Schönau, 2019). By spotlighting metacognition through reflection, this conceptualization of VL (Figure 1) structures curriculum into production of images and reception, i.e. response to images and their respective sub-competencies, which can inform curricula and assessment (European Network for Visual Literacy, 2022).

Figure 1

Basic dimensions of Visual Literacy / Differentiation of sub-competencies (European Network for Visual Literacy, 2022, p.4)



In the present research which is speaking oriented the focus will shift on, the sub-domain of responding to images (Schönau et al., 2020), along the lines of its four competencies, i.e. the competency to look at images with an open mind, to research, evaluate and report about images (see Table 2 below). Can-do descriptors apply to a three-level scale, namely elementary, intermediate, competent so as to assess learners' performance as visually literate individuals (European Network for Visual Literacy, 2022; see also Appendix A.4). This section is linked to the second part of RQ2.

Table 2

CEFR-VL competency (based on European Network for Visual Literacy, 2022)

R/N	VL Competency	Sub-domain	Rating scale	
1	looking at images	responding	Excellent: <i>effective observant</i> Intermediate: <i>satisfactory observant</i> Elementary: <i>ineffective observant</i>	2 1 0
2	researching images	responding	Excellent: <i>effective researcher</i> Intermediate: <i>satisfactory researcher</i> Elementary: <i>ineffective researcher</i>	2 1 0
3	evaluating images	responding	Excellent: <i>effective evaluator</i> Intermediate: <i>satisfactory evaluator</i> Elementary: <i>ineffective evaluator</i>	2 1 0
4	reporting about images	responding	Excellent: <i>effective reporter</i> Intermediate: <i>satisfactory reporter</i> Elementary: <i>ineffective reporter</i>	2 1 0

Note. Rating scale according to CEFR-VL can-do descriptors (see Appendix A.4)

An example to illustrate the above competencies would be by referring to the NASA cover page photo, i.e. Jupiter's Great Red Spot (Doran, 2024) by following the VL competency in the indicated order (European Network for Visual Literacy, 2022). Based on the outline by Schönau et al. (2020), initially, the visual learner is invited to look at the image's objects with an open mind and experience it aesthetically and emotionally by empathising. Secondly, the learner will be able to research the image by systematically exploring, analysing, describing and interpreting it in terms of meaning, purpose, choices of colour, light, size, etc. Additionally the learner will be able to seek contextual information in NASA's website and discover, for instance, that it is a combination of three distinctive images (Doran, 2024). Next, as Schönau et al. (2020) put it, the learner will be able to evaluate the image in terms of quality by assigning value to it and judging it. Finally, the visual learner will be able to report about the image by using the sub-competencies of communicating, presenting and using it by reflecting and sharing an oral or written narrative with the audience. The choice of wording "...will be able to" is relevant to such competencies in relation to knowledge, skills and attitudes illustrated in Figure 1 (Schönau et al., 2020).

1.4 Digital Escape Rooms (DERs) and Game-Based Learning (GBL)

The final theme of this research is interlinked with the reconceptualization of visual literacy as illustrated in the previous section by utilizing its implementation through digital escape rooms. It thus represents the binding force of the previously mentioned pillars. Puzzles and visuals are an essential part of this game-based learning practice (Wiemker et al., 2015). An opportunity is presented eventually for a systematic practice of visual literacy in a structured narrative (Vidergor, 2021), whereby players participate in teams to achieve a common goal. Furthermore, textual multimodality is common for teenagers who are promptly motivated to respond to audiovisual cues (Harper, 2023).

Game-based learning (GBL) creating a link between content and playing a game is found to advance knowledge and skills development through problem-solving activities due to its goal-orientation which enables learners' sense of success (Qian & Clark, 2016). GBL in and escape rooms have been growing in popularity in recent years (Wiemker et al, 2015), since their first appearance dating back to 2007. However, this has targeted tertiary education, designating the need for research into YL and escape rooms (Fotaris & Mastoras, 2019).

Importantly, while learning fatigue, unsubstantial information gathered from teacher-made tests, and dissatisfaction for standardized tests are often associated with formal standardized testing (Kofou et al., 2019), games are fun for learners, provide an authentic context, and can be used as an alternative assessment tool, as indicated in section 1.1.2 above.

1.4.1 Game-based learning (GBL) and Young Learners

Game-based learning (GBL) has been praised in the literature due to its supportive environment to enhance knowledge and provide learners with a sense of achievement, affecting them cognitively, behaviourally, affectively, and socioculturally (Plass et al., 2015). Games are characterized as competitive, rule-governed, goal-oriented, they provide a closure and are highly engaging given their goal-reaching process which facilitates language as a tool (Palmer & Roger's, 1983). Embarking on today's digital natives, Nolan and McBride (2014) contend that Digital Game-Based Learning (DGBL) is conducive to creating a holistic early childhood environment, reporting a growing use of technology

since early years to support emerging multi-modal literacies. More importantly, despite the negative consensus among parents and educators surrounding digital games, DGBL with the use of videos has been found to enhance the learners' visual selective attention due to motivation and learning engagement (Prensky, 2003).

With regard to escape rooms, Urbietta and Peñalver (2019) focus on the gamification experience in ESL translation degree studies, demonstrating encouraging results on students' motivation. However, this study is limited to undergraduate students, while there is a suggestion for the physical room to be converted into an online one so as to foster the notion of cooperation. For YL, Vidergor (2021) studied the use of escape rooms in the upper elementary sector. The results unveiled a potential for developing collaboration, motivation to learn, and overall gameful experience.

1.4.2 Digital Escape Rooms and the 4Cs

The so-called 4 Cs in education, introduced in the previous section, i.e. communication, collaboration, creativity and critical thinking are particularly relevant to DERs. On account of the growing technological advancements and changes of the 21st century learning, Qian and Clark (2016) highlight the positive impact of games on the development 21st century skills. Nicholson (2018) and Vidergor (2021) point out that escape rooms are enjoyable for young teens, and can thus motivate learning. Greenstein (2012) stresses the need for a transformative assessment to reflect 21st century curriculum, so that besides content knowledge, skills such as collaboration and originality are also assessed.

Beyond knowledge of key academic subjects, Partnership for 21st Century Learning (2019), applies a multidimensional approach to interpret success in today's world with regard to components of 21st century teaching and learning, to reflect different literacy types, life and career skills, flexibility and self-direction, social and cross-cultural elements, leadership and responsibility (see graphic representation in Figure 2).

Figure 2

Partnership for 21st Century Learning (2019) grapheme



Note. Battelle for Kids, 2019

Specifically, the first component of learning and innovation skills highlights creativity in idea-creation techniques and implementation of creative ideas for innovation to occur; the second targets critical thinking in using various types of reasoning and problem solving in both conventional and innovative ways; the third highlights communication including nonverbal skills in deciphering meaning and the fourth focuses on collaboration in diverse teams (see descriptors in Appendix A.5).

In the current framework, communication relates to speaking English as in the EFL/EIL context specified in section 1.1, while collaboration is perceived as group/ team work, reflecting real-world situations in 21st century learning. Besides communication and collaboration, the notions of creativity and critical thinking are inherently linked with GBL. Becker and Roos (2016) stress the importance creative use of language and experimentation to facilitate L2 acquisition and autonomy, transcending formulaic expressions by development of creative speaking activities. Specifically, critical thinking in the current framework refers to exploring a situation from different angles or perspectives (Fountzoulas et al., 2019). Moreover, positive impacts of digital GBL have been identified in relation to critical thinking as a reflective cognitive process, especially when fostering curriculum development along the lines of 21st century skills to support future job seekers (Chen et al., 2024; Ruminar & Gayatri, 2018). The notion of creativity is associated with language experimentation to elicit spontaneous speech production in YL

due to their inherent need to play, this way going beyond fixed dialogues, which rarely occurs in the early EFL classroom and lowers learners' anxiety level (Becker & Roos, 2016). Moreover, the use of poster crafts to boost creativity in problem-solving activities is often recommended in the literature (Ruminar & Gayatri, 2018).

From this life-skills standpoint, DERS in the present research function as an assessment tool for 4Cs as well, while this section is linked to RQ3; therefore, the following table represents the third and final part of criteria compilation used in the present research.

Table 3

Rubric sample for the 4Cs (adapted from Partnership for 21st Century Learning, 2019)

R/N	4Cs	Rating scale	
1	Communication	Excellent: <i>effective communicator</i>	2
		Intermediate: <i>satisfactory communicator</i>	1
		Elementary: <i>ineffective communicator</i>	0
2	Collaboration	Excellent: <i>effective collaborator</i>	2
		Intermediate: <i>satisfactory collaborator</i>	1
		Elementary: <i>ineffective collaborator</i>	0
3	Critical thinking	Excellent: <i>effective critical thinker</i>	2
		Intermediate: <i>satisfactory critical thinker</i>	1
		Elementary: <i>ineffective critical thinker</i>	0
4	Creativity	Excellent: <i>effective creative thinker</i>	2
		Intermediate: <i>satisfactory creative thinker</i>	1
		Elementary: <i>ineffective creative thinker</i>	0

Note. Rating scale according to descriptors from Partnership for 21st Century Learning, 2019 (see Appendix A.5).

Conclusion

In a nutshell, this chapter attempted to provide a thorough literature review by presenting an understanding of the four research pillars and delineating the existing gap in the literature, interlinked with the three research questions. Firstly, it framed speaking within the TEFL/ TEIL context and explored alternative assessment within the 21st century learning, in accordance with YL theories. Then, it elucidated the importance of language learning strategies in relation to the teaching of the speaking skill, which represents the core of this research. Subsequently it highlighted VL as being conducive to harnessing speaking skill, while investigating the potential of game-based learning via DERs to develop learners' 4 Cs.

Chapter 2: Designing original speaking lessons in DERs

Introduction

This Chapter as an extension of the literature review offers a practical contribution to the design of original CEFR B1 level speaking lessons on a par with the theoretical underpinnings of Chapter 1. As such, an online platform will be presented for the creation of the DERs and thereafter the lesson plan rationale will be analyzed, followed by the description and evaluation criteria for the designed tasks.

2.1 Use of the digital ER platform genial.ly & AIEd-ChatGPT

Following curriculum requirements and skills development can create a supportive environment for learners in escape rooms (Harper, 2023). As illustrated in section 1.4 above, not only do learners need to be innovative creative thinkers, effective communicators, collaborate in teams and solve puzzles using their critical thinking in the escape rooms (RQs 2 &3), but also perform such skills with a certain automaticity.

While numerous online applications can be used nowadays to create digital content (cf. MS Powerpoint, Canva.com, etc.), genial.ly is particularly user-friendly in creating an interactive gamified experience and therefore less time-consuming, as it provides ready-made templates for DERs. For the purposes of the current speaking lessons two templates were used via genial.ly to be incorporated in three lesson plans (see Appendices Q & T).

Activities-wise, a two-fold orientation was employed. On the one hand, the activities were designed by observing the criteria accumulated in the literature review (Chapter 1). On the other hand a certain degree of automaticity was applied via a recent innovation in Artificial Intelligence, chatGPT application, due to its exponential growth, dominating multiple disciplines since its first release in November 2022. Essentially, chatGPT is a chatbot trained to interact in a human-like “conversational way” (OpenAI, 2022). Benefits for the use of AI in Education (AIEd/ AIED) so far, comprise interactivity, personalized self-directed learning for learners, motivation, language instruction, instant feedback, teacher efficiency and assistance in automated administrative work, lifelong learning, while fostering critical thinking, creativity and collaborative learning (Adigüzel et al.,

2023; Ouabou & Idrissi, 2024). Inevitably, despite the obvious benefits, concerns have been raised regarding the use of AI, i.e. social and ethical issues such as information inaccuracy, privacy, bias in algorithms, the irreplaceable role of teachers as well as lack of teacher training (Adigüzel et al., 2023). In the current context, out of the two approaches used in AIEd, i.e. the development of AI tools into what students should learn and how, i.e. its use to enhance and transform education (Holmes et al., 2019), the former applies, as learners are not to use AI applications throughout the lessons nor interact with chatbots.

Therefore, in the present research AIEd is used to inform instructional content, and to this end, a number of prompts were posed to chatGPT for content creation in activities such as multiple choice questions that would be incorporated in DERs (Appendix B1), list of phrases to facilitate and practice strategic competence (Appendix B2), a treasure hunt set up to be used in team tasksheets and the last DER (Appendix B3). Although not all questions were used in the way suggested, the AI generated content was adapted and used in DERs, which made the preparation less time-consuming. While there is little literature presently regarding the formation and organization of prompts in language teaching, Peachey (2023) suggests various ways to promote interaction among learners and ChatGPT in the language classroom, such as an interview with ChatGPT acting as a famous person or a Socratic teacher, creating a script or a theatrical play on a specific topic and playwright's style, role play, etc., which render it a useful language tool.

2.2 DER speaking lesson plan rationale

In planning and designing the lessons, the learner characteristics proposed by McDonough et al. (2013) apply, i.e. age, interests, aptitude, English proficiency level (CEFR), mother tongue, academic and educational level, attitudes to learning, motivation levels, reasons for learning, preferred learning styles, and personality (see three Lesson Plans in Appendices C-D-E).

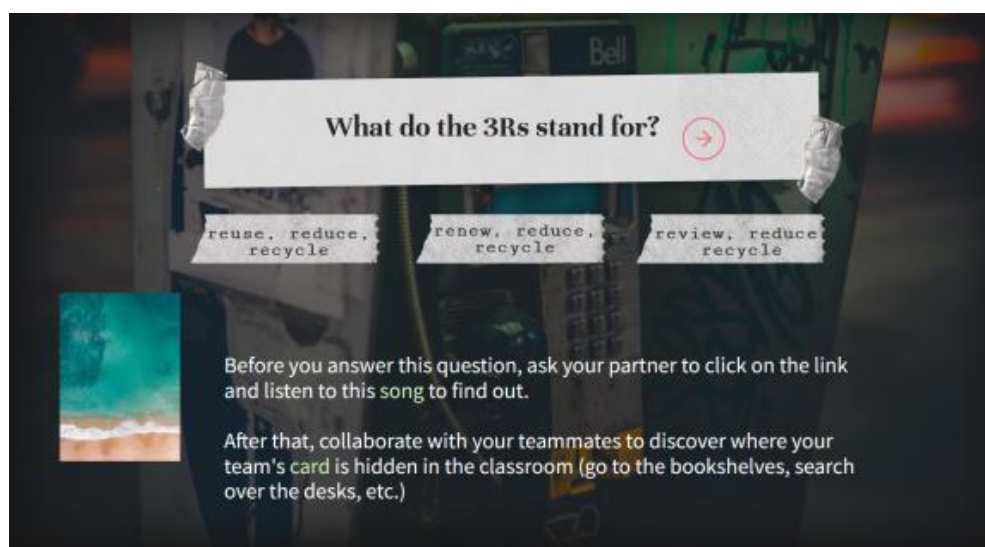
In this way, learners are encouraged to speak in a supportive classroom environment (McDonough & Shaw, 2003). Ultimately, the skills they practice are expected to lead to their becoming strategic speakers, visual thinkers, effective communicators and collaborators, creative and critical thinkers.

Three original speaking lessons have been drafted along the lines of the learners' needs and curriculum requirements aiming to promote learner engagement by using authentic tasks and a variety of classroom objects (realia, dice, classroom's conventional white-board and interactive digital board, see Materials in Appendices C, D, E and Figure 3). The lesson's objectives as demonstrated in Chapter 1 do not target native speaker competence, but are rather intertwined with raising cross-cultural awareness and building intercultural communication (Jenkins, 2018), together with developing 21st century skills. The underlying aim is to stimulate autonomous learning and trigger self-direction (Christ & Potter, 1998).

Similar objectives include the integration of Content and Language Integrated Learning (CLIL) with the use of diverse context (Coyle, 2006), i.e. museums in different countries, mathematics, etc. The use of CLIL aims to transform learners' extrinsic motivation into intrinsic (Ryan & Deci, 2000), the former by escaping from DERs, the latter by debating on an actual school trip. Furthermore, DER tasks are on a par with Gardner's (1983/2011) Multiple Intelligences (MI) theory making use of the musical, bodily-kinesthetic, spatial-visual, linguistic, logical-mathematical, interpersonal, and intrapersonal (see indicatively Figure 3).

Figure 3

Digital Escape Room 2, Cycle 3



Note. MI: musical, bodily-kinesthetic, naturalist and use of realia.

The main focus of the three 45' lessons is speaking, and specifically, the development of strategic competence and communication strategies embedded in DERs, which in an extensive narrative, define the 'pre-, while-, post-' stages proposed by Sifakis (2004/2019). The warm-up of the pre-speaking stage in the first DER functions as an introduction to speaking strategies so as to activate the learner's content schemata, and is followed by the completion of the pre-Questionnaire. The while-speaking stage is the initiation of the first DER with learners participating in what Palmer and Rogers (1983) call communicative language teaching games, divided into six teams. Each team is asked to complete the respective group tasksheet while one team is trying to escape from their DER (Appendices M, Q). Upon successful escape, each team presents their museum choice in the post-speaking stage, which will ensue as a class debate in the second speaking lesson and challenged in the third one (Appendix T). At the post-speaking stage, the learners individually complete the post-Questionnaire (Appendix H).

In this learner-centered approach (see interaction in lesson plans - Appendices C, D, E), the teacher's roles in the DER context range from that of the instructor and facilitator (Littlewood, 1981), monitoring the communicative process, to being a group manager, evaluator, guide, assessor, consultant or counsellor (Oxford, 1990; Wragg, 1999).

2.3 Description and evaluation of the authentic speaking tasks

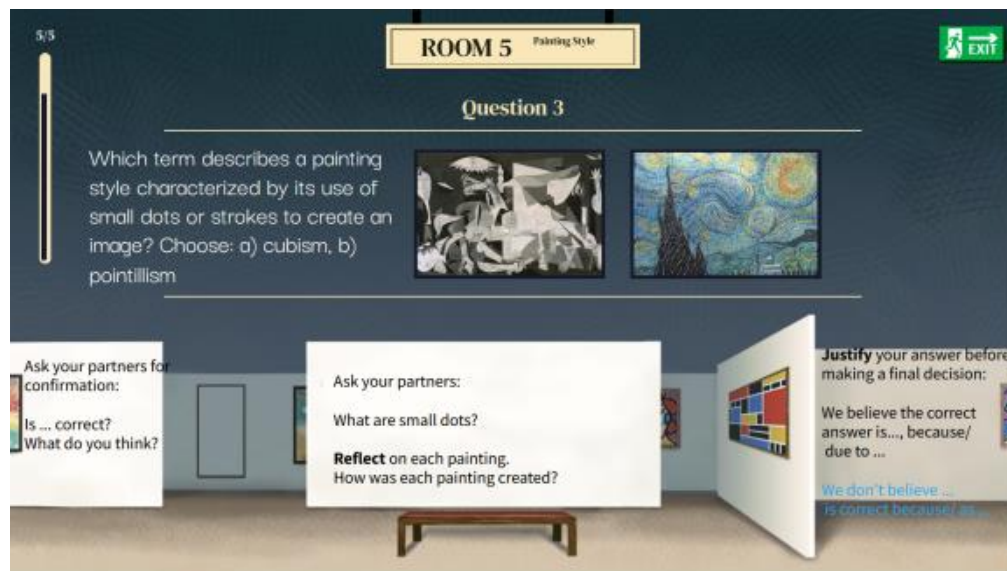
The speaking tasks are aimed at learners' interests, curriculum requirements, and authenticity mirroring daily communication by closely observing the criteria outlined in Chapter 1. In fact, since the school is planning a trip at the end of the school year that involves a museum visit, the authenticity goal is achieved given that the school's vice principal is to actively participate in the second lesson so as to grant approval for the trip.

Nation's (1989) five features can be observed in the DER narrative. The members of each team assume 'roles' of representatives to participate in debates and use the skills they practice. This functions essentially as an extensive role play in three lessons until the goal of each team is realized in line with West's (2000) reality techniques. Various 'outcomes' are reached by unlocking the tasks in DERs and tasksheets. The tasks, thematically linked to art (see Figure 4), are differentiated in terms of content (Tomlinson, 1999), relevant to

syllabus and curriculum requirements (see Appendix A & recent work in Appendices C-D-E).

Figure 4

Digital Escape Room 1, Cycles 1-2

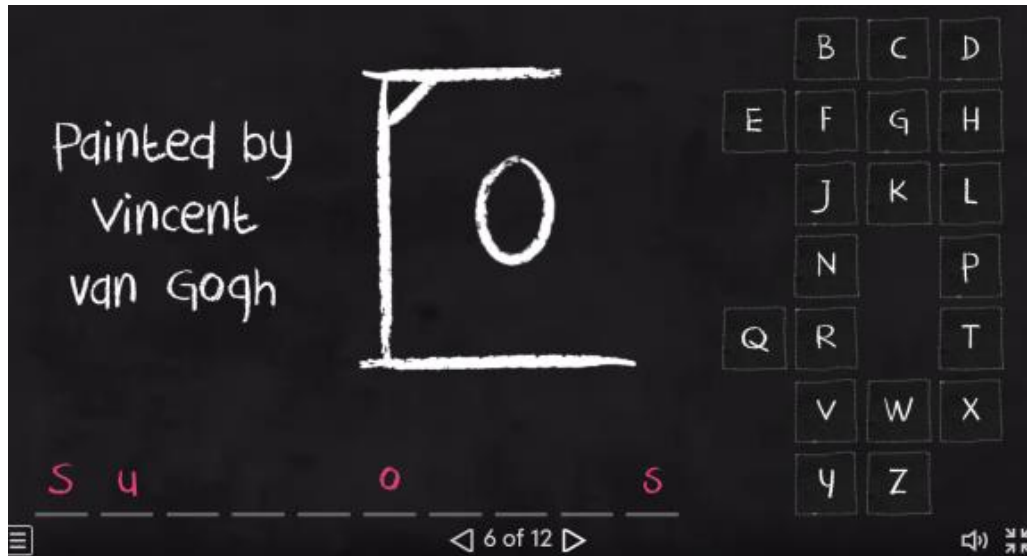


Note. Speaking strategies, metacognitive skills, and visual literacy.

As pointed out in Alexiou and Mattheoudakis (2015) the use of phrasal units instead of single words, utilized in DERs for the development of speaking strategies facilitates fluency and memorability (see speaking expressions in Figure 4). The hangman game (Figure 5), was created with the aim of providing an opportunity for vocabulary retrieval (Atikah & Rezki, 2018) through productive use of words learners encountered in DERs.

Figure 5

Online game: Art movements & paintings (hangman), Cycle 2



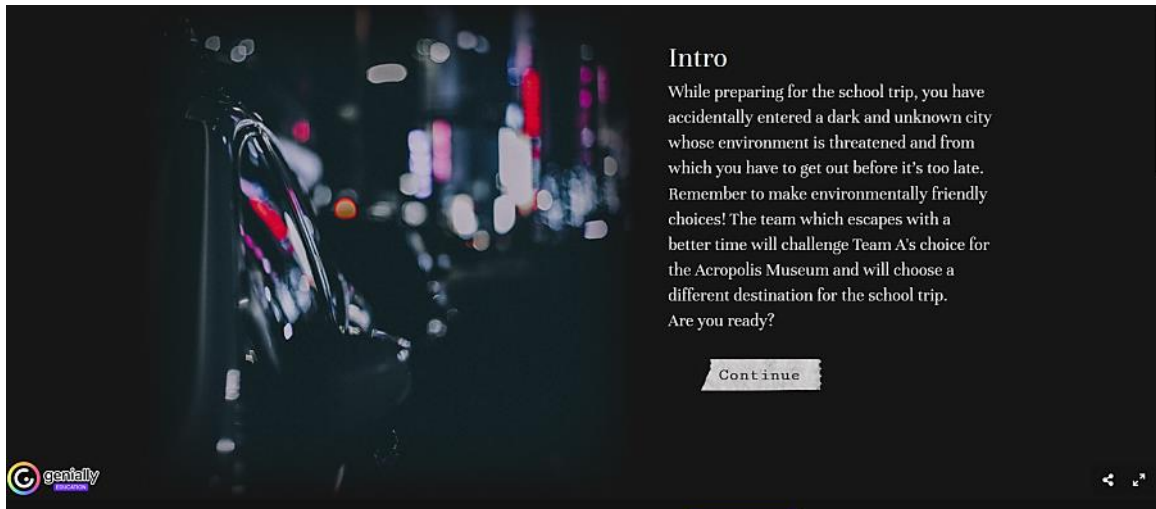
Note. Created by using Wordwall online application.

The numbers next to tasksheet tasks serve a double purpose. First, they support the idea of the digital escape room, as they provide a pin code to unlock the room if successful, and second they assist in task-dependency and better group monitoring, by the teacher providing a number orally, thus integrating listening and writing. Nation's (1989) 'procedure' feature is implemented in the steps toward group work in the while-stage. When all tasks are successfully completed, each team adds up the 3-digit numbers and provides a 4-digit sum, that is the pin number code to escape, hence integrating CLIL by performing simple calculations. These numbers and respective keys were chosen through the use of the AI tool, chatGPT, thus creating the key in a time-saving and efficient way (see Appendix B).

Moreover, Johnson's (1982) principle of 'task-dependency' is realized among DERs of the three lessons, since the teams have to use the speaking strategies in each task in order to advance to the next DER or tasksheet. The 'information transfer' principle applies from written to digital and to a different form, with one team debating and reporting to the other teams, thus implementing the 'jigsaw principle' (Appendices M, Q).

Figure 6

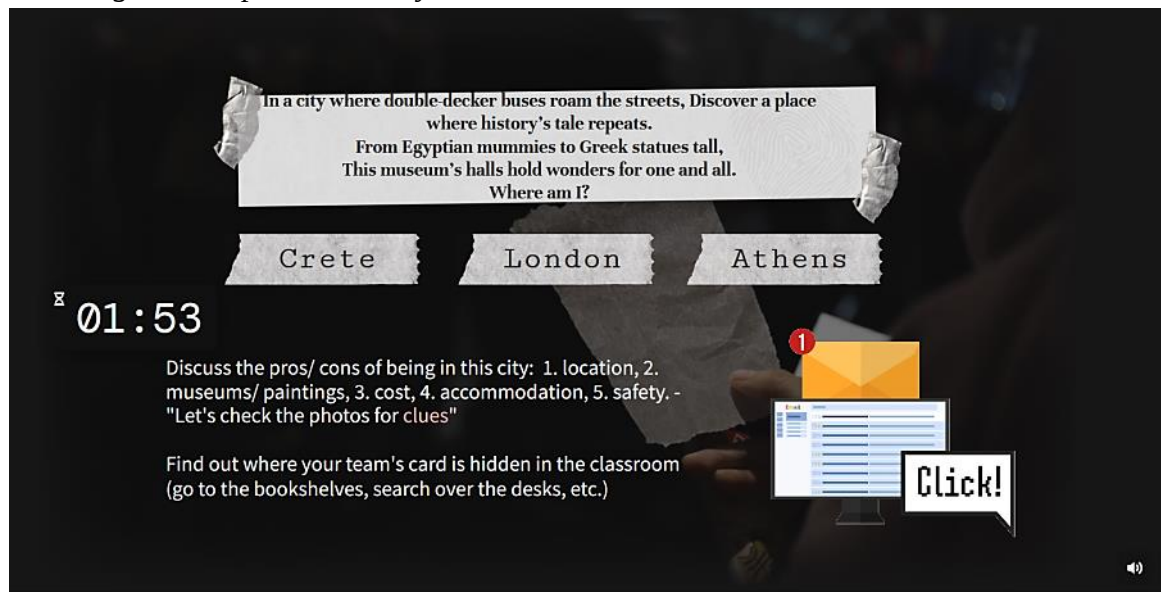
Digital Escape Room 2 Intro, Cycle 3



Therefore, Johnson's (1982) 'information gap' and Nation's (1989) 'split information' are met, as in the former the teams exploit the information they get from DERs, and the latter in the information gathered among different teams to support their choice. Finally, 'challenges' feature is reached in teams debating both against each other and the school vice principal. If not successful, the outcome is the trip's cancellation, therefore the emphasis is steered from language to performance (Dornyei & Kormos, 1998). Communicative efficacy is observed in Johnson's (1982) 'correction for content' principle. Nation's (1989) hidden solution technique is exploited in the treasure hunt with teams discovering their debate cards by solving riddles (see Figure 7). Such games are engaging, competitive, rule-governed, and goal-oriented, with a closure in the end (Palmer & Rogers, 1983).

Figure 7

From Digital Escape Room 2, Cycle 3



Note. Prompt for members of a team to initiate their scavenger hunt.

All 4 Cs of 21st century skills are utilized in DERS, as teams confront digital challenges (Pardede, 2020; Seitova, 2020). Learner creativity is stimulated in the poster production of the final task (Appendix O – task 2). The activities follow different degrees of complexity in DERs and tasksheets and learners are prompted, while debating among groups, to engage in shorter and longer transactional turns (Brown & Yule, 1983). Conversational games activate strategic competence and practically exploit experiential learning (Banfield & Wilkerson, 2014).

Conclusion

This chapter as an extension of the literature review, attempted to incorporate the design of original content in DERs activities and lesson planning. It stressed the importance of designing original speaking lessons in the language-learning classroom following the criteria indicated in Chapter 1. For this reason the use of a DER online platform and AIED-ChatGPT application for AI generated content were justified. The three consecutive lesson plans were presented in relation to curriculum, YL needs and the criteria set in the previous chapter, followed by a description and evaluation of the speaking tasks.

Chapter 3: Research Methodology

Introduction

Having set the theoretical foundations of the current research, compiled into four main themes, and provided a practical understanding of designing original speaking lessons in DERs, while explaining the speaking plan rationale and speaking tasks, this chapter is centred on the research methodology used in order to investigate the underutilized contribution of visual literacy to the cultivation of young EFL learners' speaking skills.

For this purpose, the present research employs a mixed methodology, exploiting both quantitative and qualitative data. Doyle et al. (2009) commencing on health care research, maintain that the emerging mixed methods research offers a dynamic opportunity to overcome the positivist and non-positivist philosophical dichotomy in order to answer questions that cannot be approached by using a single method. As Cohen et al. (2007) pinpoint, with reference to observing a school's culture and subcultures, a combination of quantitative and qualitative methodologies is important to collect reliable data in order to understand the underlying aspects within a school.

While not all research questions benefit from mixed methods, Tashakkori and Creswell (2007) highlight the fact that research questions define the purpose of a study and then shape the methods and its design, as in the present study.

3.1 Research Questions (RQs) and hypothesis

The literature review in Chapter 1 unveiled the complexity of teaching the speaking skill within the evolving EFL/ EIL context, and the resulting difficulties learners encounter, mirrored in their anxiety, lack of communicative strategies and demotivation. Reviewing the research questions presented in the introduction of the current research, and considering the above, the main question, the emerging subquestions and the subsequent development of a testable hypothesis, can be summarized in Table 4.

Table 4

Research questions, research hypothesis & data collection tools

Research Question	Description
Main RQ	What is the impact of visual literacy on young EFL learners' speaking skill development?
RQ 1	To what extent will young learners' attitudes towards speaking differ after the implementation of visual literacy through digital escape rooms?
Data collection tools	- Learners' pre-/post-research questionnaires (Part A') - Teacher's classroom observation checklists in the 3 AR Cycles (Part A' and notes on Ls' attitudes and behaviour)
RQ 2	To what extent can digital escape rooms enhance young learners' speaking skills (strategic competence, communication strategies) and visual literacy?
Data collection tools	- Learners' performance in group tasksheets & DERs in 3 AR Cycles - Learners' pre-/post-research questionnaires (Part B') - Teacher's classroom observation checklist in the 3 AR Cycles (Part B' and notes on Ss' attitudes and behaviour)
RQ 3	How can digital escape rooms function as visual prompts to develop young learners' 4Cs (communication, collaboration, critical thinking, creativity)?
Data collection tools	- Learners' performance in group tasksheets & DERs in 3 AR Cycles - Learners' pre-/post-research questionnaires (Part C') - Teacher's classroom observation checklist in the 3 Cycles of AR (Part C' and notes on Ss' attitudes and behaviour)
Research Hypothesis	Visual literacy in DERs develops young EFL learners' speaking skill.

Note. The data collection tools listed in the table will be presented in more detail in section 3.3.

The main overarching question represents in essence what Tashakkori and Creswell (2007) call the hybrid, mixed methods question, with verbal and numerical data informing each other to identify how one strand relates to the other. While the first two subquestions appear to be more quantitatively oriented asking the “what” (RQ1 and RQ2), the third question asking the “how” (RQ3) belongs more to the qualitative type, allowing for an integration of mixed-method inferences to be drawn at the end of the study (Doyle et al., 2009).

3.2 Action Research (AR) and philosophical worldview

The methodology employed to address the research questions and hypothesis is Action Research (AR), with the aim to examine the potential connection between visual literacy and communication strategies. A typical definition of AR is “any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn” (Mills, 2014, p.8). Two prominent features of AR include collaboration with all members of the educational community and the improvements to be made by the participants (Kemmis, et al., 2014), which is in line with the current AR attempting to trigger an improvement in learners' speaking skills. AR being teacher-driven, requires constant self-reflection to instigate a small-scale change in the teaching practice (Cohen et al., 2007)

The approach underpinning the present AR is mixed methods. Inevitably, the researcher's worldview, as types of beliefs that guide action (Creswell, 2014), is influenced by a selected paradigm, which can be perceived as “shared beliefs among the members of a specialty area” (Morgan, 2007, p.54) that will influence the above-mentioned research questions. The positivist viewpoint has traditionally been associated with quantitative research, showing detachment in search of objectivity by deduction and relying on statistical procedures, while the constructivist aligns with the qualitative tradition trying to immerse in the process and explain in detail deeper meanings by using a smaller sample and favouring subjectivity of induction, resulting thus in an ongoing gap of fundamentally different viewpoints (Doyle et al., 2009; Morgan, 2007).

Other differences between the quantitative and qualitative approach include, respectively, the reliance on the numerical as opposed to verbal data, preference for closed-ended as opposed to open-ended questions, and selection of tools that collect data quantitatively as opposed to observation (Creswell, 2014). Mixed methods is proposed to bridge that gap or rather occupy the middle of this continuum, by shifting the attention on the consequence instead of the process, collecting and integrating both quantitative and qualitative data, ultimately favouring a more complete understanding of the research problem (Creswell, 2014; Doyle et al., 2009). This coincides with the pragmatic worldview, the focus being

on actions and consequences and in problem-solving situations as opposed to postpositivism's conditions, so that multiple approaches are used freely to gain knowledge about a research problem, utilizing different forms to collect and analyze data (Creswell, 2014).

Given the evolutionary nature of AR, what Kemmis et al. (2014) call critical participatory action research applies to the specific teaching context, as the teacher is an insider who has access to the social and educational life and is interested in initiating change for improvement. Being fundamentally a dynamic process, AR involves a series of steps realized in a spiral of cycles which educators use to inform their practice by planning specific change in relation to a problem, acting and observing the process, reflecting on the consequences, planning again, acting and observing, reflecting once more until another cycle unravels and some development is witnessed in local practices (Ellis, 2001; Kemmis et al., 2014). This cyclical process of AR is outlined below on a par with Kemmis et al. (2014).

3.2.1 Pilot

This cyclical process of the AR is typically preceded by a pilot test, distributed to a smaller number of learners who participate in the process, complete it and the feedback they provide enables the researcher to make changes (Creswell, 2012). The pilot stage was particularly useful in the current research, as the first DER was tested on a different sample of junior high school second graders with fewer participants, a few days before the intervention. The simulation indicated certain technical errors in the first DER, with images being stuck, which the researcher corrected as well as adjustments in group activities, so as to save more time in the process.

3.2.2 Cycles 1-3: Plan stage

The current AR was realized in three cycles. The plan stage was initiated by developing a plan for action (Creswell, 2012) responding to the problem of developing learners' communicative competence and speaking strategies. For this reason a pre-Questionnaire (Appendix G) was distributed to the learners so as to assess the speaking skills, structured

in line with existing literature and thematically clustered around strategic competence, communication strategies, visual literacy and the 4 Cs.

3.2.3 Cycles 1-3: Act stage

What followed was the act stage, with the implementation of the intervention plan in the form of a DER (Appendix Q), according to the first lesson plan (Appendix C) and group tasksheets (Appendices M, N). Given that this stage took place in a hybrid environment, i.e. the physical classroom and the use of the online game, internet access was necessary for the classroom's interactive monitor to access the DER.

3.2.4 Cycles 1-3: Observe stage

At the third stage of the cycle, namely the observe stage, teacher's observations by means of a checklist (Appendices J-K) were noted during the intervention relating to learners' behavioural engagement and speaking criteria. These determined group arrangements, time allocation in tasks, strengths and weaknesses as well as future actions, often resulting in regrouping of certain learners.

3.2.5 Cycles 1-3: Reflect and assess stage

The findings of the observe stage were used during the reflect stage to test the speaking strategies by means of DERs and group tasksheets, which were reviewed and reflected upon until more effective solutions and approaches to addressing the problem could be reached.

Based on the findings and observations during the reflect stage of each cycle, the cyclical process of AR commencing on 19/04/2024, was repeated on 25/04/2024 according to the second lesson plan (Appendix D) after following the same cyclical process and the final cycle took place on 16/05/2024 as exhibited in third lesson plan (Appendix E). At the end of the third and final cycle a post-Questionnaire was distributed to the learners to draw final conclusions.

3.3 Data collection tools

Apart from the type of research questions and completeness, another main reason for selecting mixed methods approach is triangulation due to validity of quantitative and qualitative data (Doyle et al., 2009). The concept of triangulation originally deriving from measuring distance from two different starting points in the domains of navigation and land surveying, is used in anthropological studies to provide confident results in verification processes (Bailey, 2001).

In the present AR, data triangulation, underpinning mixed methods design, is based on integrating quantitative instruments, i.e. a pre and a post-research Questionnaire, the DERs and tasksheets as well as qualitative ones as the teacher's observation checklists about the learners' attitudes, speaking strategies, 4 Cs and visual literacy skills development in line with the research questions as depicted in Table 4.

The following research tools have been structured in accordance with the criteria presented in the literature review (Tables 1,2,3), in order to address the research questions.

3.3.1 Pre- and post-research questionnaire

Though typically used in surveys as a quantitative tool (Cohen et al., 2007), the questionnaire was employed in the current small-scale research to collect measurable results before and after the intervention. Information was easily obtained by distributing pre and post-questionnaires to learners in paper (Appendices G, H) and the answers were received in a short time. The questionnaires in the present research were adapted from the existing literature (Khalil, 2018; Kofou & Karasimos, 2024; Laird & Grootenboer2018), and were thematically clustered around strategic competence, communication strategies, visual literacy and the 4 Cs. They were then converged in digital form in order to be used for statistical purposes.

3.3.2 Observation checklist

Given that a mixed method approach was employed, classroom observation in this context relates to quantifying individual events while simultaneously focusing on qualitative

interpretations (Wragg, 1999). Observation as a qualitative data collection method is a complex one, given the multiple roles the teacher/ researcher takes and irrespective of the involvement level, emotional detachment is key to data collection and analysis (Baker, 2006). Both participant, i.e. insiders or teachers who are well acquainted with classroom situation and emotionally involved, and non-participant observers, i.e. individuals outside the school community emotionally detached, are identified in the literature. In this situation the researcher is a participant observer, as the teacher is also the researcher (Wragg, 1999). The observation was conducted covertly so that learners behaved more naturally (Bailey, 2001).

For the purposes of the current research the checklist observations (Appendix K) were compiled to systematically collect data by keeping notes, using checklists, rating scales, and written descriptions about how learners perform in oral interaction according to the speaking criteria set.

Written records provided by observation checklists might lack reliability as not everything can be captured, but they are time effective providing readily available information after a lesson. Observation checklists were used in the current research to document observable classroom behaviours, which is common in Action Research (Bailey, 2001).

3.3.3 DERs and tasksheets

Tests have generally been perceived as a quantitative data collection tool, and evolved in various forms, degree of sophistication and scope (Cohen et al., 2007). In the current framework, the two DERs and accompanying group tasksheets functioned as a means of alternative assessment to test performance in oracy skills and as an oral test assessment tool (Harper, 2023; Vidergor, 2021).

3.4 Research site

The current AR was carried out in a central state junior high school in Athens, where the researcher was a substitute teacher. The population comprises twenty 13-14 year-old students attending the second grade of junior high school, while the sample will be the ones are present during the cycles of AR. In the present research convenience sample will

be selected, common in action research (Cohen et al., 2007), as it relies on availability, and it is time-effective, considering the time limitation of this small-scale research.

3.5 Sample and research participants

In line with the profiling framework proposed by Sifakis (2004/2019), the participating learners attend the second year of a Greek state junior high school in Athens, they are aged 13 to 14 years old, and they come from different nationalities and socio-cultural backgrounds. The majority share the Greek mother tongue, while some also attend French and German lessons. One learner does not speak Greek well as his family recently moved in Greece. Their average proficiency level in English is B1, ranging though from A1-B1, since three learners have not attended English lessons before, while the rest attend English language courses in afternoon foreign language schools, unveiling thus mixed proficiency levels. With regard to speaking, most are confident speakers that can be characterized as extroverts, whereas there are less fluent ones who are either shy or reluctant to talk. Syllabus in the current educational context is viewed as “the overall organizing principle for what is to be taught and learned” (McDonough et al., 2013, p.11) and is outlined by the textbook *Think Teen!* for the second grade of Greek junior high school (advanced level).

The particular classroom consists of eighteen learners, ten girls and eight boys. There are two more immigrants who are officially registered but rarely attend classes. The majority have been introduced in English language teaching since the third year of primary school and share a positive attitude towards English. Nevertheless, their motivational level differs, ranging from those who are highly motivated as they are preparing for a B2 level language certificate and to beginner level students who find English challenging. Group dynamics vary as certain boys are particularly restless compared to quiet learners in the same classroom. There are no fixed seating arrangements with learners usually following the same pair formations since the beginning of the school year.

Different learning styles are observed, favouring kinaesthetic and audiovisual activities, as well as group work. Hence, the class can be portrayed as a heterogeneous one. Furthermore, since three girls and one boy have officially been diagnosed with dyslexia, expected to sit oral instead of written exams at the end of the school year, an inclusionary setting was selected to address their needs, entailing the participation of all in the learning

process of the educational system, along the lines of inclusive pedagogy (Nijakowska et al., 2016). Inclusion in education is particularly relevant to the Greek educational setting, as Seiradakis (2024) remarks, since, apart from learning disabilities, it extends to migrant students from diverse cultural and linguistic backgrounds, and therefore social justice can provide the common denominator for inclusion and intercultural education. Due to the presence of learners from different cultural backgrounds, this is true for the specific classroom setting, whereby generative AI has the potential to function as a personal and teaching assistant, as well as facilitate communication with parents of immigrant learners in an inclusive and intercultural instructional setting (Seiradakis, 2024).

3.6 Ethical considerations

The ethics, i.e. moral principles associated with how people think and act in specific situations, as well as research ethics on how a research is to be conducted are considered to be a central part of research (Anwar, 2015; Cohen et al., 2007). Action researchers need to use inquiry tactics by showing respect for the participants and the research site, maintaining confidentiality, and seeking their collaborative involvement throughout AR phases (Creswell, 2012). These factors are important because ethics can function as guidelines to ensure that no parties are in harm in the research given the principles of confidentiality and anonymity, respect of privacy, and data protection (Anwar, 2015).

The current AR was conducted as part of the mentoring sessions, according to which substitute teachers, including the present researcher, with less than five years of experience in the public sector, are supervised by a pedagogical consultant-mentor in Greek state primary and secondary education, and perform a series of observed lessons (Ministry of Education, 2022). For this reason an informed consent (Appendix F) was submitted to the schools' principal and vice principal in Greek to ensure their understanding. The vice principal responsible for the mentoring lessons gave her approval for the specific lessons to be used as part of the current postgraduate dissertation and attended the cycles of AR. Pre and post-questionnaires safeguarded learners' anonymity by not requesting their names, which encouraged them to provide candid answers, so as to retain the results' validity and reliability (see Appendices G-H).

Conclusion

This chapter attempted to employ a comprehensive approach to research methodology. For this reason, initially the research questions were outlined together with the research hypothesis, while the research stages succeeded, followed by the presentation of data collection tools, research site and sample. Finally, ethical issues were presented.

Chapter 4: Research findings

Introduction

This small-scale research focused on developing young EFL learners' speaking skills, assuming a correlation between the cultivation of speaking and the use of visual literacy realized by means of Digital Escape Rooms (DERs). These were designed and customized, in a game-based learning way, for the specific group of early teens, in accordance with the syllabus of Year 2 Junior High School textbook, CEFR B1 level, as well as their preferences for visual learning and online applications, demonstrated in the pre-questionnaire.

The results of the data drawn by the research methodology applied, i.e. Action Research (AR), will be organized in the following sections in line with the research questions (RQs) raised in Section 3.1, a method suggested by Cohen et al. (2007) to preserve data coherence relevant to the issues outlined by the researcher. Before participating in the first DER, the learners were given a pre-Questionnaire to complete individually, with questions divided into three main areas, namely Part A', aimed at identifying their attitudes towards speaking and online applications consisting of six questions, Part B', focusing on strategic competence, communication strategies and visual literacy, with a total of eighteen questions, and lastly, Part C', which was about the 4Cs and group work, and consisted of four questions. This quantitative tool was used in the first cycle of AR (Appendix G) and was then repeated in the last cycle of AR, as a post-Questionnaire (Appendix H) to identify learners' attitudes after the intervention.

The findings will initially be analyzed in terms of the learners' questionnaires and will then be compared with learners' group performance both in DERs and tasksheets. Finally, for triangulation purposes both quantitative and qualitative data will be presented to ensure validity and explain complex behaviours from multiple standpoints (Cohen et al., 2007). To this end, questionnaire results collated to teacher's/researcher's observation checklists throughout the three cycles of AR will be used to answer the RQs collectively.

4.1 Hypothesis testing, pre-/ post-research questionnaire results

Considering the observed behaviours by the teacher, the use of DERs was a completely new classroom reality for the participating learners, since they had traditionally been taught English, as well as other core curricular subjects, in a “stand and deliver” way, with the book being the main medium of instruction. Nevertheless, given that the eighteen 13-14 year-old participants were computer literate, the interactive digital board was easy for them to use. At the same time, apart from the basic medium, the whole classroom was transformed into a rule-governed gaming experience. The learners were thus working towards a common goal, no longer individually, but in groups (see notes in Checklist 1 - Appendix L). The quantitative results drawn by the pre-questionnaire and the post-questionnaire indicate an overall improvement in student scores, validated by a t-Test, a statistical test through Microsoft Excel and SPSS.

Table 5

t-Test (in MS Excel) pre-/ post-Questionnaires

	<i>PRE-TEST QUESTIONNAIRE</i>	<i>POST-TEST QUESTIONNAIRE</i>
Mean	3,353333333	4,02
Variance	0,710823529	0,425647059
Observations	18	18
Pearson Correlation	0,594850155	
Hypothesized Mean Difference	0	
df	17	
t Stat	-4,073705935	
P(T<=t) one-tail	0,000395214	
t Critical one-tail	1,739606726	
P(T<=t) two-tail	0,000790428	
t Critical two-tail	2,109815578	

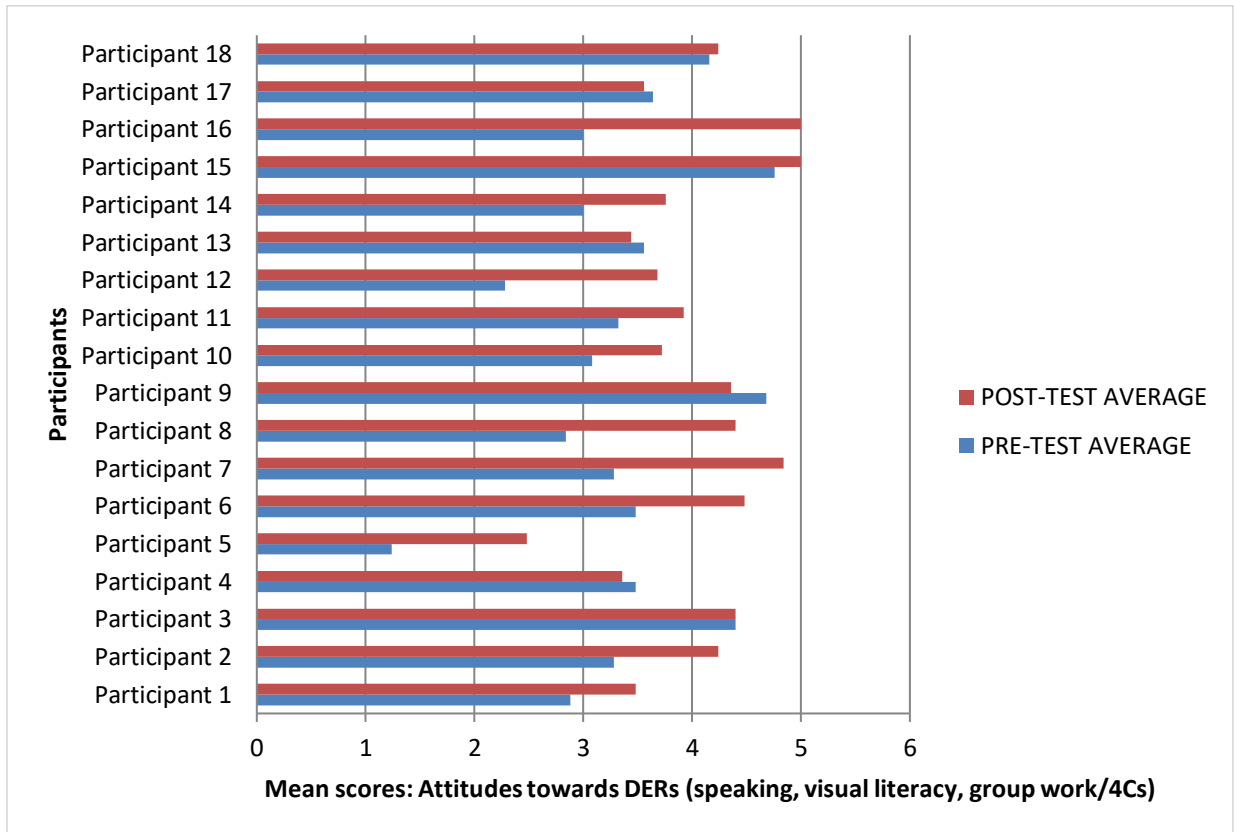
The paired t-Test (Table 5) is relevant in the present action research to measure reliability given that the sample is a small one, less than 30, i.e. comprising eighteen participants, the mean score can reveal whether there is a difference between the before and after effects of the intervention within two groups of students, while it can also determine if the probability of this difference was derived by chance (Cohen et al., 2007; Creswell, 2012; Kothari, 2004).

Statistically, in terms of the above t-Test results, the mean post-test score (4.02) is higher than the mean pre-test score (3.35), which shows improvement in the learners' performance, while Pearson's coefficient of correlation shows that there is a moderate positive correlation, i.e. being nearer to +1 (Cohen et al., 2007; Kothari, 2004), or between pre-test and post-test scores, with direction signifying that participants who had higher scores in the pre-questionnaire, also tended to score higher after the intervention, in the post-questionnaire. The negative t-statistic (-4,07) indicates that the mean of Variable 2 (post-test) is higher than the mean of Variable 1 (pre-test). Furthermore, both one-tailed and two-tailed p-values which are low, less than <0.05 , confirm that the observed differences are statistically significant (Cohen et al., 2007; Creswell, 2012; Kothari, 2004). Thus, the main research question "What is the impact of visual literacy on young EFL learners' speaking skill development?" can be positively supported initially by the above findings, entailing a practical impact for the use of digital escape rooms to cultivate speaking skills among early teens.

The bar chart below (Figure 8) compares the pre-questionnaire's mean scores of each learner for all 25 questions to their mean post-questionnaire scores, showing improvement of scores in the post-test scores for most participants (13 out of 18 showed higher scores, 4 out of 18 showed slightly lower scores, one participant was stable).

Figure 8

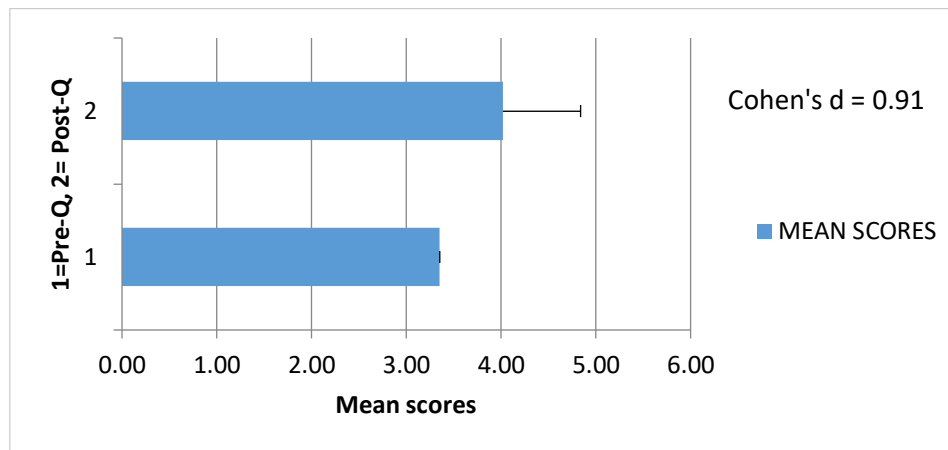
Pre & Post-Research Questionnaire average scores



Mean scores between the eighteen learners' pre-questionnaire (3,35) and post-questionnaire (4,02) underscore the positive impact of this intervention, which is also enhanced by the effect size, i.e. the difference between the two mean scores of the pre and the post-Questionnaire scores, as indicated by the effect size index Cohen's *d* of 0.91. This can be interpreted as a large effect size, since it is more than the 0.8 (Cohen et al., 2007; Creswell, 2012). In a practical sense, it shows that the speaking intervention between the pre-Questionnaire (of C1) and post-Questionnaire (of C3), with the use of DERs had a strong impact on the learners (see Figure 3 below).

Figure 9

Mean scores between pre and post Questionnaires



Note. Mean scores indicate learners' choices in the pre and post-Questionnaires for likert scale 1-5 (the error bar represents standard errors).

4.2 Learners' attitudes towards speaking

In light of this new classroom experience and with regard to the first question posed in the present research, i.e. "To what extent will young learners' attitudes towards speaking differ after the implementation of visual literacy through digital escape rooms?", the results reveal a slightly more positive learner attitude towards speaking in English with their peers after the intervention.

4.2.1 Pre and post-research questionnaire

Numerical data analyzed through the use of MS Excel and IBM SPSS Statistics support that learners' attitudes were more consistent towards speaking without major changes within the short time of the three cycles that the AR took place, while the majority enjoyed DERs and would like to use them again, an attitude change which is practically significant for the study. In Table 6 below descriptive statistics focusing on the dataset report (e.g. mean scores, standard deviation, standard error, number of students) and inferential statistics enabling prediction formations (e.g. correlations, paired samples t-Test, effect sizes), are placed in different tables to ensure clarity of meaning (Creswell, 2012).

Table 6

T-Test (via SPSS v.30) pre-/ post-Questionnaire Part A'

Paired Samples Statistics					
Pair	Question	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-Q-A1	3,8889	18	1,07861	0,25423
	POST-Q1	4,2778	18	0,95828	0,22587
Pair 2	PRE-Q-A2	3,2778	18	1,27443	0,30039
	POST-Q2	4,1667	18	0,98518	0,23221
Pair 3	PRE-Q-A3	2,7778	18	2,04524	0,48207
	POST-Q3	4,5556	18	1,29352	0,30489
Pair 4	PRE-Q-A4	2,3333	18	1,94029	0,45733
	POST-Q4	4,5556	18	1,29352	0,30489

Paired Samples Correlations					
Pair	Question	N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	PRE-Q-A1 & POST-Q1	18	0,487	0,020	0,040
Pair 2	PRE-Q-A2 & POST-Q2	18	0,523	0,013	0,026
Pair 3	PRE-Q-A3 & POST-Q3	18	0,316	0,101	0,201
Pair 4	PRE-Q-A4 & POST-Q4	18	0,25	0,159	0,317

Paired Samples Test										
Pair	Question	Paired Differences				Significance				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	PRE-Q-A1 - POST-Q1	-0,38889	1,0369	0,2444	-0,90453	0,12675	-1,591	17	0,065	0,13
Pair 2	PRE-Q-A2 - POST-Q2	-0,88889	1,13183	0,26678	-1,45174	-0,32604	-3,332	17	0,002	0,004
Pair 3	PRE-Q-A3 - POST-Q3	-1,77778	2,04524	0,48207	-2,79485	-0,7607	-3,688	17	<,001	0,002
Pair 4	PRE-Q-A4 - POST-Q4	-2,22222	2,04524	0,48207	-3,2393	-1,20515	-4,61	17	<,001	<,001

Paired Samples Effect Sizes

Pair	Question	Effect size	Standardizer ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	PRE-Q-A1 - POST-Q1	Cohen's d	1,0369	-0,375	-0,849	0,109
		Hedges' correction	1,08563	-0,358	-0,81	0,104
Pair 2	PRE-Q-A2 - POST-Q2	Cohen's d	1,13183	-0,785	-1,308	-0,246
		Hedges' correction	1,18503	-0,75	-1,249	-0,235
Pair 3	PRE-Q-A3 - POST-Q3	Cohen's d	2,04524	-0,869	-1,405	-0,315
		Hedges' correction	2,14136	-0,83	-1,342	-0,301
Pair 4	PRE-Q-A4 - POST-Q4	Cohen's d	2,04524	-1,087	-1,664	-0,49
		Hedges' correction	2,14136	-1,038	-1,589	-0,468

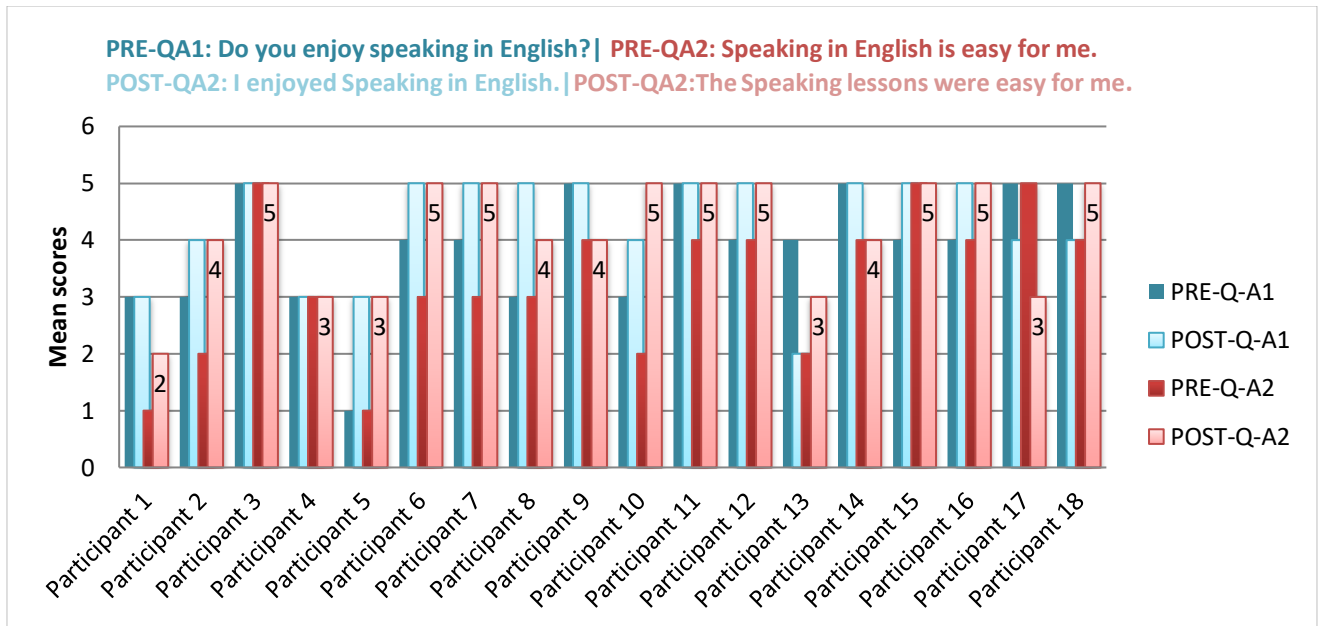
Note. a. The denominator used in estimating the effect sizes.

In the above figure, post-Q scores are consistently higher compared to pre-Q scores, which indicates improved attitudes both towards speaking and DERs, with the most significant change marked in mean differences of Q3 and Q4, both related to perceptions of DERs. In terms of standard deviations, the latter exhibited higher variability in pre-scores with a higher diversity in initial responses regarding DERs. Q1 and Q2 exhibit positive correlations reliability ($r = 0.487$ and $r = 0.523$, respectively, with a lower p value (0.02 and 0.013) than the standard $p < 0.05$, indicating consistency between pre- and post-scores for enjoying speaking in English and finding speaking in English easy (see also Figure 5). Importantly, while a statistically significant change was not noted in Q1, Q2 showed a positive change with a significant increase from pre- to post- questionnaire scores. The same was reflected in effect size, as Cohen's d marks a larger effect size for questions 3 and 4 (-0.87 and -1.09, respectively), indicating substantial improvement.

More specifically, the first two questions of Part A', both in the pre and post-questionnaires, were geared towards examining the learners' attitudes with regard to speaking, in which case the learners either maintained the same attitude or adopted an improved one, except for two learners in the former and one in the latter (see Figure 10 below).

Figure 10

Learners' attitudes towards speaking.

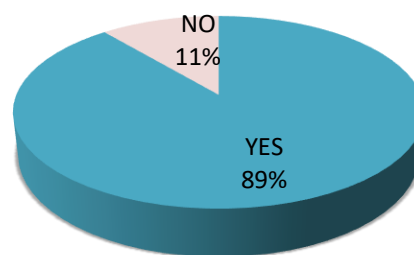


Moreover, while in the pre-questionnaire ten out of the eighteen learners replied that they did not know what a DER was (NO 44%, YES 56%), although they have used other learning applications before (e.g. “duolingo”, “google, roblox”, etc. were mentioned in the pre-questionnaire and one learner also mentioned the “English teacher”), most of them stated that they found DERs fun, and that they would like to use digital escape rooms again (Figure 11).

Figure 11

Post Q-A3/A4

I found digital escape rooms fun & I would like to use them again



Importantly, in question 6 of the pre-questionnaire (Cycle 1), which was qualitatively oriented aiming to understand what learners like about the learning applications, those who used learning apps noted that what they liked about them was (a) visuals (pictures, videos) mentioned by a student, (b) they are easy to use, mentioned by another student. Moreover, one student mentioned another reason denoting interactivity and instant feedback “if you say something wrong it helps you to say it right”, while what was also mentioned by a student was that they used online apps because “I didn’t have any other way to do so (learn Italian)”. Another answer in using online learning apps was “talking with strangers” (see Appendix I).

Likewise, in question 5 of the post-questionnaire (Cycle 3), more learners provided an answer compared to the pre-questionnaire. Five learners mentioned that what they liked most about the digital escape rooms was (a) “visuals (pictures, videos)”, while four chose (b) “they were easy to use”. Other reasons mentioned were that “It was fun”, while other students did not have other comments to make for question 6. For question B.1.14 (“Other”) the learners did not list other strategies (see Appendix J).

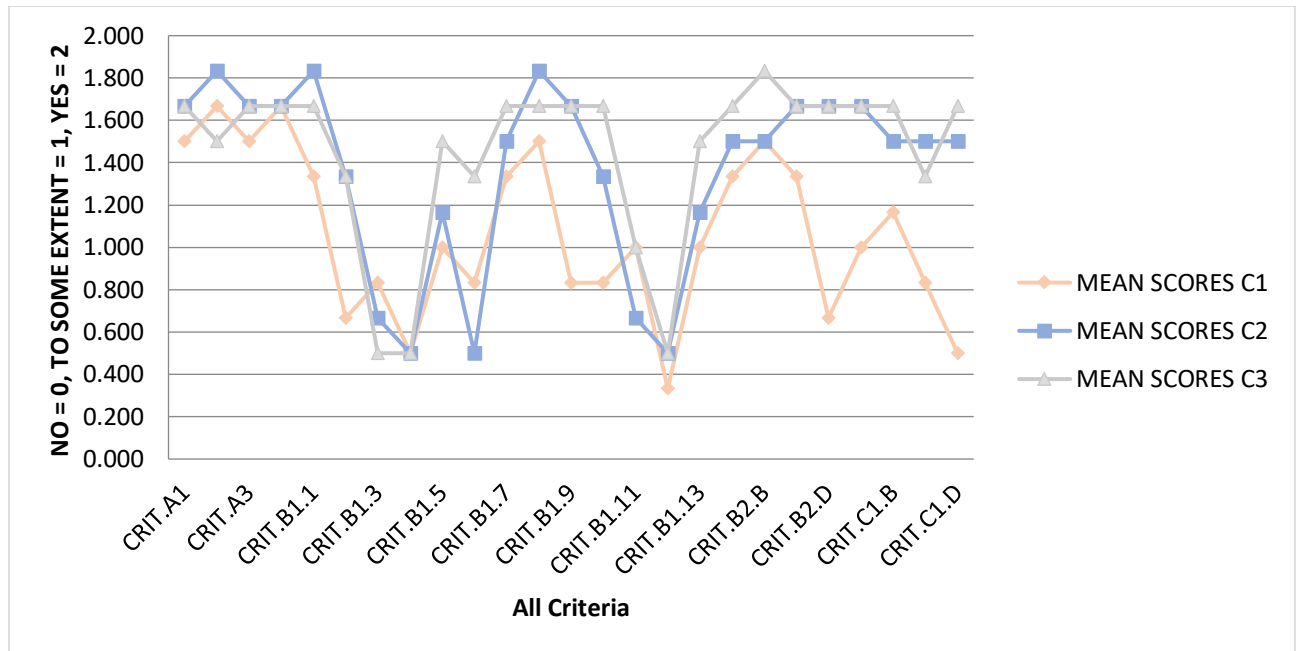
4.2.2 Observation checklist and behavioural engagement

In terms of triangulation, behavioural engagement, depicted in the observational checklists of the three cycles, revealed a steadily increased use of speaking in English among learners and increased motivation levels (see Table 7, Crit.A1-A4). This finding is aligned with the teacher’s notes, as the students commented that the lesson was interesting, although at times their attention was disrupted (see Appendix L).

Learners’ attitudes towards speaking were moderately affected, whereas by the end of Cycle 3 learners evidently became more familiar with the process of DER which might explain the fact that most of them found speaking easier in the post-questionnaire compared to the pre-questionnaire (see Figure 10 above and Figure 12 below).

Figure 12

Checklist mean scores of AR Cycles 1, 2, 3



Mean scores from the checklists above show a steady increase from Cycle 1 to Cycles 2 and 3 for the same criteria involved in the questionnaires and the activities of the DERs and tasksheets.

4.3 Speaking skills (strategic competence, communication strategies) and visual literacy

The second question posed in the present research “To what extent can digital escape rooms enhance young learners’ speaking skills (strategic competence, communication strategies) and visual literacy?” represents the core of the present research, with the focus being on exploring the link between speaking and visual literacy.

4.3.1 Pre and post questionnaire results, DERs and tasksheets

From a quantitative perspective, initially the findings are based on the learners’ pre and post questionnaire mean scores (as in Κωφοῦ κ.ά., 2025), and secondly they are compared to their performance in the digital escape rooms (DERs) as well as the tasksheets they completed in groups.

Table 7

Pre and post Questionnaire mean scores (speaking skills and visual literacy)

B.1 Speaking skills (strategic competence, communication strategies). When speaking in English, I find/found it EASY to:		C1_PRE-Q-B MEAN SCORES	C3_POST-Q-B MEAN SCORES
1.1	ask my partner or teacher for help	4,2778	4,1667
1.2	express my ideas by using a synonym or a description	3,9444	4,1667
1.3	use Greek words & make them sound as English words	3,2778	2,5556
1.4	use body language (mime, gestures, imitation).	3,1667	3,5000
1.5	ask my partner to repeat	3,6667	4,3889
1.6	ask my partner to speak more slowly and clearly	3,6111	3,7778
1.7	ask for clarification if I don't understand	4,1111	4,4444
1.8	try to understand the general idea	3,7222	4,3889
1.9	look at gestures and body language to understand	3,2778	4,1667
1.10	paraphrase using my own words	3,0556	4,0556
1.11	stall for time and delay my answer (e.g. "em, er..")	2,9444	3,3333
1.12	change the subject or abandon the message	2,4444	3,3889
1.13	take turns to interrupt my partner	2,7778	3,5556
1.14	Other:.....		
B.2 Visual literacy. When doing group work I find/found it EASY to:		C1_PRE-Q-B MEAN SCORES	C3_POST-Q-B MEAN SCORES
A.	look at images with an open mind	3,6667	3,8889
B.	research images	3,1667	3,7778
C.	evaluate images	3,3333	3,8889
D.	report about images to my classmates	2,7222	3,7222

Note. C1 represents learners' mean scores in pre-Questionnaire of Cycle 1, while C3 shows mean scores in the post-questionnaire of Cycle 3.

The mean scores (1-5 likert scale) in terms of speaking strategies, show that throughout the digital escape room sessions, the learners feel that they developed their speaking skills and visual literacy to a significant extent from Cycle 1 to Cycle 3, becoming, thus, more strategic users and autonomous learners.

Specifically, in the pre-questionnaire learners stated that they would ask their partner or teacher for help, though slightly less so in the post-questionnaire (a 2,6% drop), indicating a small confidence increase in themselves. This mean score (item 1.1) together with item 1.5 "asking my partner to repeat" and item 1.7 "asking for clarification" were among the highest scores in the pre-questionnaire, indicating a certain dependence on their partners for help, repetition or clarification.

Furthermore, the learners replied that they would express their ideas by using a synonym or a description more than they would in the pre-questionnaire (0,22 or 5,6%). This finding is fully supported by their performance in DERs and tasksheets, whereby in groups, learners had to use synonyms in their speech and they were successful in their choices, as illustrated in Figures 13-15, below.

Figure 13

Cycle 1 - Speaking strategies DER (synonyms)

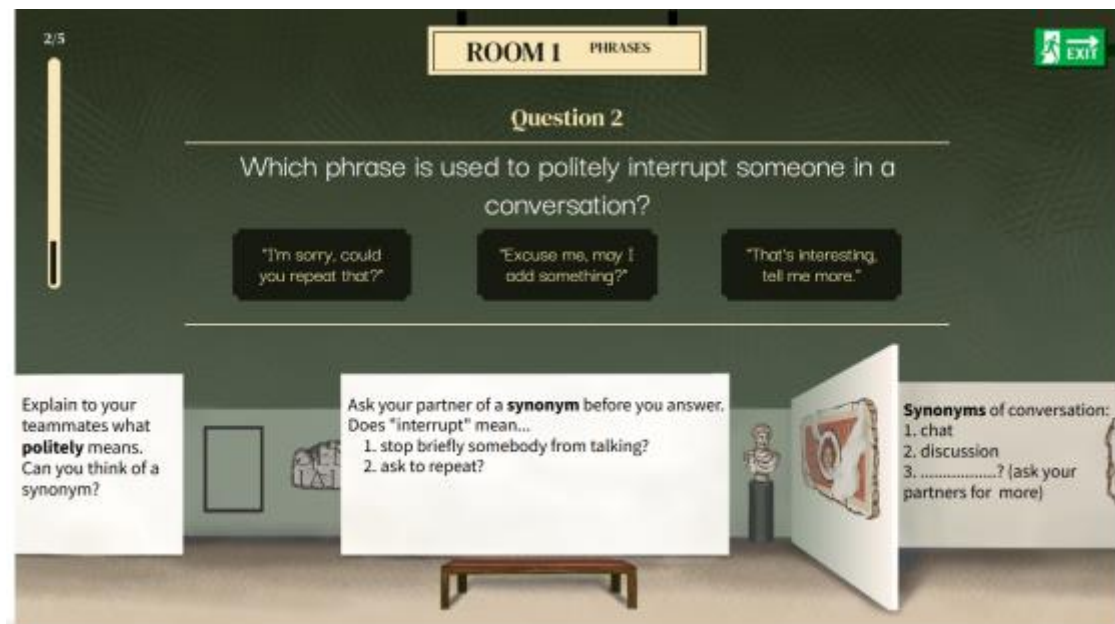


Figure 14

Cycle 2, Team 2 - Speaking strategies tasksheet

Preparing for a Speaking Debate: Choose a museum for your class trip.

TEAM #2

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Task Number Answer
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank. 1) Ask your teammates & match the picture with the museum:  Met City New York City British Museum City: London Acropolis Museum City: Athens	732
2) Discuss & choose the title of the painting below:  ☒ a) The Starry Night ☐ b) The Persistence of Memory ☐ c) The Scream We found the painting <u>the stars</u> because <u>the stars</u> since/ as/ because of/ due to/ the stars	195
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses: Let's start by discussing... ✓ What do you all think about...? ✓ I'd like to hear everyone's opinion on... ✓ <i>The Painting</i> Could you please clarify that for me? ✓ I'm not sure I understand. Could you explain it again? ✓ So, if I understand correctly, you're saying... ✓ I agree with you on that point. ✓ That makes sense to me. ✓ I'm of the same opinion. ✓ I see what you're saying, but I think... ✓ I'm not sure I agree with that because... ✓ I understand your point, but I have a different perspective. ✓ So, to sum up, we've agreed on... ✓ In conclusion, our group suggests... ✓ Let's finalize our decision by... ✓	✓
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..."	
Add up all the task numbers. The total is your Lock Combination:	

Figure 15

Cycle 3 - Speaking strategies DER (synonyms)



What seems to be a significant change is that from Cycle 1 to Cycle 3, as shown in pre- and post-Questionnaire mean scores in Figure 8 above, the learners tended to use Greek words and make them sound as English words less often (0,72 or 22% decrease), enhancing therefore further their confidence in speaking in English.

Questions B1.1.4 and B1.1.9, addressing body language and gestures with the former pointing at its use (-0,33 or 10% increase) and the latter at its perception (-0,89 or 27% increase), show that the learners tended to use body language more instead of using, for instance, Greek as expressed above, also encouraged by DERs (see, for example, Figure 16 below).

Figure 16

Cycle 3 - Speaking strategies DER (body language)



During their interactions, it appears that learners throughout Cycles 1 - 3 used further strategies to communicate with their partners, as they replied that they would ask their partner to repeat (0,72 or 19% increase) and speak more slowly or clearly (small increase of 4,6%), they would ask for clarification if they did not understand (0,33 or 8% increase) and they would try to understand the general idea (0,66 or 18%) if they did not know a word (see Table 7, items 1.5-1.8).

Another communication strategy that seemed to improve throughout the AR cycles was paraphrasing (1 or 33%), signifying a considerable change (see Table 7, item 1.10). Similarly, learners in Cycle 3 replied that they would take turns to interrupt their partner (0,77 or 28% increase in item 1.13, Table 7), which can be supported by the observed lower noise level during group work (see Appendix L, teacher's notes Cycle 3).

Figure 17

Cycle 3 - Speaking strategies DER (paraphrase, repetition)



The increase noticed in stalling for time and delaying their answer (0,39 or 13%), as well as changing the subject or abandoning the message (0,94 or 38%), shows a development of such communication strategies when the task was difficult.

In question B1.14 “Other answer”, not all learners provided an answer for additional communication strategies. Those who did, mentioned “generally talk the English language” and “search up the word online” in the pre-questionnaire, with the latter indicating the perseverance of online applications assisting in speaking strategies, as well.

Figure 18

Speaking Skills - Learners' pre and post-Questionnaires mean scores



Overall, what seemed to improve more from the above strategies (Figure 18) is that learners in Cycle 3 managed to increase most speaking strategies averaging more than 3 or 4 points in mean scores. For instance, among the highest rise in scores was that they would ask their partners for repetition and clarification. Moreover, they would try to understand the general idea and look at gestures, as well as paraphrase, while their least chosen strategy was resorting to Greek.

4.3.2 Triangulation of quantitative and qualitative data

In Figure 19 below, the quantitative data from the pre-questionnaire generally adhere to the qualitative data (Figure 16) from observation checklist throughout the three cycles, hereby presented in two distinct tables for each statistic test (Creswell, 2012). In Cycle 1, use of Greek was observed to a certain extent which justifies the learners' mean score (3,2778), though their use of synonyms was not fully observed at this cycle, as it was in Cycles 2 and 3, which was also true for paraphrasing. Asking for help, repetition, and clarification were observed to increase steadily within the three cycles, in accordance with the questionnaire mean scores. Asking their partners to speak more slowly or clearly was observed to decrease in Cycle 2 but in Cycle 3 it was used again as a strategy. Other

strategies, such as stalling for time or changing the subject were not observed to the extent that learners stated. Importantly, taking turns was one strategy that increased to a greater extent in Cycle 3, as learners were observed to manage it throughout the cycles within their groups.

Figure 19

Learners' Pre-/Post-Q means (likert 1-5) for AR Cycles 1, 3

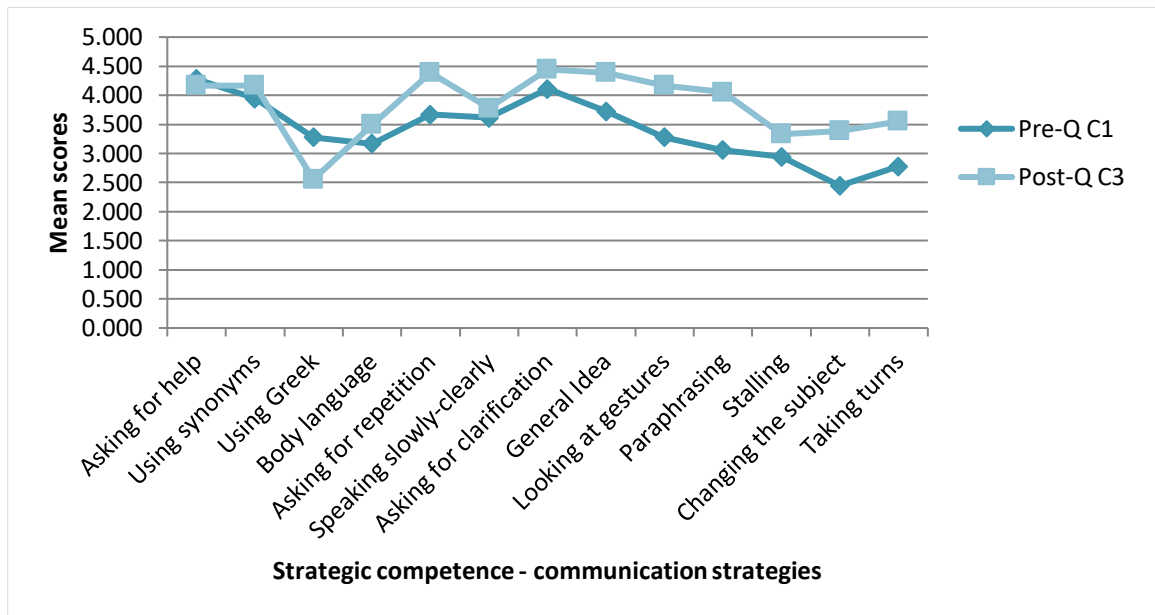
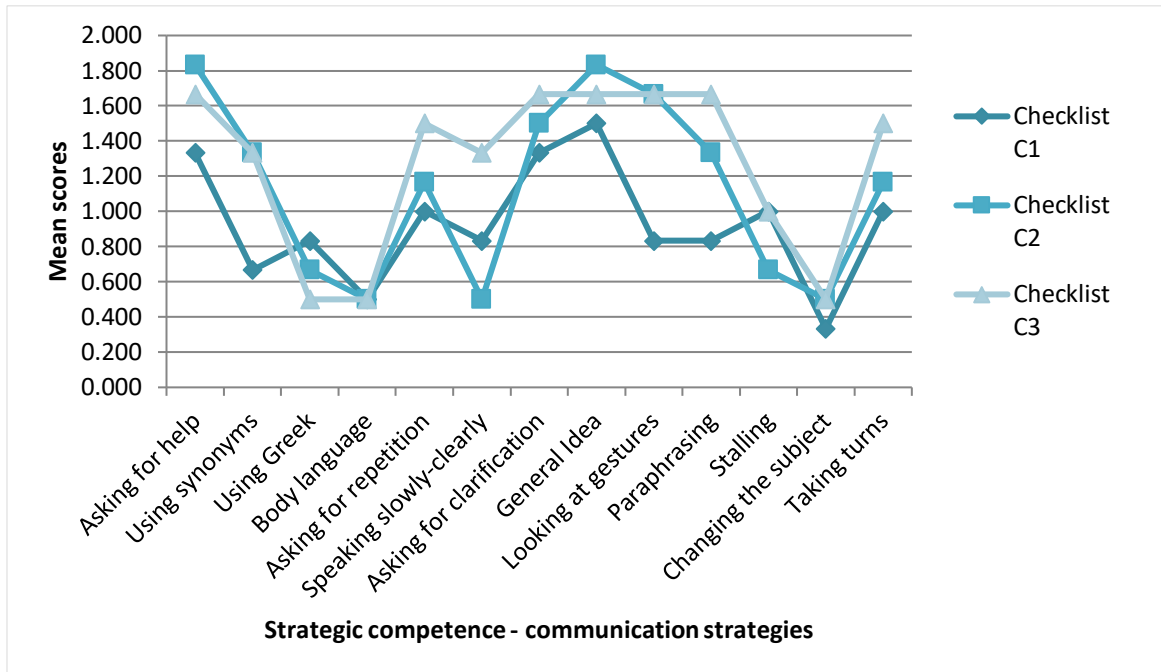


Figure 20

Teacher's checklist means (0-2) for AR Cycles 1, 2, 3

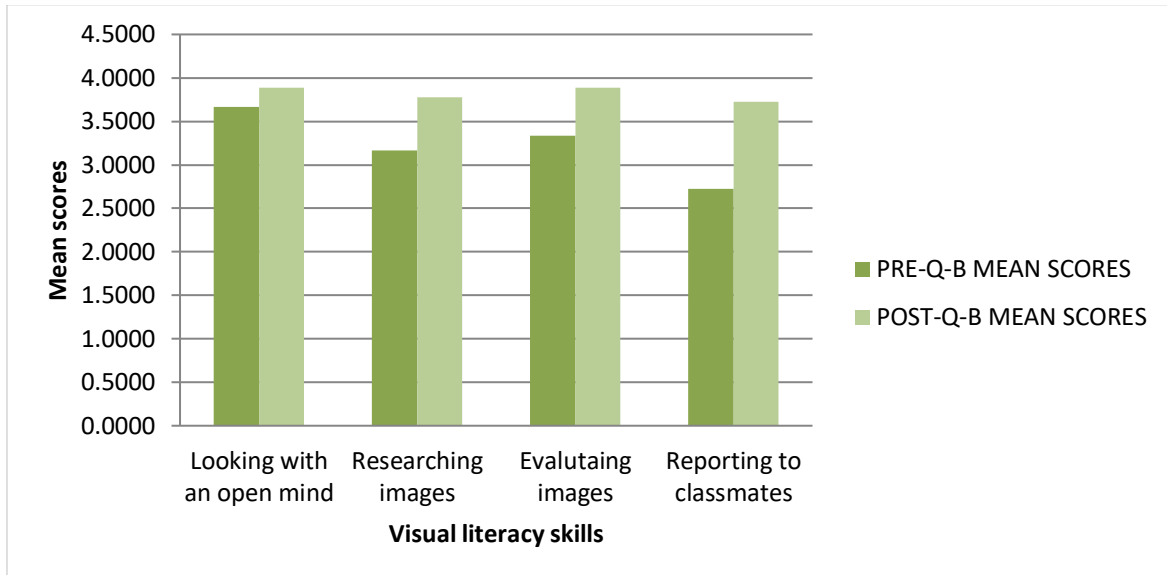


The above quantitative (Figure 19) and qualitative (Figure 20) findings on speaking strategies are in line with the positive outcomes of group work in DERs from which all groups managed to “escape” both in Cycles 1-2 and Cycle 3 (see Appendices Q and T). Simultaneously, speaking strategies were used in group tasksheets and the extra material in all three cycles (see Appendices M and O).

In terms of visual literacy, the most significant increase from Cycle 1 to Cycle 3 as noted in pre and post-Questionnaires (see Table 7 & Figure 21) was in learners' reporting about images to their classmates (1 or 37% increase). They also noted that they researched (0,61 or 19%) and evaluated (0,56 or 16%) images, while there was a small increase in looking at images with an open mind (0,22 or 6%).

Figure 21

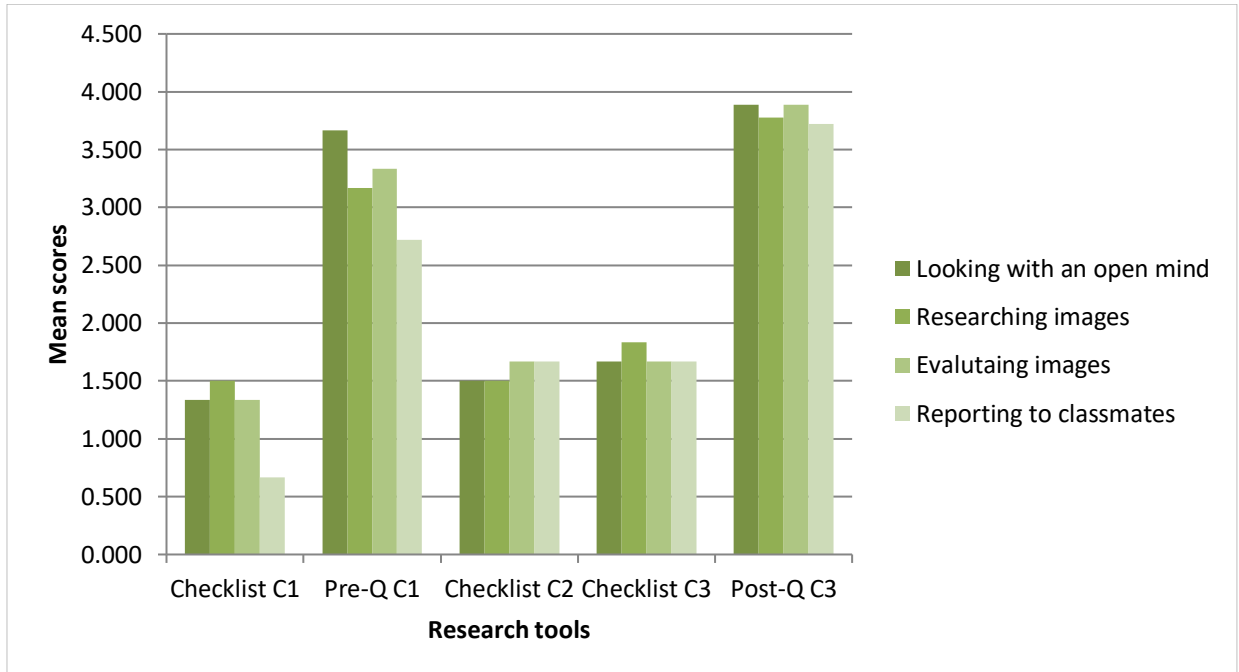
Visual Literacy in learner's pre and post-Questionnaires



For triangulation purposes, a closer observation of both quantitative and qualitative tools used shows that visual literacy skills were noticed to improve both in mean scores obtained from learners' questionnaires and in teachers' observations (see Figure 22). Reporting to classmates and evaluating images were observed to be steady in Cycles 2 and 3, with the scores being higher than Cycle 1, while looking at images with an open mind was a skill that made a greater impact on learners.

Figure 22

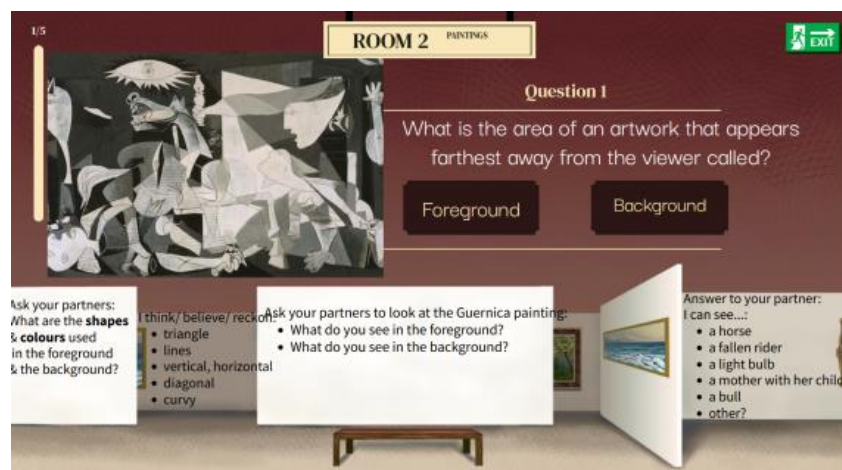
Triangulation - Visual literacy skills in all 3 AR Cycles (Pre-/post-Questionnaires, Observation checklists)



The link between visual literacy and strategic competence can be further illustrated in the guided speaking practice of DER below (Figure 23), whereby learners asked their teammates specific questions and they reported back to them successfully by looking at the painting.

Figure 23

Cycle 1 - DER, Speaking strategies & visual literacy guidance (researching images & reporting)

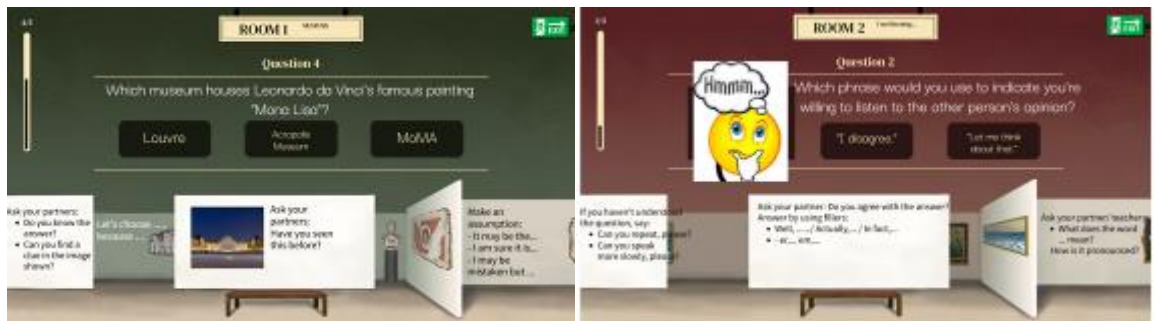


However, in the below instances (Figure 24) learners replaced intensive reading by evaluating the pictures shown and answered quickly without using fillers or reading the suggestions for speaking strategies in the two examples (picture – “Louvre” answer; thinking image – “Let me think about that”).

It was generally observed that visuals would prompt students to react faster, whereas the reading input would slow them down or even make them impatient. For example, while the first team chose the correct answer in Figure 24 below, they failed to practice speaking strategies in all sub-questions of the same visual. It was easier for them to scan for specific information so as to proceed to the next level than do intensive reading. The same was true for tasksheets, as learners would quickly pick a phrase than practice them all (see Figure 27, ticked phrases). This finding suggests a stronger link between speaking and visual literacy, as opposed to reading.

Figure 24

Cycle 1 - DER (groups 1 & 2), intensive reading & visual literacy (evaluating images & reporting)



The above findings can be additionally supported by the actual speaking test illustrated in escaping from DERs (see Appendix Q for Cycles 1-2 and Appendix T for Cycle 3), and the group tasksheets completed in the three Cycles (see Appendices N and P) together with the extra material (see Appendix O).

4.3.3 Observation checklists on speaking skills and visual literacy

Apart from the abovementioned findings of observation checklists, qualitative notes from the teacher's/researcher's checklist of Cycle 1 on 19/04/2024, learners were observed to

interact with their teammates in English, while use of Greek was minimal, more noticeable in group 3 when learners asked the meanings of unknown words in Greek. Learners were able to work well in groups, although at times there were certain disruptions due to lack of turn-taking strategies, as certain learners in groups 3 and 5 were talking simultaneously (see Appendix L - notes for Cycle 1).

At this stage learners were interested in the images and interactivity of DERs, and were collaborating with the other group members, either on the tasks of tasksheet or the DERs. However, due to time constraints and a 10' delay in Cycle 1, the same group tasksheets were used in Cycle 2 as well, to complete the 4th mission of the DER corresponding to the last group, which added an element of continuity and task dependency (Johnson, 1982). Thus, in Cycle 2, less than a week later, i.e. on 25/4/2024, the students were engaged in the tasks on their tasksheet and Group 4 managed to escape from the last mission of the DER. The school's vice principal commented that the digital activities were appealing and she would like to try them, too, in the Greek lessons (see Appendix L - notes for Cycle 2).

4.4 Group interactions and the 4 Cs

The third question posed in the present research “How can digital escape rooms function as visual prompts to develop young learners’ 4 Cs (communication, collaboration, critical thinking, creativity)?” is related to the quantitative and primarily qualitative findings from group interactions in all three cycles to determine the level of interactivity between visual literacy and the 4 Cs.

4.4.1 Pre and post questionnaire results, DERs and tasksheets

To begin with, mean scores of learners’ pre-questionnaire reveal an increase from Cycle 1 to Cycle 3 in all 4 Cs addressed (see Table 8 and Figure 25 below).

Table 8

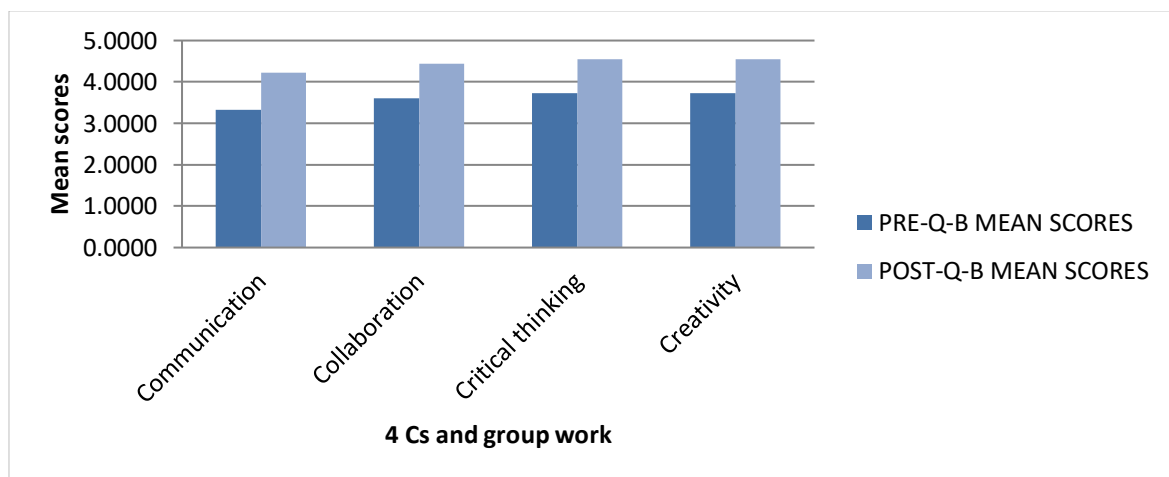
4Cs and group work skills mean score of pre-/ post-questionnaires

C. 4 Cs and group work. When responding to images, I find/found it EASY to:	C1_PRE-Q-B MEAN SCORES	C3_POST-Q-B MEAN SCORES
A. Communicate with my partners in English.	3,3333	4,2222
B. Collaborate with my partners.	3,6111	4,4444
C. Use my critical thinking skills.	3,7222	4,5556
D. Use my creativity.	3,7222	4,5556

Specifically, the largest increase was noted in learners' communicating with their partners in English (0,88 or 27%), while the increase in using their critical skills, creativity, and collaboration was at a similar level (0,83 or 22%).

Figure 25

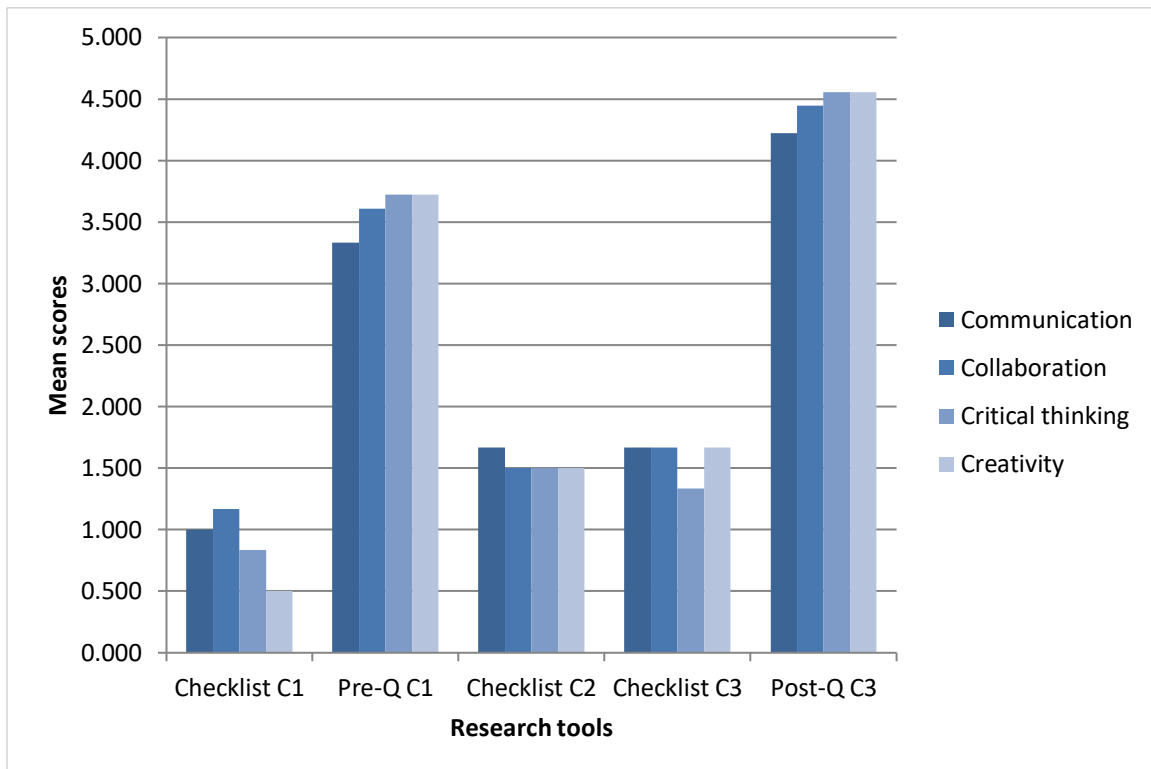
4 Cs and group work skills in learner's pre and post-Questionnaires



Learners' perceptions in the pre and post-questionnaires coincide with teacher's observations, which confirm the increase in communication, commencing though from Cycle 2, and steadily preserved in Cycle 3, unlike critical thinking which was observed to increase in Cycle 2 due to all teams' escaping from their tasks and team A persuading the vice principal by using their critical thinking (Appendix L), yet dropped slightly in Cycle 3 when only one team managed to complete all the tasks and win the debate (see Figure 26 below). This figure uses what Creswell (2014) calls a transformative mixed methods design, since quantitative data build on qualitative ones.

Figure 26

Triangulation - increase of 4 Cs and group work skills in all 3 AR Cycles



4.4.2 Observation checklists on 4 Cs and group tasksheet

The above findings can be more thoroughly supported by learners' group work. Notably, when a team was not working well, certain members were re-grouped in other teams to maintain discipline. For instance, in Cycle 2, the teams were able to work better after minor changes in two groups, more autonomously, and complete the tasks despite the fact that it was the final hour and fatigue was anticipated. Team 1 managed to finish all the tasks on time, as the learners filled in correctly the missing numbers for all tasks provided by the teacher after successful communication and collaboration with their teammates (see Figure 27).

In the post speaking stage (see Appendix D – Lesson Plan 2, Task 5.2), Team 1 made a proposal to the vice principal, and convinced her for the school trip to be held in the Acropolis Museum. These findings abide by the checklist high scores achieved in communication and collaboration (see Figure 26 – Checklist, Cycle 2).

Figure 27

Cycle 2, Team 1 - Tasksheet completion

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Task Number Answer
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank. 1) Ask your teammates & match the picture with the museum:  MoMA City: British Museum City: London Acropolis Museum City: Athens	285
2) Discuss & choose the title of the painting below:  a) The Starry Night b) The Persistence of Memory c) The Scream We found the painting <u>stange</u> because/ since/ as/ because of/ due to/ <u>everything is melting</u>	413
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses: • "Let's start by discussing..." • "What do you all think about...?" ✓ • "I'd like to hear everyone's opinion on..." • "Could you please clarify that for me?" • "I'm not sure I understand. Could you explain it again?" ✓ • "So, if I understand correctly, you're saying..." • "I agree with you on that point." ✓ • "That makes sense to me." • "I'm of the same opinion." • "I see what you're saying, but I think..." ✓ • "I'm not sure I agree with that because..." • "I understand your point, but I have a different perspective." • "So, to sum up, we've agreed on..." ✓ • "In conclusion, our group suggests..." • "Let's finalize our decision by..."	176
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..." visiting this beautiful museum is a very good idea since we will gain knowledge and have a good time	529
Add up all the task numbers. The total is your Lock Combination:	1403

Likewise, in Cycle 3, Team 1 was able to finish the scavenger hunt and obtain timely the red-coloured card with the necessary information which functioned as a visual cue for their team (see Figure 28 below). In this stage, the team members reported about images to their classmates, who in turn challenged their decision to hold the school trip in Greece despite the options to international destinations, following their successful presentation to

the school's vice principal in Cycle 2, as the winning team. The participating teams were able to further develop the 4 Cs, and more specifically, their communication in English, collaboration with their team members, their creativity in designing a poster, utilizing their visual literacy skills together with their speaking strategies. Eventually, Team A defended their choice against the other teams who insisted on organizing the trip to a museum abroad, mentioning the key notes they wrote in the cons section of the card while collaborating with the other members of their team and using their critical thinking skills (Figure 28). These findings are in agreement with the increase in creativity and critical thinking noted by the learners and observed by the researcher in Cycle 3 (Figure 26).

Figure 28

Cycle 3, Team 1 - Reporting to classmates about images

MUSEUM: Acropolis CITY Athens



Ask your teammates for help: - Do you agree? - I am not sure what means. - What do you think? - In my opinion, ...
Answer by using fillers: Well, / Actually, ... / In fact, ... - er, ...

Make an assumption: - It may be the... - I am sure it is... - I may be mistaken but ...

Ask your teammates or teacher for meaning: - What does the word ... mean? How is it pronounced?

Ask your partner for a synonym. Does "accommodation" mean...? - ask to repeat: Can you repeat, please? Can you speak more slowly, please?

pros:

- location Athens
- paintings Famous
- what you can learn about (e.g. famous paintings, ancient exhibits)
- other: it is beautiful

cons:

- travel-accommodation costs are expensive
- length of the trip is big
- safety it is dangerous
- other: it is over populated

As a whole, the quantitative results align with the qualitative ones, alluding to a positive impact of digital escape rooms regarding speaking strategies, visual literacy, and the 4 Cs. In terms of statistical significance and hypothesis testing, the “hypothetico-deductive mode” as outlined in Cohen et al. (2007, p.515), can be initiated in the hypothesis made at the beginning of the current research. Based on the quantitative results of Table 5, the hypothesized mean difference is 0, according to which the null hypothesis (H_0) assumes that there is no relationship between the pre-test and post-test means (Cohen et al., 2007; Creswell, 2012). The second type of hypothesis, i.e. the alternative hypothesis (H_1 , also written in the literature as H_a or H_A) assumes that there is a difference between the two variables. The two hypotheses can then be formulated in the present research, as follows:

H_0 : there is no significant difference between visual literacy in Digital Escape Rooms (DERs) and young EFL learners' speaking skill (strategic competence, communication strategies)

H_1 : there is a statistically significant difference between visual literacy in Digital Escape Rooms (DERs) and young EFL learners' speaking skill (strategic competence, communication strategies)

The alpha (α) level of significance is set at 0.05. According to Table 5, both one-tailed (0,000395214) and two-tailed (0,000790428) p-values are low (<0.05), indicating a statistically significant difference between pre-test and post-test scores. In this respect, the null hypothesis (H_0), stating that the relationship between the two aforementioned variables is not statistically significant has not been supported, following the wording of Cohen et al. (2007), while the alternative hypothesis (H_1) ensues.

This finding is further reinforced by the researcher's observations and learners' group performance in DERs and tasksheets, allowing for both quantitative and qualitative data corroboration obtained from triangulation (Doyle et al., 2009). Therefore, DERs, as a game-based learning process, are recommended for the development of strategic competence and communication strategies of early teens.

Conclusion

This chapter represented the primary theme of the AR, as it illustrated the findings of the research in line with research questions and research hypothesis. By triangulating quantitative and qualitative results from questionnaire, observation checklists, and tasks, DERs were found to contribute to the development of speaking strategies, while learners also improved their visual literacy and 4Cs skills.

Chapter 5: Implications and limitations

Introduction

Throughout the three AR cycles, the learners participated in the digital escape rooms in groups and practiced their speaking skill, while simultaneously, developing their visual literacy and 4Cs, according to the qualitative and quantitative data retrieved by learners' pre-/post-questionnaires, group tasksheets, DERs, and teacher's observations, as presented in Chapter 4. Following Creswell's (2012) recommendation, upon the detailed report and explanation of results in the previous chapter, the present chapter will conclude the AR by a summary of the main findings, explanation of implications and limitations, and finally future recommendations.

5.1 Implications and comparison to similar research

The three questions posed in the present research were demonstrated in line with the data obtained from the research tools. Firstly, the question "To what extent will young learners' attitudes towards speaking differ after the implementation of visual literacy through digital escape rooms?" was positively received among learners in their pre-/post- questionnaire answers, with an overall attitude change of about 19.89% (mean scores pre-Q 3,35, post-Q 4,02 – see Table 7). Specifically, part A' questionnaire revealed a significant change in attitudes both towards speaking (Figure 10) and DERs (Figure 11), with a large difference of 43,13% in pre-/post questionnaire mean scores (mean score of Part A' pre-Q 3,06, and post-Q 4,38). In parallel, considering teacher's observation checklists, by the end of Cycle 3, learners' attitudes towards speaking English were observed to be more positive given that communication during the DERs was performed in English and learners stated that they would like to use DERs again, confirming similar findings in Kofou and Karasimos, (2024). The statistical results suggested that attitudes towards DERs were impacted by the learning experience to a great extent, aligning with similar research findings on game-based learning which compared to conventional classrooms exhibited beneficial effects on students' behaviour (Arztmann et al., 2023; Κωφοῦ κ.ά., 2025). These findings revealed an alignment in trends compared to the qualitative data drawn from observation checklists (see Appendix I mean scores, for Part A' C1=1,58, C2=1,70, C3=1,62). The latter divergence in means between Cycles 2 and 3 is due to the fact that not all groups managed

to finish all the tasks in their tasksheet timely, and therefore the degree of difficulty was greater in Cycle 3. Nevertheless, due to each group's successful completion of their respective DER, the learners found the speaking tasks easy, owing to the visual aids and interactivity of DERs.

Secondly, the research question "To what extent can digital escape rooms enhance young learners' speaking skills (strategic competence, communication strategies) and visual literacy?" with regard to speaking strategies was addressed firstly by comparing the mean scores of pre-/post-questionnaires. In total, the pre-/post-Questionnaire mean scores (Appendices I-J) from B1.1 to B1.13 (mean scores of Part B'1.1-1.13 for pre-Q=3,40, and post-Q=3,83), signified a consistent positive change with reference to strategic competence and communication strategies practiced. This positive trend is also reflected in the mean scores of the teacher's observation (OBS) checklists (mean scores of OBS – for Part B'1.1-1.13 C1=0,92, C2=1,12, and C3=1,26 – Appendix L). However, the mean scores cannot solely reveal the effect of change as certain strategies were not selected by most learners, such as the use of Greek, as opposed to paraphrasing or asking partners for repetition and clarification. That is why speaking strategies were analyzed by taking into account both quantitative and qualitative data for each strategy. At the same time, the learners developed into visually literate individuals by improving their visual skills to a significant extent with a 18,32% increase from Cycle 1 to Cycle 3, as illustrated in pre-/post- questionnaire mean scores for questions from B2.A to B2.D (mean scores of Part B'2.A-2.D for pre-Q = 3,22, and post-Q= 3,81). This trend aligns with the teacher's observation checklists' mean scores for the same group of criteria (mean scores of OBS, from Part B2.A to B2.D, C1=1,20, C2=1,58, and C3=1,70). Consequently, DERs enhanced young learners' speaking skills and visual literacy to a significant extent from Cycle 1 to Cycle 3. The learners were observed to be engaged in the game and speak in English using the communicative strategies both in DERs and the tasksheets. These findings were further supported by the fact that all groups managed to complete the DERs in all three cycles of the action research.

The third research question "How can digital escape rooms function as visual prompts to develop young learners' 4Cs (communication, collaboration, critical thinking, creativity)?" was supported by all the research tools employed in the current research. The mean scores of pre-/post- questionnaire for items C1.A through C1.D marked a 23,67% increase from

Cycle 1 to Cycle 3 (mean scores of Part C'1.A-1.D for pre-Q = 3,59, and post-Q= 4,44). This positive change was also depicted in the teacher's observation checklist criteria (mean scores of OBS, from Part C1.A to C1.D, C1=0,87, C2=1,54, and C3=1,58), indicating a significant impact on the learners' development of 4 Cs. Importantly, since this question requires both quantitative and qualitative data to be thoroughly addressed, the way and level at which DERs were highly operative was determined by group interactivity and task authenticity in a natural learn-to-speak approach in West's (2000) wording, fostering an encouraging learning environment. These are expected to enhance learners' confidence in speaking. Greater self-esteem, as Allwright (1984) remarks, can lead to improved learning due to increased classroom interaction.

Indeed, group work together with visuals was efficient in developing speaking strategies, in that the learners used the visuals in DERs and tasksheets, but at the same time they had to rely on their teammates when necessary. A case in point was the DER in Cycle 3, whereby the hovering reading instruction "Drag and discover" was overlooked by most learners, and when it disappeared, the presence of the yellow arrow was not enough for the team to proceed, as they simply clicked on the sign and it was unresponsive (see Figure 29). Likewise, in Vidergor's survey (2021) collaboration was rated the highest.

Figure 29

Cycle 3 - Reading clues & visual cues in DER



When their teammates tried different approaches as a team and still could not provide a solution, they addressed the teacher for assistance, who insisted on dragging the lid on the sign downwards while simultaneously miming the movement, and this way the team was able to escape from the digital room (see Figure 30). The learners' instant reaction was in English ("Oh my God... that was all?!"). The intervention deriving from the teacher's

observation was part of the process to provide feedback (Kofou & Karasimos, 2024) to the groups in a smooth way as a facilitator of the DER process.

Figure 30

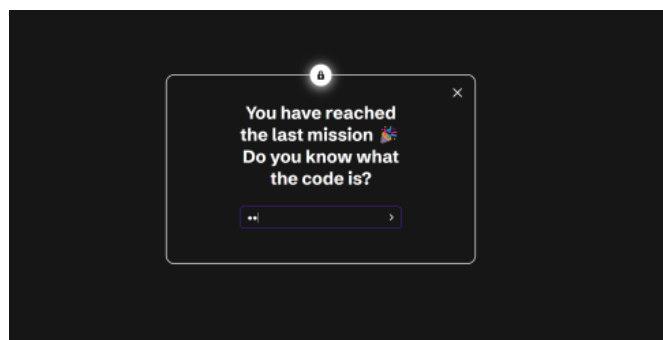
Cycle 3 - Visual cues in the DER



In this instance, visual literacy appears to be interrelated with speaking strategies and group collaboration, towards overcoming a common goal, namely the challenge of escaping, posed by the digital game. Unless a team solved the puzzles, the rest of the teams would remain trapped as well. This, in parallel requires critical thinking among team members and creativity in the way teams operate in order to escape. In another instance, Group 5 had to restart the game from the beginning because they accidentally exited the game, so they asked the previous teams for assistance in providing the code (see Figure 28), this way collaboration was promoted among different teams (see Figure 29).

Figure 31

Cycle 3 - code retrieved by a simple calculation in a previous step of the DER



The DER of Cycle 3, though slightly shorter, was more visually enhanced compared to the previous one and the large screen of the classroom was necessary to create the illusion of entrapment in a DER as well as facilitate team members in terms of classroom space.

An implication of the present research is that learners in larger classrooms, especially towards the last hours of classes, i.e. 6th or 7th hour, work better in groups than individually and need a plethora of resources to remain focused, e.g. digital, paper based, realia, etc. Merely a textbook is no longer enough, especially in game based learning, to maintain discipline and minimize the expected noise, conflicts among learners and other issues (Koufopoulou & Karagianni, 2021). At the same time, technological advancements have necessitated the use of multimodal texts, which were present in DERs as illustrated above and, as a result, the need for multiliteracies development (Kofou, 2020).

This variation in resources even within the DERs helped learners remain focused and sustain interest. The “hangman” game created with Wordwall application (see Appendix L – teacher’s notes for Cycle 2 and Appendix S for the full game), facilitated groups in practicing speaking strategies and becoming familiarized with paintings and art movements in an amusing way (see Figure 30).

Figure 32

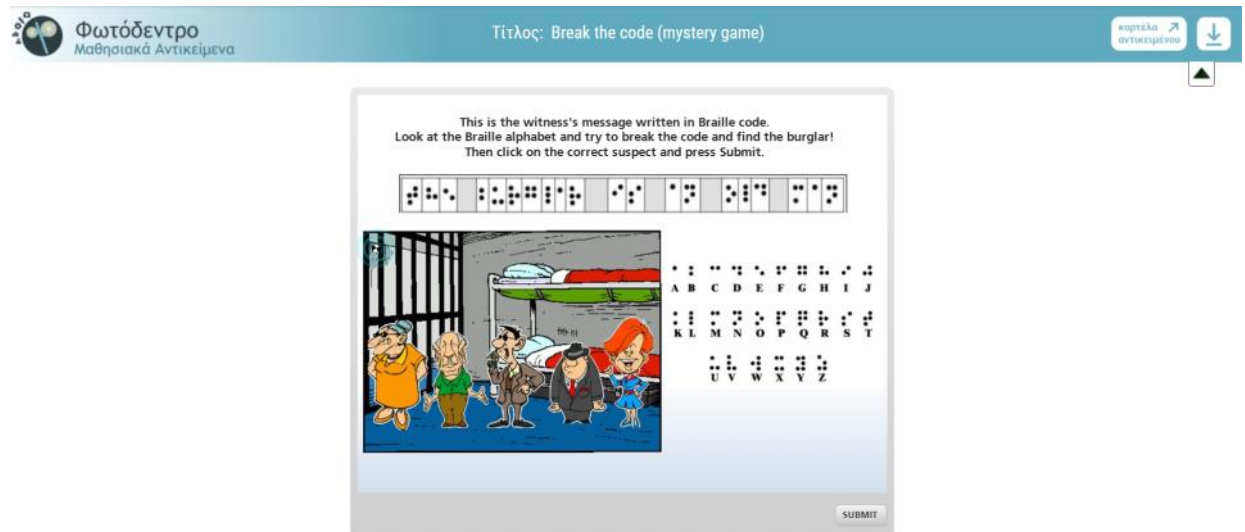
Cycle 2 - Hangman “Art movements & paintings” (wordwall application)



Similarly, “breaking the code” game (see Figure 33) guided the learners to create links between images and letters and therefore research and evaluate images in order to solve the mystery code and proceed with the next mission further promoting collaboration in teams (see Appendix L – teacher’s notes for Cycle 2 and Appendix R for the game).

Figure 33

Cycle 2 - Break the code (mystery game) via photodentro application

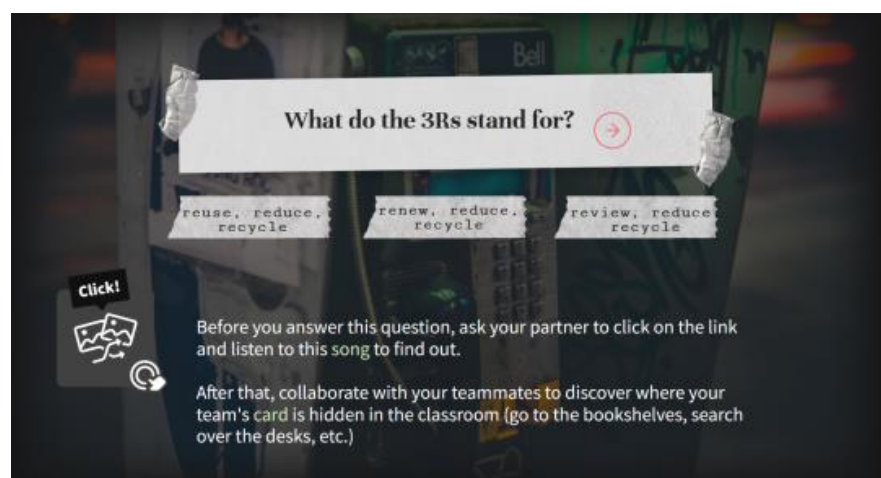


Note. The learners with the help of their teammates decoded the message (“The burglar is an old man”) fast.

Moreover, the learners due to interactivity and instant feedback would retry an answer they first got wrong as in Figure 34 below. While noticing the red arrow, however, they clicked on it and were able through the song “*Earth Day Song | Reduce, Reuse, Recycle | The 3 R's of Recycling*” (see Appendix S) to choose the correct answer.

Figure 34

Cycle 3 - Song hyperlink



Note. Song title: “*Earth Day Song | Reduce, Reuse, Recycle | The 3 R's of Recycling*” (Earth day song by Numberock, 2018)

Such multimodality through digital escape rooms, paper-based tasksheets, books, and realia, together with the intricate nature of speaking as an oral skill, justified a mixed approach based on both quantitative and qualitative data for triangulation. At the same time, as indicated by the observations, despite the presence of the DER, a tasksheet was necessary for the rest of the five teams to be working on, while one team was playing the digital game. As a result, each team behaved more autonomously.

With regard to the 4Cs and communication, in particular, Nicholson (2015) points out that escape rooms appeal to various demographic groups, as was the case for the young learners in the present research. Findings are in agreement with Llumiquinga (2022), who, while targeting a younger age group, i.e. 5th graders with CEFR A1 level, observed that learners' motivation, engagement and communicative skills were evidently improved after the implementation of different escape rooms. Fotaris and Mastoras (2019), who conducted a systematic literature review on the benefits of educational escape rooms, apart from collaboration (41,2%), also highlighted social interaction (27,9%), critical thinking/problem solving (16,2%) and creativity (10,3%), among other advantages of escape rooms. These align with the findings of the present research in terms of communication, which scored higher in quantitative data (Figure 25), and collaboration together with critical thinking and creativity illustrating an observed behaviour that revealed improvement during AR Cycles. Moreover, in accordance with the post-Questionnaire used in the present research, Fotaris and Mastoras (2019) stressed the importance of a debriefing stage in DERs, as an opportunity for reflection.

Soft skills, such as the 4 Cs in terms of collaboration and teamwork, out-of-the-box and strategic thinking, communication, and critical thinking are also mentioned in similar research as a way to improve learners' speaking skills (Κωφού κ.ά., 2025; Kofou & Karasimos, 2024), revealing a potential link.

The second component of the 4 Cs, i.e. collaboration, was found to improve in Valdes et al. (2021), who approached teamwork, leadership and communication skills for nursing students. Their findings reported improvements in observed teamwork and leadership, ($p < .001$, pre-mean 18.5, post-mean 35.0), while qualitative data showed that the escape room was engaging and enjoyable for participants, also applicable to the findings of the current research (a lower p value of 0.02 and 0.013 than the standard $p < 0.05$, depicted in Table 6).

Particularly relevant to the present research are the findings of Kuo et al. (2022), who used puzzles in hybrid digital and physical escape room design and targeted 11-12 year-old learners in an experimental research, focused on science lessons. Drawing on the practical approaches of escape rooms to game-based learning, apart from motivation which was found to be conducive to learning, Kuo et al. (2022) reported a significant outperformance of the control group in terms of the third component of the 4Cs, i.e. creativity, herewith clustered around creative thinking, which was reported to improve towards fluency, flexibility, and originality, and less so in elaboration. Likewise, in the present research, the problem-solving process that learners encountered (Figure 29, above) until they reached a solution to escape from the room, can be viewed as an indication of creative thinking with the simultaneous use of teamwork and collaboration.

Additionally, in the present research, other creative cases in point include the increase in the creative use of language as young learners become accustomed to game-based situations mentioned in Becker and Roos (2016), when learners generate new language chunks based on their immediate perception as in the case of a learner creatively forming the chunk “digital escapism” to reflect on the various online activities in DERs and in the creation of a poster with ideas they developed through DERs, while interacting in group tasks, therefore relying on creative language use to express meaning (Appendix L/ teacher’s notes for Cycles 2 and 3).

Finally, addressing the last component of the 4 Cs, i.e. critical thinking in discerning and analyzing concepts, Chen et al. (2024) investigated the educational potential of appropriately designed escape rooms, with reference to motivation, critical thinking and flow experience (in the level of player’s difficulty and ability), by targeting 76 eighth grade students in an experimental study, centered in the lesson of civics education. Their findings favoured these constructs in the experimental group, whereby learners immersed themselves in a secret escape room game. Similarly, in the present research, learners’ critical thinking skills were utilized in immersive digital games within the DER (cf. hangman game and mystery game in photodentro), and cognitive skills prompted by the DERs, urged learners to identify positive and negative aspects of holding a museum trip abroad.

Thus, the winning team’s success in the debate (Figure 28) can be attributed to their effective use of the 4Cs and visual scaffolding, as indicated above, in line with RQ3.

5.2 Limitations and future research

This small-scale research was carried out in a limited time and the available convenience sample (Cohen et al., 2007), common in Action Research, was a small one comprising eighteen second grade students of a state junior high school, where the researcher was a substitute teacher. Specifically, Cycle 1 was conducted on 19/04/2024, while a few days later, on 25/04/2024 Cycle 2 took place before the Easter break. Cycle 3 was performed after Easter, i.e. within a two-week interval, on 16/05/2024 with only one more week of lessons left until the official last day of the school year on 29/5/2024 for Greek junior high schools. Therefore, a fourth cycle was neither possible nor beneficial for learners due to forthcoming end of lessons. A mixed method approach was effected in order to provide measurable results and as in-depth information as possible about the research questions through triangulation of quantitative and qualitative data.

However, a larger-scale future research commencing at the beginning of the school year and involving a larger number of students could further validate certain findings of the present research and elucidate the link between visual literacy, speaking strategies, and the 4 Cs. More specifically, attitude change towards speaking could be monitored for a larger period of time to pinpoint potential greater changes in the development of strategic competence. Moreover, a stronger link between speaking and visual literacy could be determined among groups in terms of fluency.

As a whole, the positive learning experience created by the use of DERs for the specific young learners and CEFR B1 level can extend to learners of different age and language level. Importantly, GBL and DERs, in particular, could be filtered through the lens of the evolving generative AI in education for content creation, tracing its transformative impact on both oracy and literacy skills. Thus, apart from speaking, creative writing, could also be explored, while receptive skills, especially intensive reading and listening could be used to identify a potential link with visual literacy.

Conclusion

The final chapter delineated the implications and limitations of this small-scale research, while making suggestions for future considerations. The results are supportive for exploring other core skills in relation to visual literacy, game-based learning together with generative AI, and the development of learners' 4Cs in the 21st century learning context.

Concluding Remarks

The present research design embarking on improving the teacher's practices through lesson design, teaching of it in order to test it and answer each research question, reflect and revise it, until the third cycle, revealed a positive outcome between visual literacy, customized through digital escape rooms as a game based learning process, and the development of the speaking skill for young teenagers aged 13-14 with CEFR B1 level. The learners managed to cultivate their competence and communication strategies while speaking in English in an amusing atmosphere. Customizing digital ERs was necessary to suit teenage EFL learners' needs, in a more engaging way, beyond the traditional instruction of "stand and deliver" (Harper, 2023, p.138).

Their visual literacy was activated via the material in the digital escape rooms, the learners looked at images with an open mind, they researched and evaluated images and they finally reported to their classmates about the images. This leads to re-conceptualizing visual literacy within a 21st century framework of "multi-literacies" or as the new lingua franca of the twenty-first century (Kędra & Žakevičiūtė, 2019).

At the same time, since the learners were grouped in teams, they developed soft skills as they communicated and collaborated with their partners in English, they used their critical thinking skills, as well as their creativity.

While escape rooms have been popular among teens in recent years, their digital counterparts are now gaining popularity in the English language classroom with the majority focusing on developing sub-skills such as grammar, vocabulary or reading and listening, the present research demonstrated an encouraging potential for framing speaking within the Teaching of English as a Foreign/International Language (TEF/IL) context. Digital escape rooms can be used in classrooms equipped with interactive digital boards or other devices such as tablets, smartphones, desktops and laptops with internet access, provided they are customized to learners' age, interests, needs and language level. Apart from Genial.ly platform, other software such as MS Powerpoint, Canva.com, etc. can currently be used by educators to develop digital escape rooms.

In a nutshell, speaking skills in the 21st century necessitate the implementation of novel teaching practices via game-based learning, regarding young learners, as in the case of a structured narrative intertwined in digital media as in the case of DERs. In parallel, the use

of AI generated content explored in the present research through the recent AI development, i.e. chatGPT, which is gaining popularity in diverse scientific fields, including language teaching, due to the rich input it provides on a given proficiency level (CEFR), can be further exploited.

DERs provide the a narrative framework for learners to develop their speaking skills, and practice other core skills as well, including reading, listening, and writing, while embracing game based learning and engaging in group activities, reflective of real life.

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Appendix A: CEFR B1 level & Curriculum specifications

A1. CEFR B1 level can-do descriptors – Speaking (Council of Europe, 2020)

A1.1 Overall oral comprehension

B1	Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.
	Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.

A1.2 Understanding conversation between other people

B1	Can follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety.
	Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.

A1.3 Audio-visual comprehension: Watching TV, film and video

B1	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures and news reports when the delivery is relatively slow and clear.
	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

A1.4 Overall oral production

B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.
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A1.5 Sustained monologue: describing experience

B1	Can clearly express feelings about something experienced and give reasons to explain those feelings.
	Can give straightforward descriptions on a variety of familiar subjects within their field of interest.
	Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
	Can give detailed accounts of experiences, describing feelings and reactions.
	Can relate details of unpredictable occurrences, e.g. an accident.
	Can relate the plot of a book or film and describe their reactions.
	Can describe dreams, hopes and ambitions.
	Can describe events, real or imagined.
	Can narrate a story.

A1.6 Sustained monologue: giving information

B1	Can explain the main points in an idea or problem with reasonable precision.
	Can describe how to do something, giving detailed instructions.
	Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand.

A1.7 Sustained monologue: putting a case (e.g. in a debate)

B1	Can develop an argument well enough to be followed without difficulty most of the time.
	Can give simple reasons to justify a viewpoint on a familiar topic.
	Can express opinions on subjects relating to everyday life, using simple expressions. Can briefly give reasons and explanations for opinions, plans and actions. Can explain whether or not they approve of what someone has done and give reasons to justify this opinion.

A1.8 Public announcements

B1	Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in their field which, despite possible problems with stress and intonation (= non-manuals in a sign language), are nevertheless clearly intelligible.
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A1.9 Addressing audiences

B1	Can give a prepared presentation on a familiar topic within their field, outlining similarities and differences (e.g. between products, countries/regions, plans).
	Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
	Can take follow-up questions, but may have to ask for repetition if the delivery is rapid.

A1.10 Reports and essays

B1	Can produce short, simple essays on topics of interest.
	Can produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify their opinion.
	Can summarise, report and give their opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence.
	Can produce very brief reports in a standard conventionalised format, which pass on routine factual information and state reasons for actions.
	Can present a topic in a short report or poster, using photographs and short blocks of text.

A1.11 Compensating

B1	Can define the features of something concrete for which they can't remember the word/sign.
	Can convey meaning by qualifying a word/sign meaning something similar (e.g. a truck for people = bus).
	Can use a simple word/sign meaning something similar to the concept they want to convey and invite "correction".
	Can "foreignise" word/signs in their first language and ask for confirmation.

A1.12 Monitoring and repair

B1	Can correct mix-ups with the marking of time or expressions that lead to misunderstandings, provided the interlocutor indicates there is a problem.
	Can ask for confirmation that a form used is correct.
	Can start again using a different tactic when communication breaks down.

A1.13 Overall oral interaction

B1	Can communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise while travelling. Can enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

A1.14 Understanding an interlocutor

B1	Can follow clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.
	Conversation
B1	Can start up a conversation and help keep it going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinions on familiar subjects. Can have relatively long conversations on subjects of common interest, provided the interlocutor makes an effort to support understanding.
	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated language directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

A1.15 Co-operating

B1	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the argument.
	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.

A1.16 Asking for clarification

B1	Can ask for further details and clarifications from other group members in order to move a discussion forward.
	Can ask someone to clarify or elaborate what they have just said.

A1.17 Collaborating in a group

	Collaborating in a group	
	Facilitating collaborative interaction with peers	Collaborating to construct meaning
B1	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.	Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved. Can use questions, comments and simple reformulations to maintain the focus of a discussion.
	Can invite other people in a group to contribute their views.	Can ask a group member to give the reason(s) for their views. Can repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.

A1.18 Strategies to explain a new concept

	Strategies to explain a new concept		
	Linking to previous knowledge	Adapting language	Breaking down complicated information
B1	Can explain how something works by providing examples that draw on people's everyday experiences.	Can paraphrase more simply the main points made in short, straightforward texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.	Can make a short instructional or informational text easier to understand by presenting it as a list of separate points.
	Can show how new information is related to what people are familiar with by asking simple questions.	Can paraphrase short passages in a simple fashion, using the original order of the text.	Can make a set of instructions easier to understand by repeating them slowly, a few words/signs at a time, employing verbal and non-verbal emphasis to facilitate understanding.

A.19 Turntaking

B1	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

A2. The Integrated Foreign Languages Curriculum (IFLC) in primary and high school. Government Gazette 2(2871). FEK B' 2871/09-09-2016 (Ministry of Education, 2016).

A2.1 CEFR levels in Greek primary and junior high schools

Α' ξένη γλώσσα	
Δημοτικό	
Γ' τάξη	A1-
Δ' τάξη	A1
Ε' τάξη	A1+
Στ' τάξη	A2-
Γυμνάσιο	
Α' τάξη	Επίπεδο A2-/B1-
Β' τάξη	Επίπεδο B1-/B1+
Γ' τάξη	Επίπεδο B1+/B2-

A2.2 CEFR B1 level can-do descriptors

B1	• να κατανοούν και να παράγουν απλά δομημένα και σαφή κείμενα για ζητήματα που σχετίζονται με τομείς προσωπικού ενδιαφέροντος, όπως εργασία, εκπαίδευση, αναψυχή
	• να αφηγούνται γεγονότα, να περιγράφουν εμπειρίες ή προσωπικά τους σχέδια και να εξηγούν τις απόψεις τους
	• να συμμετέχουν σε συνήθεις διαλόγους διαπροσωπικής επικοινωνίας χρησιμοποιώντας (σε προσομοίωση) την ξένη γλώσσα σε περιστάσεις όπως ταξίδια στο εξωτερικό, επαφές με ξένους επισκέπτες στη χώρα τους, σε χώρους εργασίας ή αναψυχής
	• να παράγουν σύντομα και απλά δομημένα, γραπτά και προφορικά, μηνύματα στην ξένη γλώσσα, βασισμένα σε προφορικά μηνύματα ή απλά γραπτά κείμενα στην ελληνική, ή και αντίστροφα

A3. The Foreign Languages Curriculum in senior high school (lyceum). Government Gazette 2(143), 1879-1934. FEK B' 143/18-01-2023. (Ministry of Education, 2023)

A3.1 CEFR B1 level can-do descriptors

B1
Οι μαθητές/-τριες στο επίπεδο B1 μπορούν:
Παραγωγή Προφορικού Λόγου • Να κάνουν με σχετική σαφήνεια και ευχέρεια μια περιγραφή αναπτύσσοντας μια λογική ακολουθία νοημάτων για ένα θέμα που εντάσσεται στο πεδίο των ενδιαφερόντων τους.
Γραπτή Διάδραση • Να συνθέτουν προσωπικές επιστολές και σημειώματα για να ζητήσουν ή να μεταφέρουν απλές πληροφορίες, συναφείς με καθημερινά θέματα, επισημαίνοντας το σημείο που θεωρούν σημαντικό.
Προφορική Διάδραση • Να αξιοποιούν ένα ευρύ φάσμα απλής γλώσσας για να διαχειριστούν τις περισσότερες καταστάσεις που ενδέχεται να προκύψουν όταν ταξιδεύουν. • Να συμμετέχουν χωρίς προετοιμασία σε συνομιλία για οικεία θέματα, εκφράζοντας προσωπικές απόψεις και ανταλλάσσοντας πληροφορίες για οικεία θέματα προσωπικού ενδιαφέροντος ή σχετικά με την καθημερινή ζωή (π.χ. οικογένεια, δραστηριότητες ελεύθερου χρόνου, εργασία, ταξίδια και επίκαιρα γεγονότα).
Προφορική και Γραπτή Διαμεσολάβηση • Να παρουσιάζουν άτομα από διαφορετικά περιβάλλοντα προέλευσης, ενθαρρύνοντας την ανταλλαγή απόψεων, εμπειριών και εξειδικευμένων γνώσεων μεταξύ των συνομιλητών/-τριών. • Να μεταφέρουν πληροφορίες που περιέχονται σε σαφή, καλά δομημένα πληροφοριακά κείμενα σε οικεία ή προσωπικού ενδιαφέροντος θέματα, παρά τις δυσκολίες που μπορεί να υπάρχουν ως προς το λεξιλόγιο που χρησιμοποιείται για τη διατύπωση των νοημάτων.

A4. Summary of the CEFR-VC (2016) and the revised CEFR-VC (2020) can-do descriptors (Common European Framework of Reference for Visual Literacy, 2022, p.4)

Level	Description
Elementary	Can select familiar motifs and topics for a draft or realisation that are appropriate for his/her intention and use pre-set artistic means. Can apply rules and principles, as well as the results of experimentation when producing an appropriate form.
Intermediate	Can choose appropriate content, motifs and topics on the basis of suggestions and under consideration of what he/she intends to depict. Can select artistic means and strategies from among a number of options and use them appropriately. Can take into account artistic rules but break them to a certain extent in order to achieve a desired effect.
Competent	Can use a range of contents, motifs and topics and give them an adequate form under consideration of the intended effect. Can use methods and strategies purposefully and in a targeted manner or experimentally in order to enhance his/her artistic expression. Can reflect critically on rules and conventions with regard to a specific effect and consider them when producing (follow or break them).

A.5 4Cs descriptors (Partnership for 21stCentury Learning, 2019, pp.4-5)

Creativity and Innovation

THINK CREATIVELY

- Use a wide range of idea-creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts

WORK CREATIVELY WITH OTHERS

- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

IMPLEMENT INNOVATIONS

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Critical Thinking and Problem Solving

REASON EFFECTIVELY

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use systems thinking
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make judgments and decisions
- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

SOLVE PROBLEMS

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication and Collaboration

COMMUNICATE CLEARLY

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priority as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)
- Collaborate with others
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Appendix B: Snapshots from AI Application chatGPT (<https://chat.openai.com>)

B.1 PROMPTS: Multiple Choice Questions

Can you create multiple choice questions for a digital escape room about choosing a museum for CEFR B1 learners of English? There should be 20 multiple choice questions in total giving three options each divided in four groups. A. Five questions should focus on vocabulary about art and paintings. B. Next five questions should focus on strategic competence phrases, turn-taking, initiating, maintaining and ending conversation to enhance speakers' self-correction. C. Next five questions should focus on using the gerund to initiate discussions. D. Final five questions should focus on paintings in the following museums: the Acropolis Museum, MoMA, British Museum, and Louvre. Please provide the key.

Answer:



A. Vocabulary about Art and Paintings:

1. What term refers to a detailed drawing made by an artist to plan a composition or design? A) Portrait B) Sketch C) Sculpture
2. What is the technique of creating a picture by using small, individual pieces of colored paper, glass, or tile? A) Collage B) Fresco C) Mosaic
3. Which term describes a painting style characterized by its use of small dots or strokes to create an image? A) Impressionism B) Cubism C) Pointillism
4. What is the area of an artwork that appears farthest away from the viewer called? A) Background B) Foreground C) Middle ground
5. Which term refers to a painting or drawing of a person, especially one depicting only the face or head and shoulders? A) Landscape B) Still life C) Portrait

B. Strategic Competence Phrases:

6. Which phrase is used to politely interrupt someone in a conversation? A) "Excuse me, may I add something?" B) "I'm sorry, could you repeat that?" C) "That's interesting, tell me more."
7. When seeking clarification in a conversation, which phrase is appropriate? A) "Can you speak louder, please?" B) "Could you elaborate on that?" C) "Let me finish my thought first."
8. How would you gracefully exit a conversation? A) "I'll talk to you later." B) "This has been a pleasure, goodbye." C) "Sorry, I have to go now."
9. Which phrase would you use to indicate you're willing to listen to the other person's opinion? A) "I disagree." B) "I see your point." C) "Let me think about that."
10. What phrase could you use to steer a conversation towards a new topic? A) "Changing the subject..." B) "Let's talk about something else." C) "Back to what I was saying..."

C. Using the Gerund to Initiate Discussions:

11. Which gerund form is correct in the sentence: "___ to museums can be a great way to learn about history and culture." A) Go B) Going C) Went
12. Which gerund form is correct in the sentence: "She enjoys ___ different art styles." A) Study B) Studying C) Studied
13. Which gerund form is correct in the sentence: "___ art exhibitions often provides inspiration for my own work." A) Attend B) Attending C) Attended
14. Which gerund form is correct in the sentence: "___ sculptures can be very intricate and detailed." A) Make B) Making C) Made
15. Which gerund form is correct in the sentence: "I'm interested in ___ more about abstract art." A) Learn B) Learning C) Learned

D. Paintings in Different Museums:

16. Which museum houses Leonardo da Vinci's famous painting "Mona Lisa"? A) Acropolis Museum B) MoMA C) Louvre
17. In which museum can you find the "Elgin Marbles", sculptures originally from the Parthenon in Athens? A) British Museum B) Acropolis Museum C) MoMA
18. "Starry Night" by Vincent van Gogh is displayed in which museum? A) British Museum B) Louvre C) MoMA
19. The Rosetta Stone, a significant artifact for deciphering ancient Egyptian hieroglyphs, is housed in which museum? A) MoMA B) Acropolis Museum C) British Museum
20. Where can you find the famous sculpture "Winged Victory of Samothrace"? A) Louvre B) MoMA C) Acropolis Museum

Answer Key: A - 1B, 2C, 3C, 4A, 5C B - 6A, 7B, 8B, 9C, 10B C - 11B, 12B, 13B, 14B, 15B D - 16C, 17A, 18C, 19C, 20A



B.2 PROMPT: Strategic competence phrases compilation

Can you compile a set of phrases to : 1) express personal opinion, 2) agree/ disagree politely, 3) rephrase a topic, 4) summarize key points, 5) indicate you are listening to the other person's opinion, 6) ask for clarification, 7) justify a point of view and provide examples, 8) debate about a topic?



Certainly! Here's a compilation of phrases for each of the specified purposes:

1) Express Personal Opinion:

- In my opinion...
- From my perspective...
- Personally, I believe that...
- As far as I'm concerned...
- I feel that...
- To me, it seems...
- From where I stand...
- I think that...



2) Agree/Disagree Politely:

- I see your point, but...
- That's a valid point, however...
- I agree with you to some extent, but...
- I respect your opinion, but I must disagree because...
- I understand where you're coming from, but I feel differently because...
- I hear what you're saying, but I can't fully agree because...
- I'm inclined to agree with you, but there are certain aspects I disagree with...

3) Rephrase a Topic:

- So, what you're saying is...
- Let me see if I understand correctly, you're suggesting that...
- If I'm not mistaken, you're proposing that...
- So, if I'm getting this right, you're implying that...
- In other words, you're suggesting that...



4) Summarize Key Points:

- So, if I may summarize...
- To sum up...
- Let me recap...
- In essence...
- So, the main points are...
- If I understood correctly...
- So, if I got it right...

5) Indicate You're Listening to the Other Person's Opinion:

- I see what you're saying...
- That's an interesting perspective...
- I appreciate your input...
- That makes sense...
- I understand your point of view...



6) Ask for Clarification:

- Could you clarify that point for me?
- I'm not quite sure I understand, could you explain further?
- Can you elaborate on that?
- Would you mind providing more detail on that?
- Could you give an example of what you mean?
- I'm a bit confused, could you simplify that?
- I'm not following, could you break it down for me?

7) Justify a Point of View and Provide Examples:

- The reason I think this is because...
- One example of this is...
- This is supported by...
- Let me illustrate this with an example...
- For instance...



8) Debate about a Topic:

- On the one hand, [argument], but on the other hand...
- While some may argue [counterargument], it's important to consider...
- I understand your point, however, I still believe...
- Let's examine both sides of the issue...
- Can we explore the pros and cons of this?
- I respectfully disagree because...
- I'm open to discussion on this matter, but I believe...

These phrases can be useful in various conversational situations and can help maintain respectful and constructive dialogue.



B.3 PROMPTS: Treasure hunt

Can you suggest a treasure hunt game for teens about museums in different cities using clues from classroom objects?



Sure! Here's a treasure hunt game idea for teens that incorporates museums and classroom objects:

Title: Museum Mystery Quest

Objective: Teens will embark on a virtual treasure hunt adventure across various museums in different cities. They'll solve clues inspired by common classroom objects to uncover hidden treasures and learn interesting facts about art, history, and culture.

Materials Needed:

1. List of participating museums in different cities.
2. Clues related to classroom objects.
3. Map or virtual tour links for each museum.
4. Treasure chest or virtual treasure images.

Instructions:

1. Preparation:

- Choose a list of museums from different cities, ensuring they have online tours or virtual exhibits available.
- Create a series of clues inspired by common classroom objects. For example, a pencil could lead to a clue related to a famous artist, or a globe could hint at a museum featuring world history artifacts.

2. Clue Creation:

- Design clues that are challenging yet solvable for teens. Make sure each clue leads to the next museum location.
- Incorporate educational tidbits related to art, history, or culture into the clues to encourage learning.

3. Setting Up the Game:

- Divide participants into teams or let them play individually.
- Provide each team or individual with the first clue, which will lead them to the first museum on the list.



4. The Treasure Hunt:

- Teens will navigate through virtual tours or museum websites to find the answers to the clues.
- As they progress, they'll collect new clues leading them to the next museum.
- Encourage them to explore each museum's exhibits and learn about the featured artworks or historical artifacts.

5. Final Challenge:

- The final clue should lead participants to the ultimate treasure location, whether it's a virtual treasure chest or a hidden message congratulating them on completing the quest.
- Reward participants with virtual badges or certificates for their achievements.

Example Clues:

1. **Clue 1 (related to a ruler):** "In a land of ancient rulers and majestic palaces, seek out the halls where pharaohs once walked. Your journey begins where the sands whisper tales of the Nile's secrets."
2. **Clue 2 (related to a paintbrush):** "Dip your imagination into a palette of vibrant hues. Where brushstrokes tell tales of love, war, and everything in between, you'll find the next step on your journey."
3. **Clue 3 (related to a globe):** "Spin the world in your hands and journey to the heart of empires past. Where civilizations rise and fall like waves upon the shores, your treasure awaits."

By combining the excitement of a treasure hunt with the educational value of museum visits, teens can enjoy a fun and enriching experience while exploring the world from the comfort of their own homes.

The students will be divided into six teams. Can you add information about six different museums (short written description of CWFR B1 level), which will be hidden under six classroom objects? The museums will be: MoMA, Acropolis Museum, British Museum, Louvre, Reina Sofia Museum, Kazantzakis Museum.



Certainly! Here are brief descriptions of the six museums, each hidden under a different classroom object:

1. **MoMA (Museum of Modern Art):** Hidden under a paintbrush. "Discover the vibrant world of modern art at MoMA. Located in the heart of New York City, MoMA houses a diverse collection of contemporary masterpieces, from iconic works by Picasso and Van Gogh to groundbreaking installations by modern-day artists."
2. **Acropolis Museum:** Hidden under a globe. "Uncover the ancient wonders of Greece at the Acropolis Museum. Nestled beneath the majestic Acropolis hill in Athens, this museum showcases artifacts and sculptures from the golden age of Athens, including the renowned Parthenon Marbles."
3. **British Museum:** Hidden under a scroll or book. "Step into the halls of history at the British Museum in London. With a collection spanning over two million years of human history, this museum offers a journey through civilizations from every corner of the globe, featuring treasures such as the Rosetta Stone and the Elgin Marbles."
4. **Louvre:** Hidden under a miniature Eiffel Tower. "Embark on a cultural odyssey at the Louvre in Paris. Home to the iconic Mona Lisa and countless other masterpieces, the Louvre is the world's largest art museum, housed within the grandeur of a former royal palace."
5. **Reina Sofia Museum:** Hidden under a poster of Picasso's Guernica. "Immerse yourself in the world of Spanish art at the Reina Sofia Museum in Madrid. Known for its extensive collection of 20th-century Spanish art, including works by Salvador Dalí and Joan Miró, the museum is a celebration of creativity and expression."
6. **Kazantzakis Museum:** Hidden under a Greek flag. "Journey into the life and legacy of Nikos Kazantzakis at his namesake museum in Crete, Greece. Dedicated to the renowned author of 'Zorba the Greek' and 'The Last Temptation of Christ,' the museum offers insights into his literary works, philosophy, and adventuresome spirit."

These descriptions provide a glimpse into the unique offerings of each museum, enticing students to embark on their treasure hunt adventure while learning about art, history, and culture from around the world.

B.4 PROMPTS: Riddles

Could you also add 6 riddles for students to solve that would lead them to discover the location of the clues?



Certainly! Here are six riddles that will lead the students to discover the location of the clues hidden under the classroom objects:

1. **Riddle for MoMA (Museum of Modern Art) clue (hidden under a paintbrush):** "In a city that never sleeps, where skyscrapers kiss the sky, Seek out a place where modern art can make you feel so high. From Warhol's soup cans to Van Gogh's starry night, This museum's collections shine with colors bold and bright. Where am I?"
2. **Riddle for Acropolis Museum clue (hidden under a globe):** "In a land where gods and heroes once did roam, Find a place where ancient treasures find their home. Beneath the gaze of mighty Athena's watchful eye, This museum holds relics that touch the sky. Where am I?"
3. **Riddle for British Museum clue (hidden under a scroll or book):** "In a city where double-decker buses roam the streets, Discover a place where history's tale repeats. From Egyptian mummies to Greek statues tall, This museum's halls hold wonders for one and all. Where am I?"
4. **Riddle for Louvre clue (hidden under a miniature Eiffel Tower):** "In the city of love where the Seine gently flows, Seek out a palace where art's beauty glows. From the smile of Mona Lisa to Venus' graceful stance, This museum's treasures leave visitors in a trance. Where am I?"
5. **Riddle for Reina Sofía Museum clue (hidden under a poster of Picasso's Guernica):** "In a city where flamenco dancers move with grace, Find a museum where Spanish art takes its place. From Picasso's bold strokes to Dalí's surreal dreams, This museum's collection dazzles, or so it seems. Where am I?"
6. **Riddle for Kazantzakis Museum clue (hidden under a Greek flag):** "In an island where legends of gods and heroes reign, Discover a museum where an author's words remain. From 'Zorba the Greek' to 'The Last Temptation' told, This museum's homage to creativity is bold. Where am I?"

These riddles will engage the students' problem-solving skills as they decipher the clues and embark on their treasure hunt journey across various museums.



B.5 PROMPTS: Number combinations for each team to escape the DERs/tasks

Finally, could you provide 4 different number combinations for each of the six groups the sum of which would unlock a 4-digit escape room code?



Of course! Here are four different number combinations for each of the six groups. Each group will receive a unique set of numbers that, when summed together, will unlock a 4-digit escape room code:

Group 1 (MoMA):

1. 285
2. 413
3. 176
4. 529

Group 2 (Acropolis Museum):

1. 732
2. 195
3. 648
4. 317

Group 3 (British Museum):

1. 621
2. 394
3. 857
4. 126

Group 4 (Louvre):

1. 438
2. 569
3. 372
4. 814

Group 5 (Reina Sofia Museum):

1. 943
2. 276
3. 581
4. 395

Group 6 (Kazantzakis Museum):

1. 687
2. 524
3. 359
4. 812

Students from each group will need to correctly decipher their clues, find the corresponding numbers, and then add them up to reveal the 4-digit escape room code. This adds an extra layer of teamwork and problem-solving to the treasure hunt game!



Could you also provide the key for each Group sum total?



Certainly! Here are the sum totals for each group, which will serve as the key to unlock the 4-digit escape room code:

Group 1 (MoMA): Sum total key: 1403

Group 2 (Acropolis Museum): Sum total key: 1892

Group 3 (British Museum): Sum total key: 2998

Group 4 (Louvre): Sum total key: 2193

Group 5 (Reina Sofia Museum): Sum total key: 2195

Group 6 (Kazantzakis Museum): Sum total key: 2382

Once the students from each group have found and added their respective numbers, they should compare the sum total with the key provided above. If the sum matches the key, they've successfully unlocked the 4-digit escape room code and completed their treasure hunt adventure!



Appendix C: Lesson Plan 1, Cycle 1: 19/04/2024

DER1: B1 Level Speaking Lesson Plan

<https://view.genial.ly/65f8c7fe8964f90014d53c3a/interactive-content-museum-escape-room>

(designed in accordance with the syllabus of Year 2 Junior High School textbook & CEFR B1 level)

Lesson Plan: B1 level English Speaking Lesson, entitled "Choosing a museum for a field trip"

Date	April 19 th , 2024
Grade	2 nd Grade students of a Greek Junior High School
Class	Heterogeneous class (CEFR levels A2-B1; language aptitude, learning style)
Time	One 45-minute lesson

A. Class Description

Level	CEFR B1; The learners attend the second grade of junior high school. CEFR levels differ.
Learner profile	The particular Year 2 learners of Junior High School, are aged 13-14. The majority share the Greek mother tongue, they also attend French (school curriculum) and German lessons and they have been learning English as a foreign language. With regard to speaking, there are confident speakers that can be characterized as extroverts and less fluent ones who are either shy or hesitant to talk. Motivation levels differ given that there are students preparing for a B2 level language certificate who are motivated learners and beginner level students who find English challenging. Due to the use of social networking sites all learners are exposed to the British and American culture. However, some have developed a more positive attitude towards English, while others view it as a difficult language.
Motivation levels/ Attitude	
Recent Work	The learners have just completed the second semester exam. They have so far been thematically introduced to natural disasters, historical events (Ancient Rome and Egypt, museums, similarities & differences between the British and the Greeks) and in terms of grammar they have covered Past Tenses and the gerund. They have participated in group conversations related to past habits and states and are currently having lesson revisions following their exam. They have had an introductory lesson in Greek about art and are now going to be exposed to art movements. The preceding Unit 5 of <i>Think Teen!</i> book is focused on speaking (assisting in pair work, asking for repetition, paraphrasing) and it is thematically linked to environmental education, archaeological sites and school trips. Grammatically, the unit focuses on Present Perfect and Past Simple tenses, while they have completed the theory about the Gerund and relative clauses. In terms of visual literacy and Speaking they have had pair discussions to choose suitable photos for an exhibition. Therefore, they are expected to be familiar with the aforementioned vocabulary and grammar so that they can utilize it in the speaking lessons.
Class sessions	45', two times/ week; two months before the end of the school year

B. Main Objectives

- Students are expected to be able:
- 1 to use authentic language in a communicative context in accordance with the B1 syllabus/ curriculum
 - 2 to practice speaking strategies (asking for repetition/ clarification, paraphrasing, miming, turn-taking, etc.)
 - 3 to enhance their visual literacy skills (e.g. looking for visual cues, researching and evaluating images, reporting to teammates)
 - 4 to integrate core skills (listening, speaking, reading, writing) in an authentic context (choosing a museum for a school trip) via visual literacy with 21st century skills (communication, collaboration, critical thinking, creativity)

C. Secondary Objectives

- 1 to raise cross-cultural awareness about art and museums (e.g. New York – MoMA, Paris – Louvre, London-British Museum, etc.)
- 2 to practice speaking strategies & strategic competence through exposure to *authentic in origin & authentic in nature* discourse
- 3 to develop ways to seek clarification, rephrase and paraphrase, agree/ disagree
- 4 to enhance vocabulary related to arts/ museums by a digital escape room game
- 5 to revise grammatical phenomena (gerund, relative clauses, tenses) in authentic contexts
- 6 to stimulate interest in art movements and enhance learners' visual competence
- 7 to elicit free talk on art

D. Other Details

**Teaching aids/
materials to be
used:**

Tasksheet, students' pens/ pencils, online resources, web applications (Genial.ly, YouTube), standard whiteboard.

Equipment:

Classroom's Interactive Digital Board with internet connection; classroom's whiteboard and markers; dice.

**Anticipated
problems –
possible solutions**

Internet outages/ network congestion, feelings of fatigue due to school workload at the end of the week, time management; students may lack vocabulary related to art, which can be tackled by the provided interactive games and video resources, as well as expressions to develop their speaking strategies.

E. Procedure

STAGE	PROCEDURE	OBJECTIVES	INTERACTION	MATERIALS/ RESOURCES	TIME
Pre-speaking stage	Warm-up Task 1.1: T asks Ls what they do if they don't understand a word or a phrase in English Task 1.2: T distributes the Pre-Questionnaire by drawing attention to anonymity, communication strategies, visual literacy questions & 4 Cs	- to introduce the topic of speaking strategies, visual literacy and 4 Cs - to activate background knowledge - to integrate speaking with reading and writing	T - Ls Ls - Ls making guesses, taking turns	Pre-questionnaire	7'
	Task 2: T collects the Pre-Questionnaires and writes the words "escape room" and "digital" on the whiteboard in a mind map asking Ls to paraphrase, provide synonyms and collocations	- to activate prior knowledge and schema related to the digital escape room (DER) - to learn or revise synonyms, paraphrasing, collocations - to arouse Ls' interest and motivation about the DER speaking task	T - Ls Ls - Ls (providing self and peer-feedback)	white-board	3'
While-speaking stage: Digital Escape Room (DER)	Task 3: T introduces Ls to the digital escape room and divides the 18 Ls into six (6) teams; Ls use the speaking strategies indicated in the DER in order to negotiate and reach a consensus for the correct answer; by rolling the dice, Team 1 initiates the 1 st DER; the	- to introduce the rules of the game - to practice a 'learn to speak' approach in an authentic, real-life speaking situation - to practice strategic competence & communication strategies	T - Ls Ls - Ls (working in groups, taking turns, trying to reach an agreement either for the	Classroom's Interactive Digital Board Tasksheet (for 6 groups) dice	30'

	rest of the teams begin the working on the tasks of the tasksheet assigned to each team	(asking for clarification/ repetition/ speaking more slowly, using body language/miming)	DER or the tasks on the tasksheet)	
	Task 3.1-DER 1: TEAM 1 participates in the 1 st ROOM of the DER, while the rest of the teams work on the tasksheet/Task 1.	• to respond to images with an open mind, research and analyze images		
	Task 3.2-DER 2: TEAM 2 participates in the 2 nd ROOM of the DER, while the rest of the teams work on the tasksheet/Task 2 -external link to hangman game about art movements & paintings: click here	• to practice 4Cs: emphasis on communication & collaboration so as to reach an agreement as a team • to preview the museums, paintings and speaking strategies on the tasksheet depicted on the DER • to learn more information about paintings and art movements (source: input from textbook used in wordwall application) • to practice spelling in an interactive way		
	Task 3.3-DER 3: TEAM 3 participates in the 3 rd ROOM of the DER (+hyperlink to 3D painting "the Starry Night"), while the rest of the teams work on the tasksheet/Task 3	• video to learn more information about art movements • CLIL: art, geography (connecting museums to locations/ cities) mathematics (numbers, simple calculations)		
	Task 3.3-DER 5: TEAM 5 participates in the 5 th ROOM of the DER and all teams watch a video about art movements; TEAM 5 proceeds with the DER 5, while the rest of the teams continue working on the tasksheet/Task 3)	• MI: linguistic, logical-mathematical, interpersonal & intrapersonal, kinaesthetic, spatial/visual intelligence • to integrate speaking with reading, listening and writing		
	Task 3.4-DER 5: TEAM 6 participates in the 6 th ROOM of the DER and the DER6 leads them to a reading/ listening interactive game (source: textbook/ photodentro), while the rest of the teams continue working on the tasksheet/ final stage – adding up the numbers)			
	Task 3.4-DER 4: TEAM 4 participates in the 4 th ROOM of the DER4, final DER, while the rest of the teams are confirming their numbers			

Post-speaking stage: Game	Tasksheet lock combination: Teams escaping successfully from the 6 DERs; T provides each team with the numbers for the lock combinations that lead them to the next escape room and each team presents their choice of a museum	• MI: linguistic, logical-mathematical, interpersonal & intrapersonal, kinaesthetic, spatial/visual intelligence • to integrate speaking with writing and listening to listen for specific information, and simple mathematics (CLIL) - adding 4 three-digit numbers to get a total 4-digit sum	T - Ls Ls - Ls	Tasksheet (numbers for lock combination)	5'
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***Abbreviations**

T: Teacher

Ls: Learners

DER: Digital Escape Room

CLIL: Content and Language Integrated Learning

MI: Multiple Intelligences

4 Cs of 21st Century Skills: Creativity, Critical thinking, Communication, Collaboration

Appendix D: Lesson Plan 2, Cycle 2: 25/04/2024

DER1.2: B1 Level Speaking Lesson Plan

<https://view.genial.ly/65f8c7fe8964f90014d53c3a/interactive-content-museum-escape-room>

(designed in accordance with the syllabus of Year 2 Junior High School textbook & CEFR B1 level)

Lesson Plan: B1 level English Speaking Lesson, entitled "Choosing a museum for a field trip"

Date	April 25 th , 2024
Grade	2 nd Grade students of a Greek Junior High School
Class	Heterogeneous class (CEFR levels A2-B1; language aptitude, learning style)
Time	One 45-minute lesson (Speaking Strategies)

A. Class Description

Level	CEFR B1; The learners attend the second grade of junior high school. CEFR levels differ.
Learner profile	The particular Year 2 learners of Junior High School, are aged 13-14. The majority share the Greek mother tongue, they also attend French (school curriculum) and German lessons and they have been learning English as a foreign language. With regard to speaking, there are confident speakers that can be characterized as extroverts and less fluent ones who are either shy or hesitant to talk. Motivation levels differ given that there are students preparing for a B2 level language certificate who are motivated learners and beginner level students who find English challenging. Due to the use of social networking sites all learners are exposed to the British and American culture. However, some have developed a more positive attitude towards English, while others view it as a difficult language.
Motivation levels/ Attitude	
Recent Work	The learners have just completed the second semester exam. They have so far been thematically introduced to natural disasters, historical events (Ancient Rome and Egypt, museums, similarities & differences between the British and the Greeks) and in terms of grammar they have covered Past Tenses and the gerund. They have participated in group conversations related to past habits and states and are currently having lesson revisions following their exam. They have had an introductory lesson in Greek about art and are now going to be exposed to art movements. The preceding Unit 5 of <i>Think Teen!</i> book is focused on speaking (assisting in pair work, asking for repetition, paraphrasing) and it is thematically linked to environmental education, archaeological sites and school trips. Grammatically, the unit focuses on Present Perfect and Past Simple tenses, while they have completed the theory about the Gerund and relative clauses. In terms of visual literacy and Speaking they have had pair discussions to choose suitable photos for an exhibition. Therefore, they are expected to be familiar with the aforementioned vocabulary and grammar so that they can utilize it in the speaking lessons. After completing the 1 st part of the ER game, Ss are introduced to their new mission.
Class sessions	45', two times/ week; about two months before the end of the school year

B. Main Objectives

- Students are expected to be able:
- 1 to use authentic language in a communicative context in accordance with the B1 syllabus/ curriculum
 - 2 to practice speaking strategies (asking for repetition/ clarification, paraphrasing, miming, turn-taking, etc.)
 - 3 to enhance their visual literacy skills (e.g. looking for visual cues, researching and evaluating images, reporting to teammates)
 - 4 to integrate core skills (listening, speaking, reading, writing) in an authentic context (choosing a museum for a school trip) via visual literacy with 21st century skills (communication, collaboration, critical thinking, creativity)

C. Secondary Objectives

- | | |
|---|---|
| 1 | to raise cross-cultural awareness about art and museums (e.g. New York – MoMA, Paris – Louvre, London-British Museum, etc.) |
| 2 | to report about images and decisions to their classmates |
| 3 | to debate against the school principal |
| 4 | to develop ways to seek clarification, rephrase and paraphrase, agree/ disagree |
| 5 | to enhance vocabulary related to arts/ museums by a digital escape room game |
| 6 | to revise grammatical phenomena (gerund, relative clauses, tenses) in authentic contexts |
| 7 | to stimulate interest in art movements and enhance learners' visual competence |
| 8 | to elicit free talk on art |

D. Other Details

**Teaching aids/
materials to be
used:**

Tasksheet, students' pens/ pencils, online resources, web applications (Genial.ly, wordwall, YouTube), standard whiteboard.

Equipment:

Classroom's Interactive Digital Board with internet connection; classroom's whiteboard and markers; dice.

**Anticipated
problems –
possible solutions**

Internet outages/ network congestion, feelings of fatigue due to school workload at the end of the week, time management; students may lack vocabulary related to art, which can be tackled by the provided interactive games and video resources, as well as expressions to develop their speaking strategies.

E. Procedure

STAGE	PROCEDURE	OBJECTIVES	INTERACTION	MATERIALS/ RESOURCES	TIME
Pre-speaking stage	Warm-up 1.1: T asks Ls if they remember what they do if they don't understand a word or a phrase in English and writes the word "speaking strategies" on the whiteboard) 1.2: T asks Ls to form the same teams & prepare for the debate	• to revise speaking strategies introduced in the previous DER • to activate background knowledge • to collaborate in groups	T - Ls Ls - Ls making guesses, taking turns	Tasksheets (6 teams) white-board dice	5'
	1.3: T asks TEAM 4 to participate in the 4 th ROOM of the DER 4 , final DER, and try to escape from the DER1 while the rest of the teams keep notes from the DER1 with speaking strategies [included: hangman game about art movements & paintings/ click here & Break the code (mystery game in photodentro)] & video about Vincent van Gogh	• to integrate speaking with reading and practice note-taking (writing) • to arouse Ls' interest and motivation about the DER speaking task • to learn more information about paintings and art movements (source: input from textbook used in wordwall application) • to integrate speaking with reading, listening and	T - Ls Ls - Ls (providing self and peer- feedback)	Classroom's Interactive Digital Board / DER1: Team 4 Ls' notebooks	10'

		writing • to practice spelling in an interactive way			
While-speaking stage: Tasksheet & DER1 escape codes	Task 1: each team collaborates for the 1 st task of the tasksheet & checks their answer by asking the teacher for feedback	• to revise art movements & paintings • MI: linguistic, logical-mathematical, interpersonal	Ls - Ls (working in groups) Ls - T	Tasksheet (for 6 groups)	20
	Task 2: each team collaborates for the 2 nd task of the tasksheet & checks their answer by asking the teacher for feedback or clues (adjectives)	• to preview the museums, paintings • to practice 4Cs: emphasis on communication & collaboration so as to reach an agreement as a team	Ls - Ls (working in groups) Ls - T	same tasksheet & clues provided by the teacher (small pieces of paper)	
	Task 3: each team negotiates using different speaking strategies	• to use strategic competence & communication strategies (asking for clarification/ repetition/ speaking more slowly, using body language/miming)	Ls - Ls (working in groups) Ls - T	same tasksheet	
	Task 4: each team prepares for the debate and writes down notes; then proceeds with the “ treasure hunt ” game, trying to find the riddles and the respective debate cards	• to respond to images with an open mind, research and analyze images in a “treasure hunt” game • CLIL: art, geography (connecting museums to locations/ cities) mathematics (numbers, simple calculations) • MI: linguistic, logical-mathematical, interpersonal & intrapersonal, kinaesthetic, spatial/visual intelligence • to practice strategic competence	Ls - Ls (working in groups) Ls - T	same tasksheet riddles and debate cards hidden in classroom objects paper lockboxes & stickers to write down the pin code	
Post-speaking stage: Debate	[optional 5.1: The 2 teams with the highest DER1 scores compete against each other and,] 5.2: the team with the most votes competes against the school's vice principal for the school trip to the museum of their choice	• to practice speaking strategies and defend the team's choice • to practice a 'learn to speak' approach in an authentic, real-life speaking situation	Ls - Ls Ls – School Principal	Classroom's Interactive Digital Board (Escaping DER1)	10'

***Abbreviations**

T: Teacher

Ls: Learners

DER: Digital Escape Room

CLIL: Content and Language Integrated Learning

MI: Multiple Intelligences

4 Cs of 21st Century Skills: Creativity, Critical thinking, Communication, Collaboration

Note. Due to time constraints and delays, in larger than 40'-45' lessons, certain tasks can be adapted, for instance in the post-speaking stage both speaking tasks can be used (see Appendix B - lesson plan 2).

Appendix E: Lesson Plan 3, Cycle 3: 16/05/2024

DER2: B1 Level Speaking Lesson Plan

<https://view.genial.ly/6640bd5df789170014ce640d/interactive-content-mystery-city-breakout>

(designed in accordance with the syllabus of Year 2 Junior High School textbook & CEFR B1 level)

Lesson Plan: B1 level English Speaking Lesson, entitled

"Mystery City Breakout Challenge: An environmentally friendly approach"

Date	May 16 th , 2024
Grade	2 nd Grade students of a Greek Junior High School
Class	Heterogeneous class (CEFR levels A2-B1; language aptitude, learning style)
Time	One 45-minute lesson (Speaking Strategies)

A. Class Description

Level	CEFR B1; The learners attend the second grade of junior high school. CEFR levels differ.
Learner profile	The particular Year 2 learners of Junior High School, are aged 13-14. The majority share the Greek mother tongue, they also attend French (school curriculum) and German lessons and they have been learning English as a foreign language. With regard to speaking, there are confident speakers that can be characterized as extroverts and less fluent ones who are either shy or hesitant to talk. Motivation levels differ given that there are students preparing for a B2 level language certificate who are motivated learners and beginner level students who find English challenging. Due to the use of social networking sites all learners are exposed to the British and American culture. However, some have developed a more positive attitude towards English, while others view it as a difficult language.
Motivation levels/ Attitude	
Recent Work	The learners completed Cycle 2 of the AR on 25/4/2024, before the Easter break. Since there is one more week of lessons until the official last day of the school year on May 29 th for Greek junior high schools, the focus of the remaining lessons is on general revisions of the taught syllabus for the upcoming final exams of June. Revisions relate to practice of all skills (mainly reading, writing, listening) and sub-skills (vocabulary, grammar), while students are about to finish Unit 5 of <i>Think Teen!</i> book related to speaking (assisting in pair work, asking for repetition, paraphrasing), which they started in Cycle 2 of the AR. Therefore, apart from the themes of the environment, archaeological sites and school trips, the speaking material is broader in scope as part of the general revision. In the previous cycle of the ER, one team managed to finish in time, complete all tasks and receive the code for the escape room. The debate against the school's Vice Principal was successful and the teams are now to be introduced to the final mission of the ER and challenge Team A's decision for the school trip to be held in the Acropolis Museum, Athens. Moreover, this is relevant for the particular students as their end of the year trip will take place on the following day, i.e. 17/05/2024 and they are expected to be engaged.
Class sessions	45', two times/ week; about two weeks before the end of the school year

B. Main Objectives

- Students are expected to be able:
- 1 to use authentic language in a communicative context in accordance with the B1 syllabus/ curriculum
 - 2 to practice speaking strategies (asking for repetition/ clarification, paraphrasing, miming, turn-taking, etc.)
 - 3 to enhance their visual literacy skills (e.g. looking for visual cues, researching and evaluating images, reporting to teammates)
 - 4 to integrate core skills (listening, speaking, reading, writing) in an authentic context (challenging the location of the school trip to include international locations) via visual literacy with 21st century skills (communication, collaboration, critical thinking, creativity)

C. Secondary Objectives

- 1 to raise cross-cultural awareness about art and museums (e.g. New York – *MoMA*, Paris – *Louvre*, London-British Museum, etc.)
- 2 to report about images and decisions to their classmates
- 3 to debate against another team
- 4 to develop ways to seek clarification, rephrase and paraphrase, agree/ disagree
- 5 to enhance vocabulary related to locations, art and the environment by a digital escape room game
- 6 to revise grammatical phenomena (gerund, relative clauses, tenses) in an authentic context
- 7 to stimulate interest in the environment and enhance learners' visual competence to manage time effectively and create a poster

D. Other Details

**Teaching aids/
materials to be
used:**

Tasksheet, students' pens/ pencils, online resources, web applications (Genial.ly, YouTube), standard whiteboard.

Equipment:

Classroom's Interactive Digital Board with internet connection; classroom's whiteboard and markers; dice.

**Anticipated
problems –
possible solutions**

Internet outages/ network congestion, feelings of fatigue due to school workload at the end of the day (6th hour), time management; students may lack vocabulary and ideas related to the environment, which can be tackled by the visual stimuli within the DER2, as well as expressions to develop their speaking strategies.

E. Procedure

STAGE	PROCEDURE	OBJECTIVES	INTERACTION	MATERIALS/ RESOURCES	TIME
Pre-speaking stage	Warm-up 1.1: T asks Ls if they agree with the outcome of the debate to organize the school trip in the Acropolis Museum and notes on the whiteboard the speaking strategies agreeing-disagreeing used by the students. 1.2: T asks Ls to form teams depending on the location of their choice so as to challenge Team A of the previous ER. 1.3: T writes the name of each TEAM on the whiteboard together with the word "TIME", "CARD", "SPEAKING STRATEGY"	• to revise speaking strategies introduced in the previous DER • to activate background knowledge • to collaborate in groups • 4Cs: to develop critical thinking • to arouse Ls' interest and motivation about the DER speaking task • to manage time effectively	T - Ls Ls - Ls forming groups, challenging decisions	white-board	10'
	DER2.1-Task 1: Team 1, as the winner of the previous DER and debate initiates DER2, while the rest of the teams begin working on the tasks of the tasksheet. Team 1 writes their time on the whiteboard as indicated from the digital timer within the DER2.	• to revise art related to museums, paintings and locations • to raise environmental awareness • to integrate speaking with reading, listening and	Ls - Ls (working in groups) Ls – T (in case of queries)	Classroom's Interactive Digital Board Tasksheet (for 6 Teams) Hidden	

While-speaking stage: DER2	DER2.2-Task 1: Team 2 initiates the 2 nd mission of the DER, while the rest of the teams continue to negotiate in Task 1. Team 2 writes their time on the whiteboard.	writing • to utilize visual cues in the DER and enhance memory • to revise vocabulary & practice strategic competence (asking for clarification/ repetition/ speaking more slowly, using body language/miming) • to visualize timing and increase competition • to respond to images with an open mind, research and analyze images in a “treasure hunt” game • MI: visual, linguistic, logical-mathematical, interpersonal, bodily-kinesthetic, spatial, musical • to utilize all 4Cs: emphasis on creativity and critical thinking, as well as collaboration of different teams • CLIL: art, geography (connecting museums to locations/ cities) • mathematics (numbers, simple calculations) • to practice speaking strategies and defend the team's choice		coloured paper CARDS with info about the museums for each team	25
	DER2.3-Task 2: Team 3 initiates the 3 rd mission of the DER, while the rest of the teams start creating the poster. Team 3 writes their time on the whiteboard.				
	DER2.4-Task 2: Team 4 initiates the 4 th mission of the DER, while the rest of the teams keep creating the poster. Team 4 writes their time on the whiteboard.				
	DER2.5-Task 3: Team 5 initiates the 5 th mission of the DER, while the rest of the teams rehearse their speech. Team 5 writes their time on the whiteboard.				
	DER2.6-Task 3: Team 6 initiates the 5 th mission of the DER. Team 5 writes their time on the whiteboard. The 2 teams with the highest DER2 scores compete against each other.				
Post-speaking stage	Ls fill in the Post-Questionnaire	• to use metacognitive strategies • to reflect on speaking strategies, visual literacy and 4 Cs	T - Ls	Post-Questionnaire Classroom's Interactive Digital Board	10'

*Abbreviations

T: Teacher

Ls: Learners

DER: Digital Escape Room

CLIL: Content and Language Integrated Learning

MI: Multiple Intelligences

4 Cs of 21st Century Skills: Creativity, Critical thinking, Communication, Collaboration

Appendix F: Informed consent to the school's administration

Αθήνα, 19 Απριλίου 2024

ΠΡΟΣ: την Υποδιευθύντρια και τον
Διευθυντή της Σχολικής
Μονάδας Δευτεροβάθμιας Εκπαίδευσης
ΘΕΜΑ: «Αίτημα για Σχέδια Μαθήματος στη Β' Τάξη Γυμνασίου Σχολείου»

Αγαπητή κ. Υποδιευθύντρια & κ. Διευθυντά,

Θα ήθελα να αιτηθώ στο πλαίσιο υλοποίησης των μαθημάτων υπό την εποπτεία Παιδαγωγικού Συμβούλου – Μέντορα σε μαθητές τμήματος της Β' τάξης του Γυμνασίου Σχολείου που διδάσκω την παρούσα σχολική χρονιά, τα σχέδια τριών μαθημάτων, καθώς και ενός πιλοτικού να υλοποιηθούν σύμφωνα με την Μεταπτυχιακή Διπλωματική Εργασία που εκπονώ στο Ελληνικό Ανοικτό Πανεπιστήμιο (Ε.Α.Π.). Το θέμα της διπλωματικής μου εργασίας είναι "The use of visual literacy in digital escape rooms, as a game-based learning process, to enhance young EFL learners' speaking skills", και έχει σκοπό την ενίσχυση των επικοινωνιακών δεξιοτήτων των μαθητών στην Αγγλική ως Ξένη Γλώσσα. Έμφαση δίνεται στη χρήση του οπτικού εγγραμματισμού ενός διαδραστικού παιχνιδιού, συγκεκριμένα ενός ψηφιακού «δωματίου απόδρασης» (digital escape room), το οποίο έχω σχεδιάσει με βάση τα ενδιαφέροντα και τις ανάγκες των μαθητών χρησιμοποιώντας την πλατφόρμα <https://genial.ly>.

Με αφορμή την χρήση των Νέων Τεχνολογιών στην εκπαιδευτική διαδικασία και ειδικότερα του διαδραστικού πίνακα και των πολυτροπικών κειμένων (multimodal texts), οι μαθητές θα έχουν τη δυνατότητα να καλλιεργήσουν τον οπτικό εγγραμματισμό, ώστε να αντιλαμβάνονται τα κωδικοποιημένα μηνύματα μέσα από τις εικόνες και παράλληλα να αναπτύσσουν στρατηγικές επικοινωνίας με παιγνιώδη τρόπο, εξασκώντας την κριτική τους σκέψη, την ομαδοσυνεργατική μάθηση, τη δημιουργικότητα και την επικοινωνία, ως βασικές δεξιότητες του 21^{ου} αιώνα.

Κλείνοντας, θα ήθελα να σας ενημερώσω ότι τα παραπάνω θα πραγματοποιηθούν σύμφωνα με τη διδακτέα ύλη της τάξης και τη χρήση του διαδραστικού πίνακα, με σκοπό την εύρυθμη λειτουργία της εκπαιδευτικής διαδικασίας, χωρίς να διαταραχθεί το πρόγραμμα διδασκαλίας. Καμία αναφορά δεν θα γίνει σε ονόματα ή προσωπικά δεδομένα των μαθητών, ενώ τα δεδομένα που θα συλλεχθούν θα χρησιμοποιηθούν ανώνυμα και αποκλειστικά για τον σκοπό της παρούσας έρευνας. Τα ερευνητικά εργαλεία που θα χρησιμοποιηθούν είναι το ερωτηματολόγιο πριν και μετά την έρευνα, καθώς και λίστα παρατήρησης του ερευνητή. Επισυνάπτονται τα φύλλα εργασίας που θα διανεμηθούν στους μαθητές καθώς και το σχέδιο μαθήματος. Θα ακολουθήσουν και τα υπόλοιπα πριν την υλοποίηση των επόμενων φάσεων της έρευνας δράσης.

Σας ευχαριστώ και παραμένω στη διάθεσή σας για κάθε διευκρίνιση.

Με εκτίμηση,

Σοφία Καρασά
Καθηγήτρια Αγγλικών (ΠΕ06)

Appendix G: Learners' Pre-Questionnaire

Pre-Questionnaire
Learners' Questionnaire

Dear Student,

This is a questionnaire to help you when you speak in English. This is not a test, so try to read all the questions carefully and answer what is true for you.

Do not write your name.

Thank you for your participation.

Your English Teacher

PART A': Attitudes towards speaking and online applications

	😊	😐	😐	😐	😐
R/N Question (Circle one emoji from 1-5)					
1 Do you enjoy Speaking in English?	1	2	3	4	5
2 Speaking in English is easy for me.	1	2	3	4	5
3 Do you know what a digital escape room is?	NO				YES
4 Have you used other learning apps before?	NO				YES
5 If yes, list the types of learning apps you usually use a.					
b.					
c.					
6 What do you like about them? Circle or write.					
a. visuals (pictures, videos)					
b. they are easy to use					
c. other:					

PART B': Strategic competence, communication strategies & visual literacy

	😊	😐	😐	😐	😐
1 When speaking in English, I find it EASY to:					
1.1 ask my partner or teacher for help	1	2	3	4	5
1.2 express my ideas by using a synonym or a descriptor	1	2	3	4	5
1.3 use Greek words & make them sound as English word	1	2	3	4	5
1.4 use body language (mime, gestures, imitation).	1	2	3	4	5
1.5 ask my partner to repeat	1	2	3	4	5
1.6 ask my partner to speak more slowly and clearly	1	2	3	4	5
1.7 ask for clarification if I don't understand	1	2	3	4	5
1.8 try to understand the general idea	1	2	3	4	5
1.9 look at gestures and body language to understand	1	2	3	4	5
1.10 paraphrase using my own words.	1	2	3	4	5
1.11 stall for time and delay my answer (e.g. "em, er..")	1	2	3	4	5
1.12 change the subject or abandon the message	1	2	3	4	5
1.13 take turns to interrupt my partner	1	2	3	4	5
1.14 Other:	1	2	3	4	5
2 When responding to images, I find it EASY to:					
A. look at images with an open mind	1	2	3	4	5
B. research images	1	2	3	4	5
C. evaluate images	1	2	3	4	5
D. report about images to my classmates	1	2	3	4	5

PART C': 4 Cs and group work

	😊	😐	😐	😐	😐
1 When doing group work I find it EASY to:					
A. Communicate with my partners in English.	1	2	3	4	5
B. Collaborate with my partners.	1	2	3	4	5
C. Use my critical thinking skills.	1	2	3	4	5
D. Use my creativity.	1	2	3	4	5

Circle one of the following.

1. I am a Girl Boy

2. I have been learning English for (circle one): A. 1-2 years B. 3-4 years C. 5-6 years D.

3. I also speak: A. French B. German C.

Appendix H: Learners' Post-Questionnaire

Post-Questionnaire Learners' Questionnaire

Dear Student,

This is a questionnaire to help you when you speak in English. This is not a test, so try to read all the questions carefully and answer what is true for you.

Do not write your name.

Thank you for your participation.

Your English Teacher

PART A*: Attitudes towards speaking and online applications

R/N Question (Circle one emoji from 1-5)	☹️	😞	😐	🙂	😊
1 I enjoyed Speaking in English.	1	2	3	4	5
2 The Speaking lessons were easy for me.	1	2	3	4	5
3 I found digital escape rooms fun.	NO				YES
4 I would like to use digital escape rooms again.	NO				YES
5 What did you like most about escape rooms? Circle or write.	a. visuals (pictures, videos) b. they were easy to use c. other:				
6 Do you have any other comments about the lessons?					

PART B*: Strategic competence, communication strategies & visual literacy

	☹️	😞	😐	🙂	😊
1 When speaking in English, I found it EASY to:					
1.1 ask my partner or teacher for help	1	2	3	4	5
1.2 express my ideas by using a synonym or a description	1	2	3	4	5
1.3 use Greek words & make them sound as English word	1	2	3	4	5
1.4 use body language (mime, gestures, imitation).	1	2	3	4	5
1.5 ask my partner to repeat	1	2	3	4	5
1.6 ask my partner to speak more slowly and clearly	1	2	3	4	5
1.7 ask for clarification if I didn't understand a word	1	2	3	4	5
1.8 try to understand the general idea	1	2	3	4	5
1.9 look at gestures and body language to understand	1	2	3	4	5
1.10 paraphrase using my own words.	1	2	3	4	5
1.11 stall for time and delay my answer (e.g. "em, er...")	1	2	3	4	5
1.12 change the subject or abandon the message	1	2	3	4	5
1.13 take turns to interrupt my partner	1	2	3	4	5
1.14 Other:	1	2	3	4	5
2 When responding to images, I found it EASY to:					
A. look at images with an open mind	1	2	3	4	5
B. research images	1	2	3	4	5
C. evaluate images	1	2	3	4	5
D. report about images to my classmates	1	2	3	4	5

PART C*: 4 Cs and group work

	☹️	😞	😐	🙂	😊
1 When doing group work I found it EASY to:					
A. Communicate with my partners in English.	1	2	3	4	5
B. Collaborate with my partners.	1	2	3	4	5
C. Use my critical thinking skills.	1	2	3	4	5
D. Use my creativity.	1	2	3	4	5

Circle one of the following.

1. I am: Girl Boy

2. I have been learning English for (circle one): A. 1-2 years B. 3-4 years C. 5-6 years D.

3. I also speak: A. French B. German C.

Qs Sources/Adapted from:

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- Kofou, I. & Karasimos, A. (2024). "Chapter 3 Once upon a time. . . in Senior High School: Implementing a story-telling board game as a teaching, learning and assessment tool". *Board Games in the CLIL Classroom: New Trends in Content and Language Integrated Learning*, edited by Thomai Alexiou and Athanasios Karasimos, Berlin, Boston: De Gruyter Mouton, pp. 47-66. <https://doi.org/10.1515/9783110990911-004>
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Appendix I: Learners' Pre-Questionnaire Answers (Cycle 1 on 19/04/2024)

PARTICIPANT ID	PRE-Q-A1	PRE-Q-A2	PRE-Q-A3	PRE-Q-A4	PRE-Q-B1.1	PRE-Q-B1.2	PRE-Q-B1.3	PRE-Q-B1.4	PRE-Q-B1.5	PRE-Q-B1.6	PRE-Q-B1.7	PRE-Q-B1.8	PRE-Q-B1.9	PRE-Q-B1.10	PRE-Q-B1.11	PRE-Q-B1.12	PRE-Q-B1.13	PRE-Q-B2.A	PRE-Q-B2.B	PRE-Q-B2.C	PRE-Q-B2.D	PRE-Q-C1.A	PRE-Q-C1.B	PRE-Q-C1.C	PRE-Q-C1.D
Participant 1	3	1	1	1	4	3	4	2	3	3	5	3	3	3	3	4	3	3	3	4	2	2	3	4	2
Participant 2	3	2	5	1	4	3	4	4	4	1	5	5	3	4	2	1	4	3	4	5	1	2	5	3	4
Participant 3	5	5	5	5	5	5	5	2	5	5	5	5	1	5	5	1	5	5	1	5	5	5	5	5	5
Participant 4	3	3	1	5	5	4	4	3	5	4	3	3	4	4	3	3	3	3	3	3	3	4	3	4	4
Participant 5	1	1	1	1	3	2	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1
Participant 6	4	3	5	1	4	3	3	5	4	5	4	4	3	4	3	3	2	3	3	2	3	4	3	4	5
Participant 7	4	3	5	5	4	3	5	1	2	4	4	3	4	3	3	3	2	4	3	3	2	3	3	2	4
Participant 8	3	3	1	1	3	3	4	3	3	3	3	4	3	3	3	4	2	4	3	3	1	1	3	3	4
Participant 9	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	3	4	5	5	5	5	5	4	5
Participant 10	3	2	1	1	5	3	3	2	4	4	4	3	3	2	5	4	3	3	3	3	3	4	3	3	3
Participant 11	5	4	1	1	5	4	3	3	4	4	4	4	3	3	3	3	3	3	3	3	2	4	4	4	3
Participant 12	4	4	1	1	3	5	2	1	2	1	4	1	1	1	1	1	1	4	2	1	1	2	4	4	5
Participant 13	4	2	1	5	4	5	3	5	5	5	5	4	5	5	4	2	3	4	2	3	2	4	2	3	2
Participant 14	5	4	1	1	4	4	2	2	1	1	3	4	4	1	2	1	1	4	4	4	4	3	5	5	5
Participant 15	4	5	5	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5
Participant 16	4	4	1	1	4	4	3	3	3	4	3	4	3	2	3	2	2	3	4	3	3	3	3	3	3
Participant 17	5	5	5	1	5	5	1	4	5	5	5	4	3	1	1	1	3	4	3	3	4	5	5	4	4
Participant 18	5	4	5	5	5	5	2	5	5	5	5	5	5	2	2	2	2	3	5	5	5	2	3	4	5
MEAN SCORES	3,889	3,278	2,778	2,333	4,278	3,944	3,278	3,1667	3,6667	3,6111	4,1111	3,7222	3,2778	3,0556	2,9444	2,4444	2,7778	3,6667	3,1667	3,3333	2,7222	3,3333	3,6111	3,7222	3,7222
STDEV	1,079	1,274	2,045	1,940	0,752	0,998	1,320	1,4246	1,4142	1,5770	0,9634	1,2274	1,3198	1,4337	1,3048	1,2935	1,2154	1,0290	1,2005	1,2367	1,4061	1,3284	1,1448	1,1275	1,2274

Answers for Pre-Q Part A' Question 5, Cycle 1 on 19/04/2024

“duolingo” (x4), “duolingo for italian”, “google”, “roblox”(x2), , “English teacher” were mentioned by learners

Answers for Pre-Q Part A' Question 6, Cycle 1 on 19/04/2024

- (a) visuals (pictures, videos) mentioned by a student
 (b) they are easy to use, mentioned by another student
 - one student mentioned another reason “if you say something wrong it helps you to say it right
 - another student mentioned “I didn't have any other way to do so (learn Italian)”.
 - another student mentioned “talking with strangers”

Answers for Pre-Q Part B' Question 1.14, Cycle 1 on 19/04/2024

- “generally talk the English language” mentioned by a student
 - “search up the word online” mentioned by another student

Demographic data

- Boys:8, Girls:10, Total: 18
- Years of learning English: 1-2(x2), 3-4(x5), 5-6(x3), 7-8, 8-9, “I don't know”, “I'm not sure”
- Other languages: German (x3), Greek(x4), Korean (a few words), Italian (kind of), Albanian(x2), Russian (x2)

Appendix J: Learners' Post-Questionnaire Answers (Cycle 3 on 16/05/2024)

PARTICIPANT ID	POST-Q-A1	POST-Q-A2	POST-Q-A3	POST-Q-A4	POSTQ-B1.1	POSTQ-B1.2	POSTQ-B1.3	POSTQ-B1.4	POSTQ-B1.5	POSTQ-B1.6	POSTQ-B1.7	POSTQ-B1.8	POSTQ-B1.9	POSTQ-B1.10	POSTQ-B1.11	POSTQ-B1.12	POSTQ-B1.13	POSTQ-B2.A	POSTQ-B2.B	POSTQ-B2.C	POSTQ-B2.D	POSTQ-C1.A	POSTQ-C1.B	POSTQ-C1.C	POSTQ-C1.D
Participant 1	3	2	5	5	4	3	3	5	3	1	4	3	4	3	4	4	4	3	3	4	2	3	4	4	4
Participant 2	4	4	5	5	4	4	1	5	5	5	5	5	5	4	2	3	4	4	4	5	3	5	5	5	5
Participant 3	5	5	5	5	5	5	3	1	5	5	5	5	3	5	3	2	5	5	3	5	5	5	5	5	5
Participant 4	3	3	5	5	5	3	1	1	4	4	4	3	4	3	3	3	3	3	3	2	3	4	4	4	4
Participant 5	3	3	1	1	3	2	1	2	3	2	3	3	2	3	2	2	2	2	2	1	2	4	5	4	4
Participant 6	5	5	5	5	5	5	1	4	5	5	5	5	5	3	2	5	2	5	5	5	5	5	5	5	5
Participant 7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	4	4	5	5	5	5	5	5	5	5
Participant 8	5	4	5	5	3	5	3	4	5	2	3	5	5	4	5	5	3	5	5	5	5	4	5	5	5
Participant 9	5	4	5	5	4	4	3	5	4	5	5	5	4	5	4	5	5	3	4	4	5	4	4	4	4
Participant 10	4	5	1	1	4	5	2	5	5	5	5	5	5	5	3	2	1	4	3	3	5	3	2	5	5
Participant 11	5	5	5	5	4	4	2	3	4	3	5	5	5	5	3	2	3	3	4	3	2	5	5	4	4
Participant 12	5	5	5	5	4	4	3	2	4	3	4	4	3	4	3	3	3	3	4	3	2	4	4	4	4
Participant 13	2	3	5	5	3	4	1	4	5	3	4	4	3	5	3	4	4	4	2	3	4	3	2	3	3
Participant 14	5	4	5	5	3	4	2	2	4	3	4	3	4	3	4	2	4	3	4	5	3	3	5	5	5
Participant 15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Participant 16	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Participant 17	4	3	5	5	4	4	2	2	3	3	4	4	4	3	3	2	3	3	3	3	3	4	5	5	5
Participant 18	4	5	5	5	5	4	3	3	5	4	5	5	4	3	3	3	4	5	4	4	3	5	5	5	5
MEAN SCORES	4,278	4,1667	4,5556	4,5556	4,1667	4,1667	2,5556	3,5000	4,3889	3,7778	4,4444	4,3889	4,1667	4,0556	3,3333	3,3889	3,5556	3,8889	3,7778	3,8889	3,7222	4,2222	4,4444	4,5556	4,5556
STDEV	0,958	0,9852	1,2935	1,2935	0,7859	0,8575	1,3815	1,5049	0,7775	1,3086	0,7048	0,8498	0,9235	0,9376	0,9701	1,2433	1,1490	1,0226	1,0033	1,2314	1,2744	0,8085	0,9835	0,6157	0,6157

Answers for Learners' Post-Q Part A' Question 5, Cycle 1 on 16/05/2024

what they liked most about the digital escape rooms was:

(a) "visuals (pictures, videos)", selected by 5 students

(b) "they were easy to use", selected by 4 students.

- one student mentioned: "It was fun"

- the other students did not have other comments to make

Answers for Learners' Post-Q Part A' Question 6, Cycle 1 on 16/05/2024

Other comments:

"It was fun", "Nope, not at all"

Answers for Learners' Post-Q Part B' Question 1.14, Cycle 1 on 16/05/2024

[no answers were written by learners for this question]

Demographic data

- Boys: 8, Girls:10, Total: 18
- Years of learning English: 1-2(x2), 3-4(x5), 5-6(x3), 7-8, 8-9, "I don't know", "I'm not sure"
- Other languages: German (x3), Greek(x4), Korean (a few words), Italian (kind of), Albanian(x2), Russian (x2)

Appendix K: Teacher's/Researcher's Observation Checklist

Action Research - Cycle [C1/ C2/ C3]

Teacher's/Researcher's Observation Checklist Criteria

Date: .../.../.....

PART A': Behavioural Engagement																		
Are the Students...?	GROUP 1			GROUP 2			GROUP 3			GROUP 4			GROUP 5			GROUP 6		
	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT
1. enjoying speaking in English?																		
2. finding it easy to speak in English?																		
3. actively participating in the digital ER?																		
4. interested in the DERs?																		

PART B': Strategic competence and communication strategies																		
Are the Students...?	GROUP 1			GROUP 2			GROUP 3			GROUP 4			GROUP 5			GROUP 6		
	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT
1. asking their partners or teacher for help																		
2. expressing their ideas by using a synonym or a description																		
3. using Greek words / making them sound as English words																		
4. using body language (mime, gestures, imitation)																		
5. asking their partner to repeat																		
6. asking their partner to speak more slowly and clearly																		
7. asking for clarification if they don't understand																		
8. trying to understand the general idea																		
9. looking at gestures and body language to understand																		
10. paraphrasing using their own words																		
11. stalling for time and delaying their answer (e.g. "em, er...")																		
12. changing the subject or abandoning the message																		
13. taking turns to interrupt their partners																		
14. Other:.....																		

USE OF VISUAL LITERACY																		
Are the students...?	GROUP 1			GROUP 2			GROUP 3			GROUP 4			GROUP 5			GROUP 6		
	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT
A. looking at images with an open mind																		
B. researching images																		
C. evaluating images																		
D. reporting about images to their classmates																		

Notes:

NUMERIC VALUES: NO = 0, TO SOME EXTENT = 1, YES = 2

Action Research - Cycle [C1/ C2/ C3]

Teacher's/Researcher's Observation Checklist Criteria

Date: .../.../.....

PART C': 4 Cs and group work																		
Are the Students...	GROUP 1			GROUP 2			GROUP 3			GROUP 4			GROUP 5			GROUP 6		
	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT	YES	NO	TO SOME EXTENT
A. communicating with their partners in English?																		
B. collaborating with their partners?																		
C. using their critical thinking skills?																		
D. using their creativity?																		

Notes:

GENERAL NOTES:

NUMERIC VALUES: NO = 0, TO SOME EXTENT = 1, YES = 2

Appendix L: Teacher's/ Researcher's Observation Checklist scores and notes

(C1=Cycle 1 on 19/04/2024, C2=Cycle 2 on 25/04/2024, C3=Cycle 3 on 16/05/2024)

GROUP ID	CRIT. A1	CRIT. A2	CRIT. A3	CRIT. A4	CRIT. B1.1	CRIT. B1.2	CRIT. B1.3	CRIT. B1.4	CRIT. B1.5	CRIT. B1.6	CRIT. B1.7	CRIT. B1.8	CRIT. B1.9	CRIT. B1.10	CRIT. B1.11	CRIT. B1.12	CRIT. B1.13	CRIT. B2.A	CRIT. B2.B	CRIT. B2.C	CRIT. B2.D	CRIT. C1.A	CRIT. C1.B	CRIT. C1.C	CRIT. C1.D
GROUP 1-L1	2	2	2	2	1	1	0	0	2	0	2	1	2	1	0	0	1	2	2	1	1	2	1	1	1
GROUP 2-L1	2	2	1	2	1	0	1	0	0	1	1	2	1	1	2	0	1	0	1	1	0	1	1	1	0
GROUP 3-L1	1	1	2	1	1	0	2	1	1	0	1	2	0	0	1	0	1	1	1	1	1	0	1	0	0
GROUP 4-L1	2	2	2	2	2	1	1	1	2	2	2	1	1	1	1	0	1	2	2	2	1	1	2	1	1
GROUP 5-L1	1	1	1	1	2	1	1	0	1	1	1	1	0	1	0	1	1	1	2	1	0	1	1	1	0
GROUP 6-L1	1	2	1	2	1	1	0	1	0	1	1	2	1	1	2	1	1	2	1	2	1	1	1	1	1
MEAN																									
SCORES C1	1,500	1,667	1,500	1,667	1,333	0,667	0,833	0,500	1,000	0,833	1,333	1,500	0,833	0,833	1,000	0,333	1,000	1,333	1,500	1,333	0,667	1,000	1,167	0,833	0,500
GROUP 1-L2	2	2	2	2	2	2	0	1	2	0	2	2	2	2	2	0	0	2	2	2	1	2	2	2	2
GROUP 2-L2	2	2	1	2	2	1	1	1	1	1	1	2	1	1	1	0	1	1	2	1	1	2	2	1	1
GROUP 3-L2	1	1	2	2	1	1	1	0	1	0	2	2	1	1	1	1	1	1	1	2	2	1	1	2	2
GROUP 4-L2	2	2	2	2	2	2	0	1	2	1	2	2	2	2	1	0	2	2	2	2	2	2	2	2	2
GROUP 5-L2	2	2	1	1	2	1	1	0	0	0	1	2	2	1	0	1	0	2	1	2	1	2	1	1	1
GROUP 6-L2	1	2	2	1	2	1	1	0	1	1	1	1	2	1	1	1	1	1	1	2	2	1	1	1	1
MEAN																									
SCORES C2	1,667	1,833	1,667	1,667	1,833	1,333	0,667	0,500	1,167	0,500	1,500	1,833	1,667	1,333	0,667	0,500	1,167	1,500	1,500	1,667	1,667	1,667	1,500	1,500	1,500
GROUP 1-L3	2	2	2	2	2	2	0	1	2	1	2	2	2	2	1	0	2	2	2	2	2	2	2	2	2
GROUP 2-L3	2	1	2	2	2	1	0	0	1	2	2	2	1	2	1	0	2	2	2	2	2	2	2	1	2
GROUP 3-L3	1	1	1	1	1	1	1	1	2	1	1	1	2	1	2	1	1	1	1	1	2	1	2	1	1
GROUP 4-L3	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	0	0	2	2	1	2	2	2	2	2
GROUP 5-L3	1	2	2	2	2	1	1	0	1	1	1	1	1	2	1	1	1	1	2	2	1	2	1	1	2
GROUP 6-L3	2	1	1	1	1	1	1	1	1	1	2	2	2	1	1	1	1	2	2	2	1	1	1	1	1
MEAN																									
SCORES C3	1,667	1,500	1,667	1,667	1,667	1,333	0,500	0,500	1,500	1,333	1,667	1,667	1,667	1,667	1,000	0,500	1,500	1,667	1,833	1,667	1,667	1,667	1,667	1,333	1,667

NUMERIC VALUES: NO = 0, TO SOME EXTENT = 1, YES = 2

NOTES by the teacher/researcher on learners' (Ls) behavioural engagement : Cycle 1 on 19/04/2024

- Ls are concentrated while filling in the pre-Questionnaire.
- Ls are somewhat adapting to using tasksheets and DERs (reading the tasks/expressions takes them time)
- It is easy for them to use the classroom's interactive digital board.
- Ls in groups are actively engaged in the DER and find it appealing.
- Noise is at times observed within groups but relevant to tasks (e.g. asking for clarification in Greek)
- Ls are familiar with the art subject discussed (they mentioned discussing Picasso's *Guernica* in their Greek lesson)
- Some Ls are not contributing to group discussion (e.g. Group 3 increased noise levels, Group 5 difficulty in speaking in English – lacking vocabulary)
- Researching images for speaking strategies and expressions ("I don't understand what it means" a L of Group 3 said referring to "elaborate")
- Some mistakes in grammar (not choosing the -ing form), but they are able to correct mistakes by redoing the question (instant feedback due to DER interactivity)
- Images help them make the correct choice (e.g. Group 1 selected Louvre museum due to the picture)
- They research images and use their previous knowledge (e.g. Group 2 "Guernica again", Group 3 interactive elements hovering above pictures)
- All five groups were able to escape from their room in the DER, except Group 4 (last team – lack of time, to be continued for next time)
- Not all tasksheet tasks were completed at this AR Cycle, intended to be used again for Cycle 2

NOTES by the teacher/researcher on learners' (Ls) behavioural engagement: Cycle 2 on 25/04/2024

- Group 4 initiates the DER left from the previous lesson
- Ls paying more attention to body language
- Communication in groups minimizes high noise levels in classroom observed when Ls were working individually
- Switching group members (e.g. in Group 3 and Group 5) enabled them to be more focused on tasks at hand and contribute to their new teams
- More digital resources "escaping" momentarily from the DER platform to wordwall for the hangman game, photodentro for breaking the braille code, and the 3D image of the "Starry Night", created an alternate

feeling of “digital escapism” as it was commented by a student • Ls enjoyed the online hangman game and were familiarized with art movements (cubism, impressionism, etc.) even though they had to restart several times for the items they couldn't find easily (e.g. spelling Guernica, impressionism, etc.; cubism was easier for them due to group collaboration) • Ls collaborating with partners and using critical thinking (e.g. team 6 was able to break the code in braille) • Group 1 reporting to the vice principal for images and slightly stalling for time while presenting, using various strategies to persuade her (successful completion)
NOTES by the teacher/researcher on learners' (Ls) behavioural engagement: Cycle 3 on 16/05/2024 • Though there was a time interval of 2 weeks, before the Easter break, Ls are able to complete the DER missions faster • Ls using synonyms and paraphrasing more effectively, taking turns more easily, less noise among groups • Ls trying to understand the general idea and asking for clarification • Ls no longer abandoning the message, using miming instead of Greek • Ls looking for detail at images and researching images • Ls actively participating in groups, using their creativity while creating a poster and enjoying the process, each member contributing a different role (drawing, adding pros/ cons, other ideas, etc.) to collaborate with each other • Differentiation of resources (digital monitor, paper/ colourful tasksheets, pens/ markers, dice, etc.) enables Ls to combat feelings of fatigue (last hour) and persist with the tasks • They mentioned they would like to use DERs again because it was fun

Appendix M: Group Tasksheets, Cycles 1-2

Group tasksheets rationale

For TASK 1 multiple choice learners will be given a number if their answer is correct. If not, they can ask a teammate or the teacher for information/ clarification.

For TASK 2, if learners lack an adjective, they will be given clues by the teacher (see Appendix P).

Upon completion of TASK 3, they will be given a riddle that will lead each team to the museum they will need to propose for the class trip (see Appendix P). The riddle will then lead them to find their debate card which will be hidden in the classroom (see Appendix P).

Task 4 will prepare each team for the debate, so they will also need to complete the missing information by asking their teammates and the teacher, practicing thus further their speaking strategies.

Note. The purpose of the numbers is twofold: (a) they support the idea of the digital escape room, as they provide a pin code to unlock the room, and (b) they assist in task-dependency and better monitoring, i.e. they help the teacher/researcher monitor the 6 teams, so when a team completes each task correctly, having used the speaking strategies, the teacher provides a number orally, they listen to it and write it down next to each task. When all 4 tasks of the tasksheet are successfully completed, each team adds up the 3-digit numbers and provides a 4-digit sum, that is the pin number code. If it is correct, then they have managed to unlock the escape room (see also Appendix B – B5).

Preparing for a Speaking Debate: Choose a museum for your class trip.

TEAM #1

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Task Number Answer
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank. 1) Ask your teammates & match the picture with the museum:  MoMA City:..... British Museum City:..... Acropolis Museum City:.....	
2) Discuss & choose the title of the painting below:  a) The Starry Night b) The Persistence of Memory c) The Scream We found the painting because/ since/ as/ because of/ due to/	
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses: • "Let's start by discussing..." • "What do you all think about...?" • "I'd like to hear everyone's opinion on..." • "Could you please clarify that for me?" • "I'm not sure I understand. Could you explain it again?" • "So, if I understand correctly, you're saying..." • "I agree with you on that point." • "That makes sense to me." • "I'm of the same opinion." • "I see what you're saying, but I think..." • "I'm not sure I agree with that because..." • "I understand your point, but I have a different perspective." • "So, to sum up, we've agreed on..." • "In conclusion, our group suggests..." • "Let's finalize our decision by..."	
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..."	
Add up all the task numbers. The total is your Lock Combination:	

Preparing for a Speaking Debate: Choose a museum for your class trip.

TEAM #2

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Task Number	Answer
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank. 1) Ask your teammates & match the picture with the museum:  MoMA City:..... British Museum City:..... Acropolis Museum City:.....		
2) Discuss & choose the title of the painting below:  a) The Starry Night b) The Persistence of Memory c) The Scream We found the painting because/ since/ as/ because of/ due to/		
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses: • "Let's start by discussing..." • "What do you all think about...?" • "I'd like to hear everyone's opinion on..." • "Could you please clarify that for me?" • "I'm not sure I understand. Could you explain it again?" • "So, if I understand correctly, you're saying..." • "I agree with you on that point." • "That makes sense to me." • "I'm of the same opinion." • "I see what you're saying, but I think..." • "I'm not sure I agree with that because..." • "I understand your point, but I have a different perspective." • "So, to sum up, we've agreed on..." • "In conclusion, our group suggests..." • "Let's finalize our decision by..."		
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..."		
Add up all the task numbers. The total is your Lock Combination:		

Preparing for a Speaking Debate: Choose a museum for your class trip.

TEAM #3

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Task Number	Answer
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank. 1) Ask your teammates & match the picture with the museum:  Louvre City: British Museum City: Acropolis Museum City:		
2) Discuss & choose the title of the painting below:  a) The Starry Night b) The Persistence of Memory c) Mona Lisa We found the painting because/ since/ as/ because of/ due to/		
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses: • "Let's start by discussing..." • "What do you all think about...?" • "I'd like to hear everyone's opinion on..." • "Could you please clarify that for me?" • "I'm not sure I understand. Could you explain it again?" • "So, if I understand correctly, you're saying..." • "I agree with you on that point." • "That makes sense to me." • "I'm of the same opinion." • "I see what you're saying, but I think..." • "I'm not sure I agree with that because..." • "I understand your point, but I have a different perspective." • "So, to sum up, we've agreed on..." • "In conclusion, our group suggests..." • "Let's finalize our decision by..."		
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..." _____ _____		
Add up all the task numbers. The total is your Lock Combination:		

Preparing for a Speaking Debate: Choose a museum for your class trip.

TEAM #4

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Task Number Answer
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank. 1) Ask your teammates & match the picture with the museum:  MoMA City:..... British Museum City:..... Acropolis Museum City:.....	
2) Discuss & choose the title of the painting below:  a) The Starry Night b) The Persistence of Memory c) The Scream We found the painting because/ since/ as/ because of/ due to/	
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses: • "Let's start by discussing..." • "What do you all think about...?" • "I'd like to hear everyone's opinion on..." • "Could you please clarify that for me?" • "I'm not sure I understand. Could you explain it again?" • "So, if I understand correctly, you're saying..." • "I agree with you on that point." • "That makes sense to me." • "I'm of the same opinion." • "I see what you're saying, but I think..." • "I'm not sure I agree with that because..." • "I understand your point, but I have a different perspective." • "So, to sum up, we've agreed on..." • "In conclusion, our group suggests..." • "Let's finalize our decision by..."	
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..."	
Add up all the task numbers. The total is your Lock Combination:	

Preparing for a Speaking Debate: Choose a museum for your class trip.

TEAM #5

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Task Number Answer
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank. 1) At which museum is Guernica displayed? Discuss & choose. a) the Reina Sofia Museum, City: _____ b) Louvre Museum, City: _____ c) British Museum, City: _____ 	
2) Discuss & choose the title of the painting below:  a) Guernica b) The Scream c) The Persistence of Memory We found the painting _____ because/ since/ as/ because of/ due to/ _____	
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses: • "Let's start by discussing..." • "What do you all think about...?" • "I'd like to hear everyone's opinion on..." • "Could you please clarify that for me?" • "I'm not sure I understand. Could you explain it again?" • "So, if I understand correctly, you're saying..." • "I agree with you on that point." • "That makes sense to me." • "I'm of the same opinion." • "I see what you're saying, but I think..." • "I'm not sure I agree with that because..." • "I understand your point, but I have a different perspective." • "So, to sum up, we've agreed on..." • "In conclusion, our group suggests..." • "Let's finalize our decision by..."	
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..." _____ _____ _____	
Add up all the task numbers. The total is your Lock Combination:	

Preparing for a Speaking Debate: Choose a museum for your class trip.

TEAM #6

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Task Number Answer
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank. 1) Ask your teammates & match the picture with the museum:  MoMA City:..... British Museum City:..... Acropolis Museum City:.....	
2) Discuss & choose the title of the painting below: We found the painting because/ since/ as/ because of/ due to/ a) Almond Blossom b) Sunflowers c) The Starry Night 	
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses: Let's start by discussing..." "What do you all think about...?" "I'd like to hear everyone's opinion on..." "Could you please clarify that for me?" "I'm not sure I understand. Could you explain it again?" "So, if I understand correctly, you're saying..." "I agree with you on that point." "That makes sense to me." "I'm of the same opinion." "I see what you're saying, but I think..." "I'm not sure I agree with that because..." "I understand your point, but I have a different perspective." "So, to sum up, we've agreed on..." "In conclusion, our group suggests..." "Let's finalize our decision by..."	
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..."	
Add up all the task numbers. The total is your Lock Combination:	

KEY TO TASKSHEET – TEAM NUMBERS

- A. Students from each group will need to correctly decipher their clues, find the corresponding numbers, and then add them up to reveal the 4-digit escape room code!

Group 1 (MoMA):

1. 285
2. 413
3. 176
4. 529

Group 2 (Acropolis Museum):

1. 732
2. 195
3. 648
4. 317

Group 3 (British Museum):

1. 621
2. 394
3. 857
4. 126

Group 4 (Louvre):

1. 438
2. 569
3. 372
4. 814

Group 5 (Reina Sofia Museum):

1. 943
2. 276
3. 581
4. 395

Group 6 (Kazantzakis Museum):

1. 687
2. 524
3. 359
4. 812

- B. Sum totals for each group, which will serve as the key to unlock the 4-digit escape room code:

Group 1 (MoMA): Sum total key: 1403

Group 2 (Acropolis Museum): Sum total key: 1892

Group 3 (British Museum): Sum total key: 2998

Group 4 (Louvre): Sum total key: 2193

Group 5 (Reina Sofia Museum): Sum total key: 2195

Group 6 (Kazantzakis Museum): Sum total key: 2382

Appendix N: Group Tasksheets completed in Cycles 1-2 on 19 & 25/4/2024

Preparing for a Speaking Debate: Choose a museum for your class trip.		Cycles- 1-2
Tasksheet	TEAM #1	
Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.		
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank.	Task Number Answer	
1) Ask your teammates & match the picture with the museum:  MoMA City: British Museum City: <u>London</u> Acropolis Museum City: <u>Athens</u>		285
2) Discuss & choose the title of the painting below:  ☒ a) The Starry Night ☒ b) The Persistence of Memory ☐ c) The Scream We found the painting <u>strange</u> because/ since/ as/ because of/ due to/ <u>everything is melting</u>		413
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses:	☒	
• "Let's start by discussing..." • "What do you all think about...?" ✓ • "I'd like to hear everyone's opinion on..." • "Could you please clarify that for me?" • "I'm not sure I understand. Could you explain it again?" ✓ • "So, if I understand correctly, you're saying..." • "I agree with you on that point." ✓ • "That makes sense to me." • "I'm of the same opinion." • "I see what you're saying, but I think..." ✓ • "I'm not sure I agree with that because..." • "I understand your point, but I have a different perspective." • "So, to sum up, we've agreed on..." ✓ • "In conclusion, our group suggests..." • "Let's finalize our decision by..."		176
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..." <u>visiting this beautiful museum is</u> <u>a very good idea since we will gain knowledge</u> <u>and have a good time</u>		529
Add up all the task numbers. The total is your Lock Combination:		1403

Preparing for a Speaking Debate: Choose a museum for your class trip.

TEAM #2

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Task Number Answer
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank. 1) Ask your teammates & match the picture with the museum:  MoMA City: <u>New York</u> City British Museum City: <u>London</u> Acropolis Museum City: <u>Athens</u>	732
2) Discuss & choose the title of the painting below:  a) The Starry Night b) The Persistence of Memory c) The Scream We found the painting <u>The Starry Night</u> because/ since/ as/ because of/ due to/ <u>the stars</u>	195
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses: • "Let's start by discussing..." <u>The Painting</u> • "What do you all think about...?" • "I'd like to hear everyone's opinion on..." • "Could you please clarify that for me?" • "I'm not sure I understand. Could you explain it again?" • "So, if I understand correctly, you're saying..." ✓ • "I agree with you on that point." ✓ • "That makes sense to me." • "I'm of the same opinion." • "I see what you're saying, but I think..." • "I'm not sure I agree with that because..." • "I understand your point, but I have a different perspective." ✓ • "So, to sum up, we've agreed on..." ✓ • "In conclusion, our group suggests..." • "Let's finalize our decision by..."	✓
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..." _____ _____	
Add up all the task numbers. The total is your Lock Combination:	

Preparing for a Speaking Debate: Choose a museum for your class trip.

TEAM #3

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Task Number Answer
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank. 1) Ask your teammates & match the picture with the museum:  Louvre City: <u>France</u> <u>Paris</u> British Museum City: Acropolis Museum City:	
2) Discuss & choose the title of the painting below:  a) The Starry Night b) The Persistence of Memory c) <u>Mona Lisa</u> We found the painting <u>hotting</u> because/ since/ as/ because of/ due to/ <u>she's just starting of us</u>	
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses: • "Let's start by discussing..." • "What do you all think about...?" • "I'd like to hear everyone's opinion on..." • "Could you please clarify that for me?" • "I'm not sure I understand. Could you explain it again?" • "So, if I understand correctly, you're saying..." • "I agree with you on that point." • "That makes sense to me." • "I'm of the same opinion." • "I see what you're saying, but I think..." • "I'm not sure I agree with that because..." • "I understand your point, but I have a different perspective." • "So, to sum up, we've agreed on..." • "In conclusion, our group suggests..." • "Let's finalize our decision by..."	
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..." _____ _____	
Add up all the task numbers. The total is your Lock Combination:	

Preparing for a Speaking Debate: Choose a museum for your class trip.

TEAM #4

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Task Number Answer
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank. 1) Ask your teammates & match the picture with the museum:  MoMA City: <u> </u> British Museum City: <u> </u> Acropolis Museum City: <u> </u>	
2) Discuss & choose the title of the painting below:  a) The Starry Night b) The Persistence of Memory c) The Scream We found the painting <u> </u> because/ since/ as/ because of/ due to/ <u>the man who</u> <u>is screaming</u>	
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses: • "Let's start by discussing..." • "What do you all think about...?" • "I'd like to hear everyone's opinion on..." 2 • "Could you please clarify that for me?" • "I'm not sure I understand. Could you explain it again?" • "So, if I understand correctly, you're saying..." 2 • "I agree with you on that point." • "That makes sense to me." • "I'm of the same opinion." 5 • "I see what you're saying, but I think..." • "I'm not sure I agree with that because..." • "I understand your point, but I have a different perspective." 3 0 • "So, to sum up, we've agreed on..." • "In conclusion, our group suggests..." • "Let's finalize our decision by..."	
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..."	
Add up all the task numbers. The total is your Lock	

Preparing for a Speaking Debate: Choose a museum for your class trip.

TEAM #5

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Task Number	Answer
Task: Your team is preparing for a speaking debate which will determine your next class trip. Discuss together with the members of your team to prepare for the debate. Make sure to use the expressions from the speaking bank. 1) At which museum is Guernica displayed? Discuss & choose. a) the Reina Sofia Museum, City: _____ b) Louvre Museum, City: _____ c) British Museum, City: _____ 		
2) Discuss & choose the title of the painting below:  a) Guernica b) The Scream c) The Persistence of Memory We found the painting <u>interesting</u> because <u>the colors</u> since/ as/ because of/ due to/		
3) Write a title for each group of speaking strategies. While speaking, tick the expressions each group member uses: • "Let's start by discussing..." • "What do you all think about...?" • "I'd like to hear everyone's opinion on..." • "Could you please clarify that for me?" • "I'm not sure I understand. Could you explain it again?" • "So, if I understand correctly, you're saying..." • "I agree with you on that point." • "That makes sense to me." • "I'm of the same opinion." • "I see what you're saying, but I think..." • "I'm not sure I agree with that because..." • "I understand your point, but I have a different perspective." • "So, to sum up, we've agreed on..." • "In conclusion, our group suggests..." • "Let's finalize our decision by..."	☒	
4) Note down your team's suggestions to defend your view for the debate. Discuss & write: "Perhaps we could consider...", "One idea might be to..." _____ _____ _____		
Add up all the task numbers. The total is your Lock Combination:		

Extra Material for Cycle 2

1. Riddle for Acropolis Museum hidden clue 1:

In a land where gods and heroes once did roam,
Find a place where ancient treasures find their home.
Beneath the gaze of mighty Athena's watchful eye,
This museum holds relics that touch the sky.
Where am I?
.....

2. Riddle for MoMA (Museum of Modern Art) hidden clue 1:

In a city that never sleeps, where skyscrapers meet the sky,
Seek out a place where modern art can make you fly so high.
From Warhol's soup cans to Van Gogh's Starry Night,
This museum's collections shine with colours bold and bright.
Where am I?
.....

3. Riddle for Louvre hidden clue 1:

In the city of light where the Seine gently flows,
Seek out a palace where art's beauty glows.
From the smile of Mona Lisa to Venus' graceful stance,
This museum's treasures leave visitors in a trance.
Where am I?
.....

4. Riddle for British Museum hidden clue 1:

In a city where double-decker buses roam the streets,
Discover a place where history's tale repeats.
From Egyptian mummies to Greek statues tall,
This museum's halls hold wonders for one and all.
Where am I?

.....

5. Riddle for Reina Sofía Museum hidden clue 1:

In a city where flamenco dancers move with grace,
Find a museum where Spanish art takes its place.
From Picasso's bold strokes to Dalí's surreal dreams,
This museum's collection dazzles, or so it seems.
Where am I?

.....

6. Riddle for Kazantzakis Museum hidden clue 1:

In an island where legends of gods and heroes reign, Discover
a museum where an author's words remain. From 'Zorba the
Greek' to 'The Last Temptation' told, This museum's homage
to creativity is bold.
Where am I?

.....

CLUE 2 - Adjectives: match the synonyms & choose one for task 2. Ask your partners or teacher for meanings/ clarification:

- | | |
|------------------------|---------------------|
| 1. _____ evocative | a. beautiful |
| 2. _____ captivating | b. astonishing |
| 3. _____ tranquil | c. peaceful |
| 4. _____ exquisite | d. evoking memories |
| 5. _____ awe-inspiring | e. fascinating |

CLUE 2 - Adjectives: match the synonyms & choose one for task 2. Ask your partners or teacher for meanings/ clarification:

- | | |
|-----------------------|----------------|
| 1. _____ impressive | a. striking |
| 2. _____ captivating | b. stunning |
| 3. _____ breathtaking | c. calm |
| 4. _____ serene | d. fascinating |
| 5. _____ mesmerizing | e. hypnotic |

CLUE 2 - Adjectives: match the synonyms & choose one for task 2. Ask your partners or teacher for meanings/ clarification:

- | | |
|----------------------|----------------------------|
| 1. _____ fascinating | a. strong |
| 2. _____ emotional | b. sentimental |
| 3. _____ powerful | c. striking |
| 4. _____ enchanting | d. captivating, bewitching |
| 5. _____ impressive | e. intriguing |



Appendix O: Group Tasksheets, Cycle 3

Preparing for a Speaking Debate challenge: Choose a different city for your class trip.

TEAM #1

Escape Room Directions: Complete the task from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Your team is preparing for a speaking debate which will challenge the previous decision to go to the Acropolis Museum for the class trip related to art. Discuss together with the members of your team to prepare a POSTER for the debate. Use the expressions from the speaking bank of Task 2.	Task Number Answer
1) Use the following speaking strategies to take turns while creating the poster. Tick the expressions each group member uses:  • "Let's create a visually appealing POSTER that catches the viewer's attention. This could be a combination of images, graphics, and colours related to the chosen city and the theme of a school trip." - <i>"Who will draw first?"</i>   • Clearly write the main reasons why the chosen city is ideal for a school trip. This could include factors such as educational opportunities, cultural experiences, travel cost, accommodation and safety. <i>"What do you think about this? Who will write the reasons?"</i>  • "What about headings and titles?" We must use bold or larger letters to make titles stand out and guide the viewer. • <i>"I agree with you on that point."</i>  • One final note: Should we engage the audience? Use a "Call to Action" to end the poster with a clear call to action, encouraging our classmates to consider the pros of the chosen city and raise environmental awareness? - <i>"That's an excellent idea!"</i>  • "Do you have any other comments/ suggestions?" • "So, to sum up, we've agreed on..."	
2) Create a <u>POSTER</u> to support your chosen city for the school trip.	
3) Present your poster to your team and rehearse for the challenge (who will talk first, second, etc.) Let's debate this. On the one hand, [argument], but on the other hand... I understand your point, however, I still believe...; Can we explore the pros and cons of this? All in all, we believe that the best option is _____.	

Preparing for a Speaking Debate challenge: Choose a different city for your class trip.

TEAM #2

Escape Room Directions: Complete the task from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Your team is preparing for a speaking debate which will challenge the previous decision to go to the Acropolis Museum for the class trip related to art. Discuss together with the members of your team to prepare a POSTER for the debate. Use the expressions from the speaking bank of Task 2.	Task Number Answer
1) Use the following speaking strategies to take turns while creating the poster. Tick the expressions each group member uses:  • "Let's create a visually appealing POSTER that catches the viewer's attention. This could be a combination of images, graphics, and colours related to the chosen city and the theme of a school trip." - <i>"Who will draw first?"</i>  • Clearly write the main reasons why the chosen city is ideal for a school trip. This could include factors such as educational opportunities, cultural experiences, travel cost, accommodation and safety. <i>"What do you think about this? Who will write the reasons?"</i>  • "What about headings and titles?" We must use bold or larger letters to make titles stand out and guide the viewer. • <i>"I agree with you on that point."</i>  • One final note: Should we engage the audience? Use a "Call to Action" to end the poster with a clear call to action, encouraging our classmates to consider the pros of the chosen city and raise environmental awareness? - <i>"That's an excellent idea!"</i>  • "Do you have any other comments/ suggestions?" • "So, to sum up, we've agreed on..."	
2) Create a <u>POSTER</u> to support your chosen city for the school trip.	
3) Present your poster to your team and rehearse for the challenge (who will talk first, second, etc.) Let's debate this. On the one hand, [argument], but on the other hand... I understand your point, however, I still believe...; Can we explore the pros and cons of this? All in all, we believe that the best option is _____.	

Preparing for a Speaking Debate challenge: Choose a different city for your class trip.

TEAM #3

Escape Room Directions: Complete the task from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Your team is preparing for a speaking debate which will challenge the previous decision to go to the Acropolis Museum for the class trip related to art. Discuss together with the members of your team to prepare a POSTER for the debate. Use the expressions from the speaking bank of Task 2.	Task Number Answer
1) Use the following speaking strategies to take turns while creating the poster. Tick the expressions each group member uses: • "Let's create a visually appealing POSTER that catches the viewer's attention. This could be a combination of images, graphics, and colours related to the chosen city and the theme of a school trip." - "Who will draw first?" • Clearly write the main reasons why the chosen city is ideal for a school trip. This could include factors such as educational opportunities, cultural experiences, travel cost, accommodation and safety. "What do you think about this? Who will write the reasons?" • "What about headings and titles?" We must use bold or larger letters to make titles stand out and guide the viewer. • "I agree with you on that point." • One final note: Should we engage the audience? Use a "Call to Action" to end the poster with a clear call to action, encouraging our classmates to consider the pros of the chosen city and raise environmental awareness? - "That's an excellent idea!" • "Do you have any other comments/ suggestions?" • "So, to sum up, we've agreed on..."	
2) Create a <u>POSTER</u> to support your chosen city for the school trip.	
3) Present your poster to your team and rehearse for the challenge (who will talk first, second, etc.) Let's debate this. On the one hand, [argument], but on the other hand... I understand your point, however, I still believe...; Can we explore the pros and cons of this? All in all, we believe that the best option is _____.	

Preparing for a Speaking Debate challenge: Choose a different city for your class trip.

TEAM #4

Escape Room Directions: Complete the task from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Your team is preparing for a speaking debate which will challenge the previous decision to go to the Acropolis Museum for the class trip related to art. Discuss together with the members of your team to prepare a POSTER for the debate. Use the expressions from the speaking bank of Task 2.	Task Number Answer
1) Use the following speaking strategies to take turns while creating the poster. Tick the expressions each group member uses:  • "Let's create a visually appealing POSTER that catches the viewer's attention. This could be a combination of images, graphics, and colours related to the chosen city and the theme of a school trip." - <i>"Who will draw first?"</i>   • Clearly write the main reasons why the chosen city is ideal for a school trip. This could include factors such as educational opportunities, cultural experiences, travel cost, accommodation and safety. <i>"What do you think about this? Who will write the reasons?"</i>  • "What about headings and titles?" We must use bold or larger letters to make titles stand out and guide the viewer. • <i>"I agree with you on that point."</i>  • One final note: Should we engage the audience? Use a "Call to Action" to end the poster with a clear call to action, encouraging our classmates to consider the pros of the chosen city and raise environmental awareness? - <i>"That's an excellent idea!"</i>  • "Do you have any other comments/ suggestions?" • "So, to sum up, we've agreed on..."	
2) Create a <u>POSTER</u> to support your chosen city for the school trip.	
3) Present your poster to your team and rehearse for the challenge (who will talk first, second, etc.) Let's debate this. On the one hand, [argument], but on the other hand... I understand your point, however, I still believe...; Can we explore the pros and cons of this? All in all, we believe that the best option is _____.	

Preparing for a Speaking Debate challenge: Choose a different city for your class trip.

TEAM #5

Escape Room Directions: Complete the task from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Your team is preparing for a speaking debate which will challenge the previous decision to go to the Acropolis Museum for the class trip related to art. Discuss together with the members of your team to prepare a POSTER for the debate. Use the expressions from the speaking bank of Task 2.	Task Number Answer
1) Use the following speaking strategies to take turns while creating the poster. Tick the expressions each group member uses:      • "Let's create a visually appealing POSTER that catches the viewer's attention. This could be a combination of images, graphics, and colours related to the chosen city and the theme of a school trip." - <i>"Who will draw first?"</i> • Clearly write the main reasons why the chosen city is ideal for a school trip. This could include factors such as educational opportunities, cultural experiences, travel cost, accommodation and safety. <i>"What do you think about this? Who will write the reasons?"</i> • "What about headings and titles?" We must use bold or larger letters to make titles stand out and guide the viewer. • <i>"I agree with you on that point."</i> • One final note: Should we engage the audience? Use a "Call to Action" to end the poster with a clear call to action, encouraging our classmates to consider the pros of the chosen city and raise environmental awareness? - <i>"That's an excellent idea!"</i> • "Do you have any other comments/ suggestions?" • "So, to sum up, we've agreed on..."	
2) Create a <u>POSTER</u> to support your chosen city for the school trip.	
3) Present your poster to your team and rehearse for the challenge (who will talk first, second, etc.) Let's debate this. On the one hand, [argument], but on the other hand... I understand your point, however, I still believe...; Can we explore the pros and cons of this? All in all, we believe that the best option is _____.	

Preparing for a Speaking Debate challenge: Choose a different city for your class trip.

TEAM #6

Escape Room Directions: Complete the task from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Your team is preparing for a speaking debate which will challenge the previous decision to go to the Acropolis Museum for the class trip related to art. Discuss together with the members of your team to prepare a POSTER for the debate. Use the expressions from the speaking bank of Task 2.	Task Number Answer
1) Use the following speaking strategies to take turns while creating the poster. Tick the expressions each group member uses: • "Let's create a visually appealing POSTER that catches the viewer's attention. This could be a combination of images, graphics, and colours related to the chosen city and the theme of a school trip." - "Who will draw first?" • Clearly write the main reasons why the chosen city is ideal for a school trip. This could include factors such as educational opportunities, cultural experiences, travel cost, accommodation and safety. "What do you think about this? Who will write the reasons?" • "What about headings and titles?" We must use bold or larger letters to make titles stand out and guide the viewer. • "I agree with you on that point." • One final note: Should we engage the audience? Use a "Call to Action" to end the poster with a clear call to action, encouraging our classmates to consider the pros of the chosen city and raise environmental awareness? - "That's an excellent idea!" • "Do you have any other comments/ suggestions?" • "So, to sum up, we've agreed on..."	
2) Create a <u>POSTER</u> to support your chosen city for the school trip.	
3) Present your poster to your team and rehearse for the challenge (who will talk first, second, etc.) Let's debate this. On the one hand, [argument], but on the other hand... I understand your point, however, I still believe...; Can we explore the pros and cons of this? All in all, we believe that the best option is _____.	

Appendix P: Group Tasksheets completed in Cycle 3 on 16/05/2024

Preparing for a Speaking Debate challenge: Choose a different city for your class trip.

TEAM #1

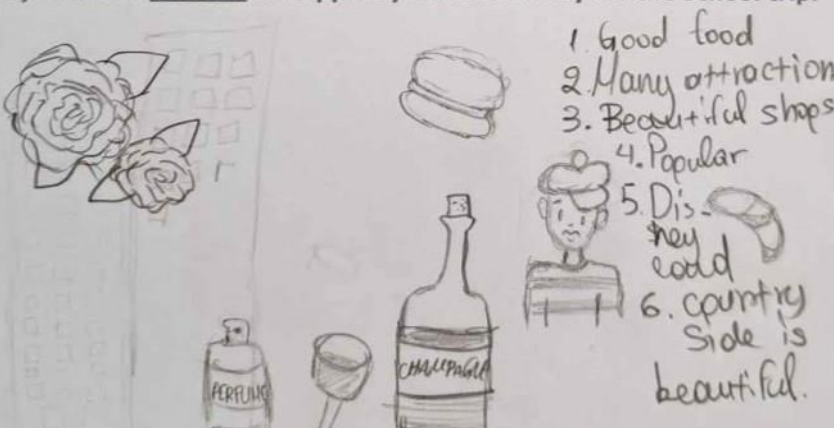
Escape Room Directions: Complete the task from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Number	Answer
Your team is preparing for a speaking debate which will challenge the previous decision to go to the Acropolis Museum for the class trip related to art. Discuss together with the members of your team to prepare a POSTER for the debate. Use the expressions from the speaking bank of Task 2. 1) Use the following speaking strategies to take turns while creating the poster. Tick the expressions each group member uses: • "Let's create a visually appealing POSTER that catches the viewer's attention. This could be a combination of images, graphics, and colours related to the chosen city and the theme of a school trip." - "Who will draw first?" • Clearly write the main reasons why the chosen city is ideal for a school trip. This could include factors such as educational opportunities, cultural experiences, travel cost, accommodation and safety. "What do you think about this? Who will write the reasons?" • "What about headings and titles?" We must use bold or larger letters to make titles stand out and guide the viewer. • "I agree with you on that point." • One final note: Should we engage the audience? Use a "Call to Action" to end the poster with a clear call to action, encouraging our classmates to consider the pros of the chosen city and raise environmental awareness? - "That's an excellent idea!" • "Do you have any other comments/ suggestions?" • "So, to sum up, we've agreed on..."		✓
2) Create a POSTER to support your chosen city for the school trip. <u>Ancient Greece Trip</u> The ancient Greece is an old city of Athens  Reasons to go on this tour First this tour is an one time experience for all of you. You will see places with old small temples or 12 gods of Olympus. It would be the best idea for your the cost kids ticket: 5€ adult ticket: 5€ for families with more 2 kids: 20€		
3) Present your poster to your team and rehearse for the challenge (who will talk first, second, etc.) Let's debate this. On the one hand, [argument], but on the other hand... I understand your point, however, I still believe...; Can we explore the pros and cons of this? All in all, we believe that the best option is <u>Athens</u>.		kids to learn of a new culture and the Greek culture is the most popular one in Europe.

Preparing for a Speaking Debate challenge: Choose a different city for your class trip.

TEAM #2

Escape Room Directions: Complete the task from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Number	Answer
Your team is preparing for a speaking debate which will challenge the previous decision to go to the Acropolis Museum for the class trip related to art. Discuss together with the members of your team to prepare a POSTER for the debate. Use the expressions from the speaking bank of Task 2. 1) Use the following speaking strategies to take turns while creating the poster. Tick the expressions each group member uses: • "Let's create a visually appealing POSTER that catches the viewer's attention. This could be a combination of images, graphics, and colours related to the chosen city and the theme of a school trip." - "Who will draw first?" • Clearly write the main reasons why the chosen city is ideal for a school trip. This could include factors such as educational opportunities, cultural experiences, travel cost, accommodation and safety. "What do you think about this? Who will write the reasons?" • "What about headings and titles?" We must use bold or larger letters to make titles stand out and guide the viewer. • "I agree with you on that point." • One final note: Should we engage the audience? Use a "Call to Action" to end the poster with a clear call to action, encouraging our classmates to consider the pros of the chosen city and raise environmental awareness? - "That's an excellent idea!" • "Do you have any other comments/ suggestions?" • "So, to sum up, we've agreed on..."		☒
2) Create a <u>POSTER</u> to support your chosen city for the school trip. 		
3) Present your poster to your team and rehearse for the challenge (who will talk first, second, etc.) Let's debate this. On the one hand, [argument], but on the other hand... I understand your point, however, I still believe...; Can we explore the pros and cons of this? All in all, we believe that the best option is _____.		

TEAM #3

Escape Room Directions: Complete the tasks from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task	Number	Answer
Your team is preparing for a speaking debate which will challenge the previous decision to go to the Acropolis Museum for the class trip related to art. Discuss together with the members of your team to prepare a POSTER for the debate. Use the expressions from the speaking bank of Task 2. 1) Use the following speaking strategies to take turns while creating the poster. Tick the expressions each group member uses: • "Let's create a visually appealing POSTER that catches the viewer's attention. This could be a combination of images, graphics, and colours related to the chosen city and the theme of a school trip." - "Who will draw first?" • Clearly write the main reasons why the chosen city is ideal for a school trip. This could include factors such as educational opportunities, cultural experiences, travel cost, accommodation and safety. "What do you think about this? Who will write the reasons?" • "What about headings and titles?" We must use bold or larger letters to make titles stand out and guide the viewer. • "I agree with you on that point." • One final note: Should we engage the audience? Use a "Call to Action" to end the poster with a clear call to action, encouraging our classmates to consider the pros of the chosen city and raise environmental awareness? - "That's an excellent idea!" • "Do you have any other comments/ suggestions?" • "So, to sum up, we've agreed on..."		☒
2) Create a POSTER to support your chosen city for the school trip. 		
3) Present your poster to your team and rehearse for the challenge (who will talk first, second, etc.) Let's debate this. On the one hand, [argument], but on the other hand... I understand your point, however, I still believe...; Can we explore the pros and cons of this? All in all, we believe that the best option is <u>Athens</u> since you will definitely		

Preparing for a Speaking Debate challenge: Choose a different city for your class trip.

TEAM #4

Escape Room Directions: Complete the task from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task Number	Answer
1) Use the following speaking strategies to take turns while creating the poster. Tick the expressions each group member uses:	☒
• "Let's create a visually appealing POSTER that catches the viewer's attention. This could be a combination of images, graphics, and colours related to the chosen city and the theme of a school trip." - "Who will draw first?" • Clearly write the main reasons why the chosen city is ideal for a school trip. This could include factors such as educational opportunities, cultural experiences, travel cost, accommodation and safety. "What do you think about this? Who will write the reasons?" • "What about headings and titles?" We must use bold or larger letters to make titles stand out and guide the viewer. • "I agree with you on that point." • One final note: Should we engage the audience? Use a "Call to Action" to end the poster with a clear call to action, encouraging our classmates to consider the pros of the chosen city and raise environmental awareness? - "That's an excellent idea!" • "Do you have any other comments/ suggestions?" • "So, to sum up, we've agreed on..."	
2) Create a POSTER to support your chosen city for the school trip.	Paris because is clean and have good food London Beautiful Place like big bes cheap tasteful sweets 
3) Present your poster to your team and rehearse for the challenge (who will talk first, second, etc.)	Let's debate this. On the one hand, [argument], but on the other hand... I understand your point, however, I still believe...; Can we explore the pros and cons of this? All in all, we believe that the best option is <u>London</u>.

Preparing for a Speaking Debate challenge: Choose a different city for your class trip.

TEAM #5

Escape Room Directions: Complete the task from top to bottom. When your team successfully completes a task, you will be given a number. Write it down.

Task Number	Answer
Your team is preparing for a speaking debate which will challenge the previous decision to go to the Acropolis Museum for the class trip related to art. Discuss together with the members of your team to prepare a POSTER for the debate. Use the expressions from the speaking bank of Task 2. 1) Use the following speaking strategies to take turns while creating the poster. Tick the expressions each group member uses: • "Let's create a visually appealing POSTER that catches the viewer's attention. This could be a combination of images, graphics, and colours related to the chosen city and the theme of a school trip." - "Who will draw first?" • Clearly write the main reasons why the chosen city is ideal for a school trip. This could include factors such as educational opportunities, cultural experiences, travel cost, accommodation and safety. "What do you think about this? Who will write the reasons?" • "What about headings and titles?" We must use bold or larger letters to make titles stand out and guide the viewer. • "I agree with you on that point." • One final note: Should we engage the audience? Use a "Call to Action" to end the poster with a clear call to action, encouraging our classmates to consider the pros of the chosen city and raise environmental awareness? - "That's an excellent idea!" • "Do you have any other comments/ suggestions?" • "So, to sum up, we've agreed on..."	
2) Create a <u>POSTER</u> to support your chosen city for the school trip. Madrid Guernica P. Picasso Reasons to visit Madrid: It's unique culture. It's famous football clubs. Great for lifelong football fans. It's artistic past. Many famous artists come from Spain.	
3) Present your poster to your team and rehearse for the challenge (who will talk first, second, etc.) Let's debate this. On the one hand, [argument], but on the other hand... I understand your point, however, I still believe...; Can we explore the pros and cons of this? All in all, we believe that the best option is _____.	

Appendix O

Extra Material for Cycle 3: Hidden debate cards



MUSEUM: _____, CITY _____



Ask your teammates for help: - *Do you agree?* - *I am not sure what means.* - *What do you think?* - *In my opinion, ...*
Answer by using fillers: *Well,/ Actually,... / In fact,... er,...*



pros:

- location _____
- paintings _____
- what you can learn about (e.g. famous paintings _____)
- other: _____

Make an assumption: - *It may be the...* - *I am sure it is...* - *I may be mistaken but ...*



cons:

- travel-accommodation costs _____
- length of the trip _____
- safety _____
- other: _____

Ask your teammates or teacher for meaning: - *What does the word ... mean?* - *How is it pronounced?*

Ask your partner for a synonym. Does "accommodation" mean...? - ask to repeat: *Can you repeat, please?* - *Can you speak more slowly, please?*

MUSEUM: _____, CITY _____



Ask your teammates for help: - Do you agree? - I am not sure what means.- What do you think?- In my opinion, ...
Answer by using fillers: Well,/ Actually,... / In fact,...- er,...

 **pros :**

- location _____
- paintings _____
- what you can learn about (e.g. famous paintings _____)
- other: _____

Make an assumption:- It may be the...- I am sure it is...- I may be mistaken but ...

 **cons :**

- travel-accommodation costs _____
- length of the trip _____
- safety _____
- other: _____

Ask your teammates or teacher for meaning:- What does the word ... mean? How is it pronounced?

Ask your partner for a synonym. Does "accommodation" mean...? - ask to repeat: Can you repeat, please? Can you speak more slowly, please?

MUSEUM: _____, CITY _____



Ask your teammates for help: - *Do you agree?* - *I am not sure what means.* - *What do you think?* - *In my opinion, ...*
Answer by using fillers: *Well,/ Actually,... / In fact,...- er,...*



pros:

- location _____
- paintings _____
- what you can learn about (e.g. famous paintings _____)
- other: _____

Make an assumption:- *It may be the...- I am sure it is...- I may be mistaken but ...*



cons:

- travel-accommodation costs _____
- length of the trip _____
- safety _____
- other: _____

Ask your teammates or teacher for meaning:- *What does the word ... mean? How is it pronounced?*

Ask your partner for a synonym. Does "accommodation" mean...? - *ask to repeat: Can you repeat, please? Can you speak more slowly, please?*

MUSEUM: _____, CITY _____



Ask your teammates for help: - *Do you agree?* - *I am not sure what means.* - *What do you think?* - *In my opinion, ...*
Answer by using fillers: *Well,/ Actually,... / In fact,...- er,...*



pros:

- location _____
- paintings _____
- what you can learn about (e.g. famous paintings _____)
- other: _____

Make an assumption:- *It may be the...- I am sure it is...- I may be mistaken but ...*



cons:

- travel-accommodation costs _____
- length of the trip _____
- safety _____
- other: _____

Ask your teammates or teacher for meaning:- *What does the word ... mean? How is it pronounced?*

Ask your partner for a synonym. *Does "accommodation" mean...? - ask to repeat: Can you repeat, please? Can you speak more slowly, please?*

MUSEUM: _____, CITY _____



Ask your teammates for help: - *Do you agree?* - *I am not sure what means.* - *What do you think?* - *In my opinion, ...*
Answer by using fillers: *Well,/ Actually,... / In fact,... - er,...*



pros:

- location _____
- paintings _____
- what you can learn about (e.g. famous paintings _____)
- other: _____

Make an assumption:- *It may be the...- I am sure it is...- I may be mistaken but ...*



cons:

- travel-accommodation costs _____
- length of the trip _____
- safety _____
- other: _____

Ask your teammates or teacher for meaning:- *What does the word ... mean? How is it pronounced?*

Ask your partner for a synonym. Does "accommodation" mean...? - *ask to repeat: Can you repeat, please? Can you speak more slowly, please?*

MUSEUM: _____, CITY _____



Ask your teammates for help: - *Do you agree?* - *I am not sure what means.* - *What do you think?* - *In my opinion, ...*
Answer by using fillers: *Well,/ Actually,... / In fact,...- er,...*

 **pros:**

- location _____
- paintings _____
- what you can learn about (e.g. famous paintings _____)
- other: _____

Make an assumption:- *It may be the...- I am sure it is...- I may be mistaken but ...*

 **cons:**

- travel-accommodation costs _____
- length of the trip _____
- safety _____
- other: _____

Ask your teammates or teacher for meaning:- *What does the word ... mean? How is it pronounced?*

Ask your partner for a synonym. Does "accommodation" mean...? - *ask to repeat: Can you repeat, please? Can you speak more slowly, please?*

Appendix Q: Digital Escape Room 1, Cycles 1-2

Digital Escape Room rationale

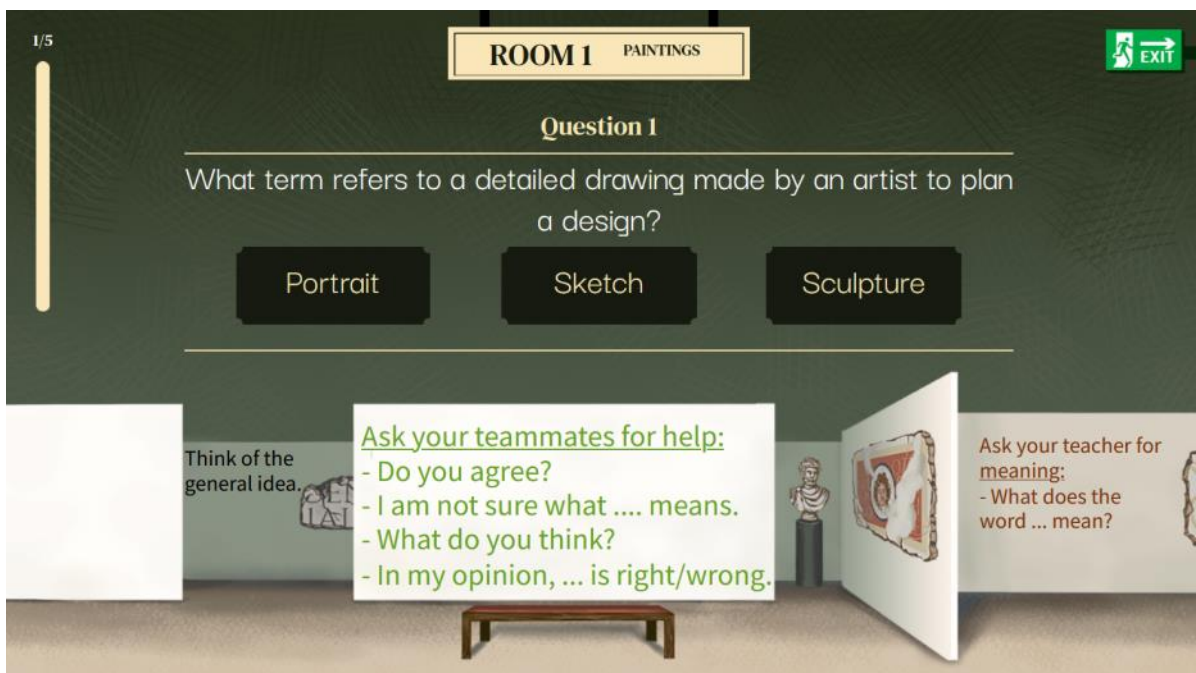
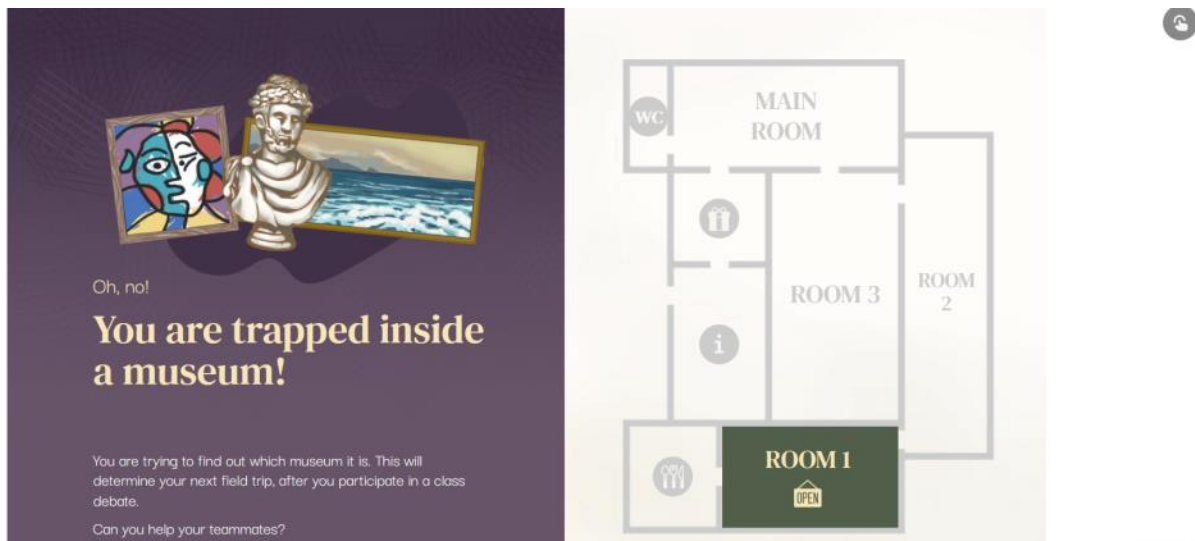
The students are divided into 6 different groups and complete their team's mission in the interactive whiteboard. Each team is given a separate tasksheet to prepare for the speaking debate entitled: "Choose a museum for your class trip", upon completion of their digital mission. The team which successfully completes their digital mission and finds the correct "Lock Combination" from the tasksheet will decide on a museum for the class trip. This will be used for the next digital ER of the Action Research to debate against the school principal following a number of concerns about the trip (e.g. cost, duration, etc.).

The students are invited to answer questions related to arts and museums, speaking expressions, vocabulary and grammar consolidation by paying attention to the visual stimuli. The escape room is interactive, i.e. one correct answer leads to the next mission until the students in groups reach the final solution. Each team has to unlock their lock in each museum room by providing the right answers.



Note. Created by using genially.com:

<https://view.genially.com/65f8c7fe8964f90014d53c3a/interactive-content-museum-escape-room>



2/5

ROOM 1 PHRASES

Question 2

Which phrase is used to politely interrupt someone in a conversation?

"I'm sorry, could you repeat that?"

"Excuse me, may I add something?"

"That's interesting, tell me more."

Explain to your teammates what **politely** means. Can you think of a synonym?

Ask your partner of a **synonym** before you answer. Does "interrupt" mean...

1. stop briefly somebody from talking?
2. ask to repeat?

Synonyms of conversation:

1. chat
2. discussion
3.? (ask your partners for more)

3/5

ROOM 1 GERUNDS

Question 3

"___ to museums can be a great way to learn about history and culture."

Go

Went

Going

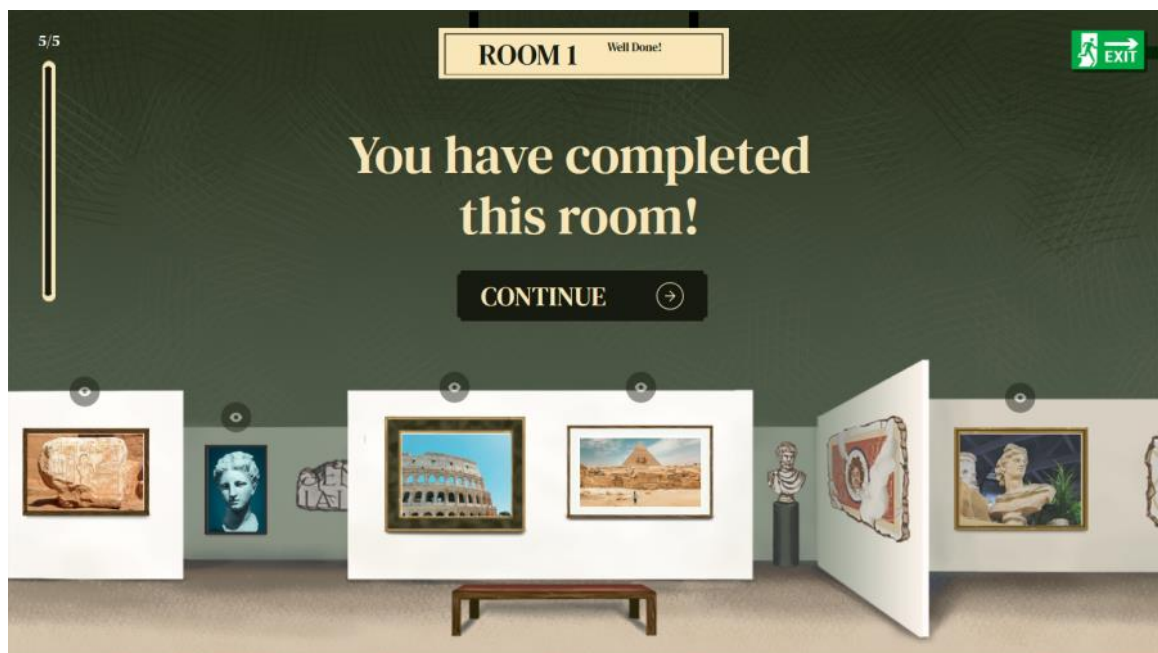
Ask your partner: Do **infinitives** have endings? --> "to be or not to be"

Answer to your partner: -I think.... -I believe... -I know....

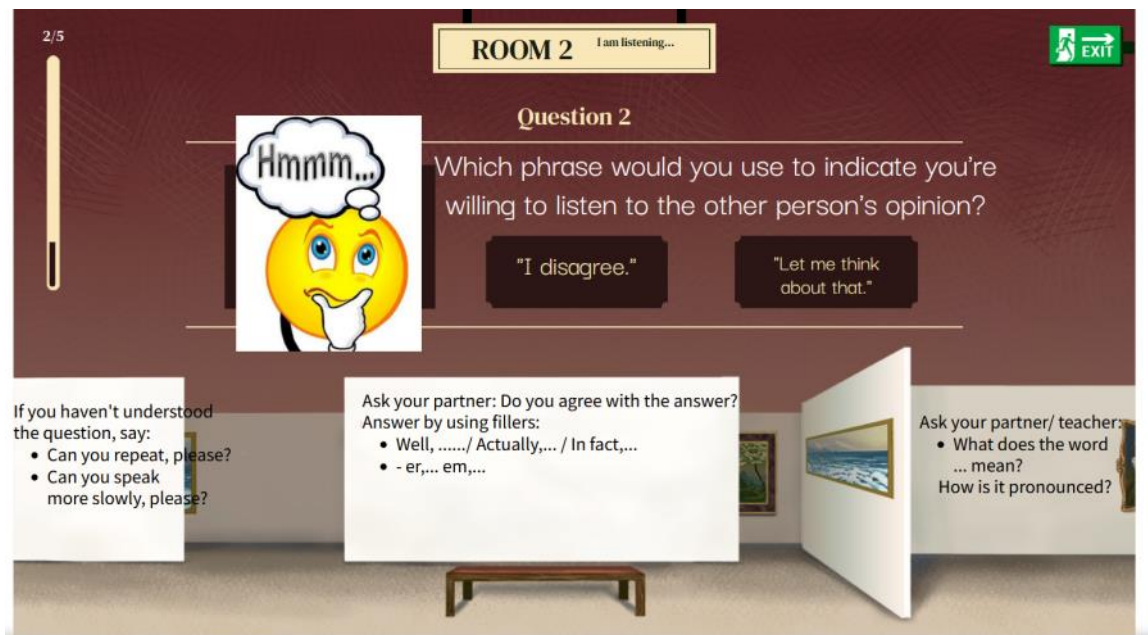
Ask your partners: what can be used as a **subject** of a sentence?

- infinitive?
- past simple?
- gerund?

Ask your partner: Do **gerunds** have endings? --> -ing

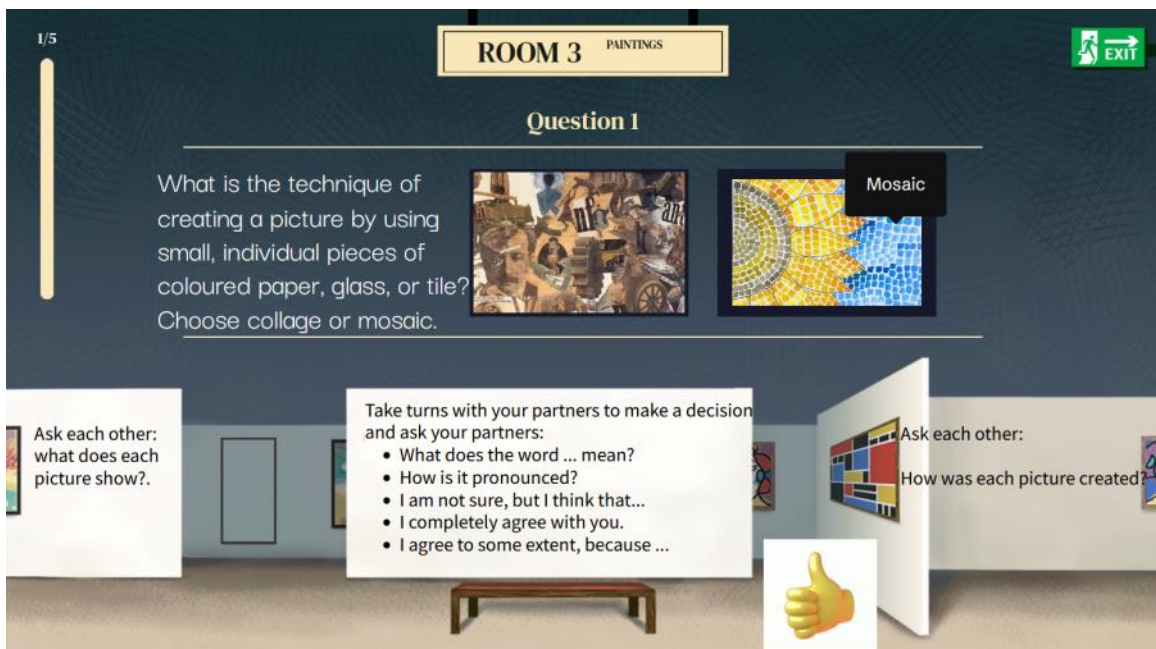


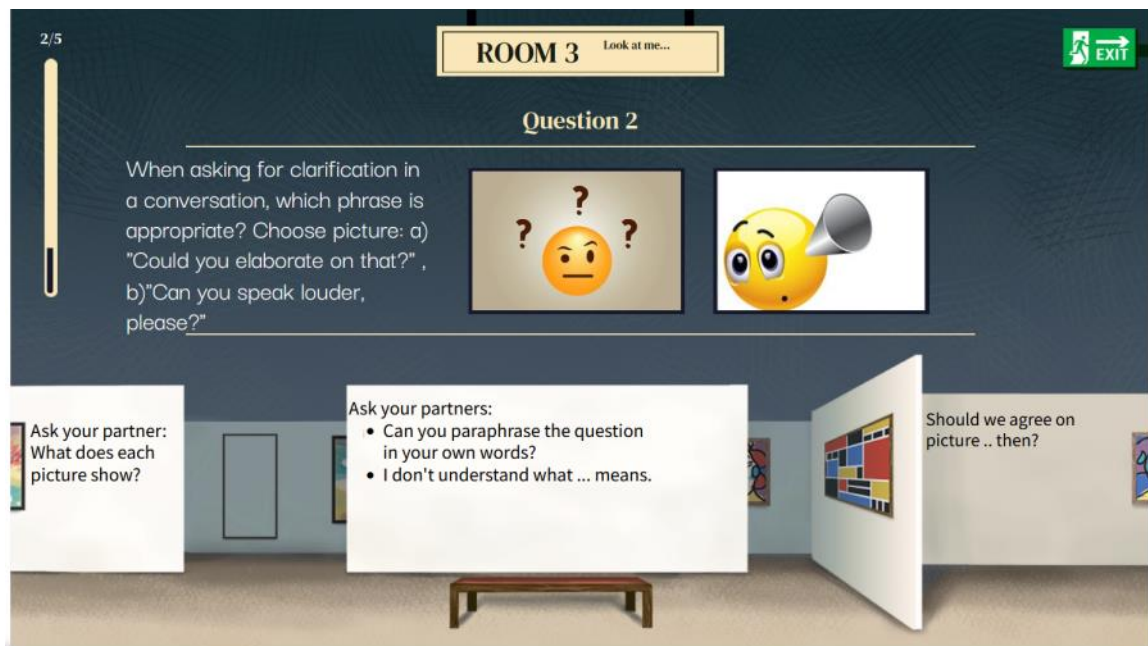


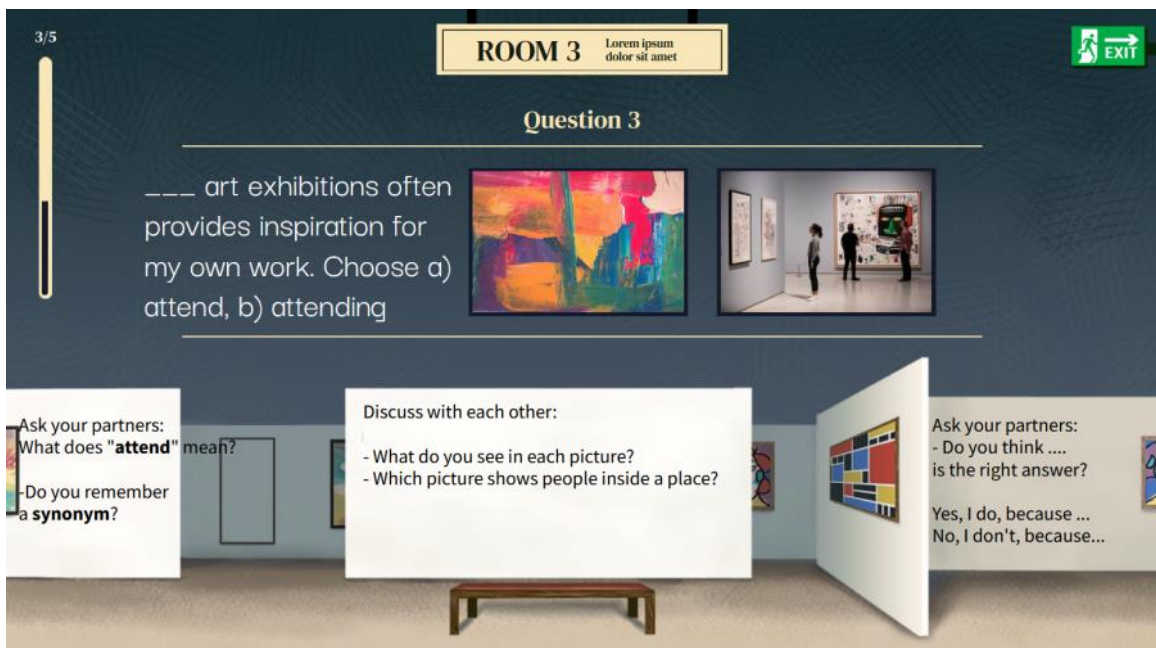




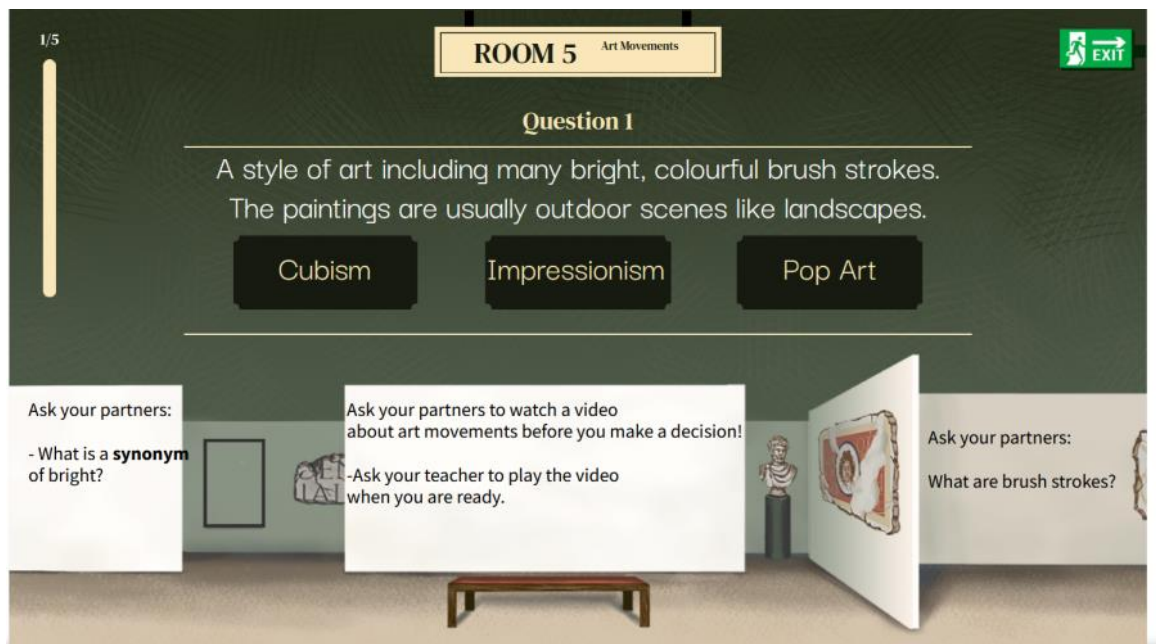
Note. Play time link: <https://wordwall.net/resource/71925070/art-movements-paintings> (see Appendix S).

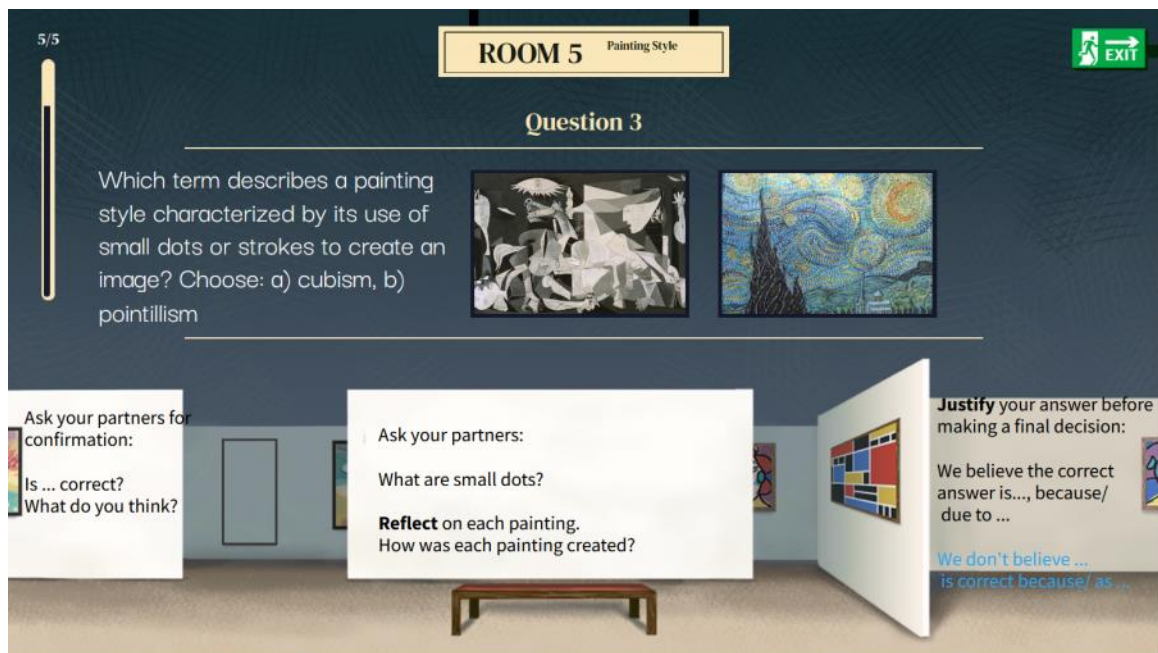


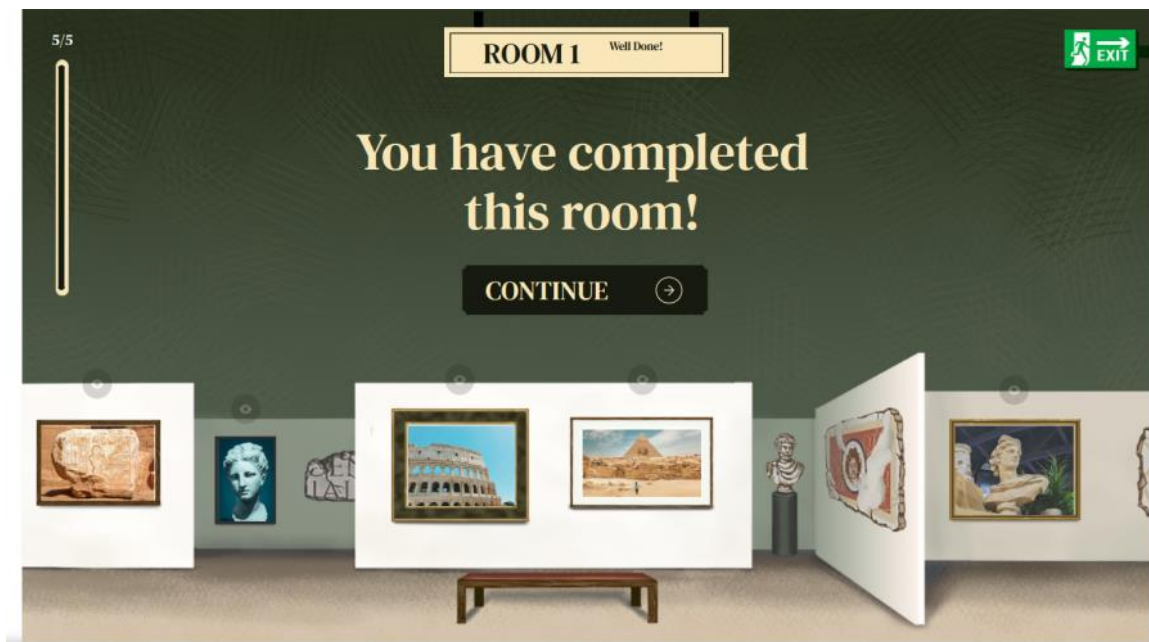


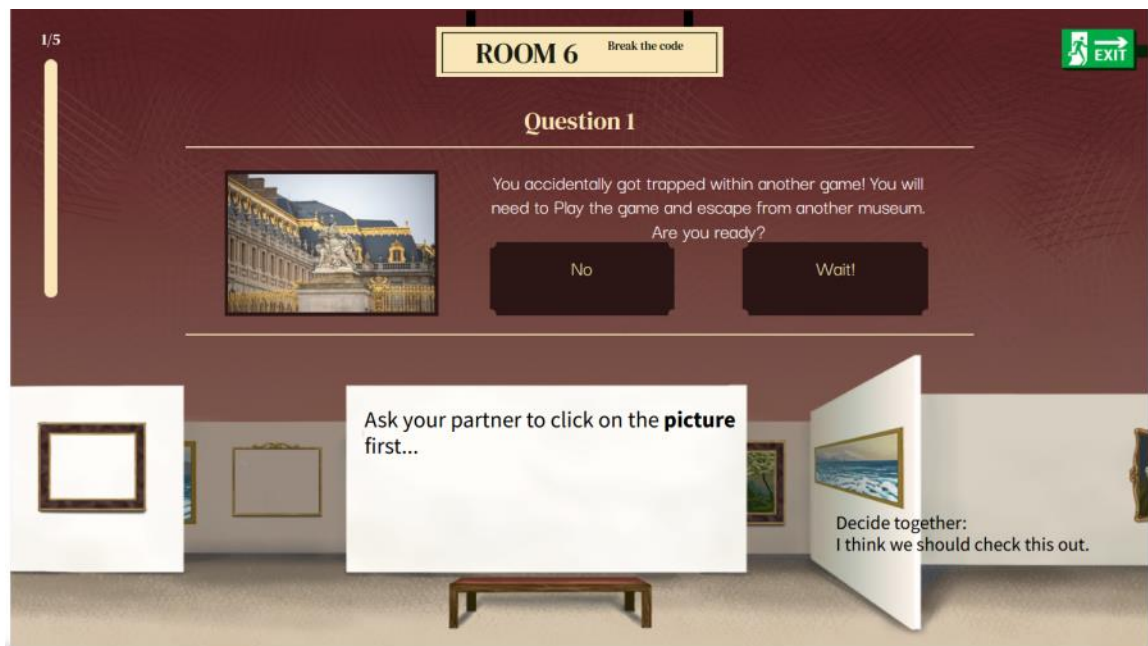


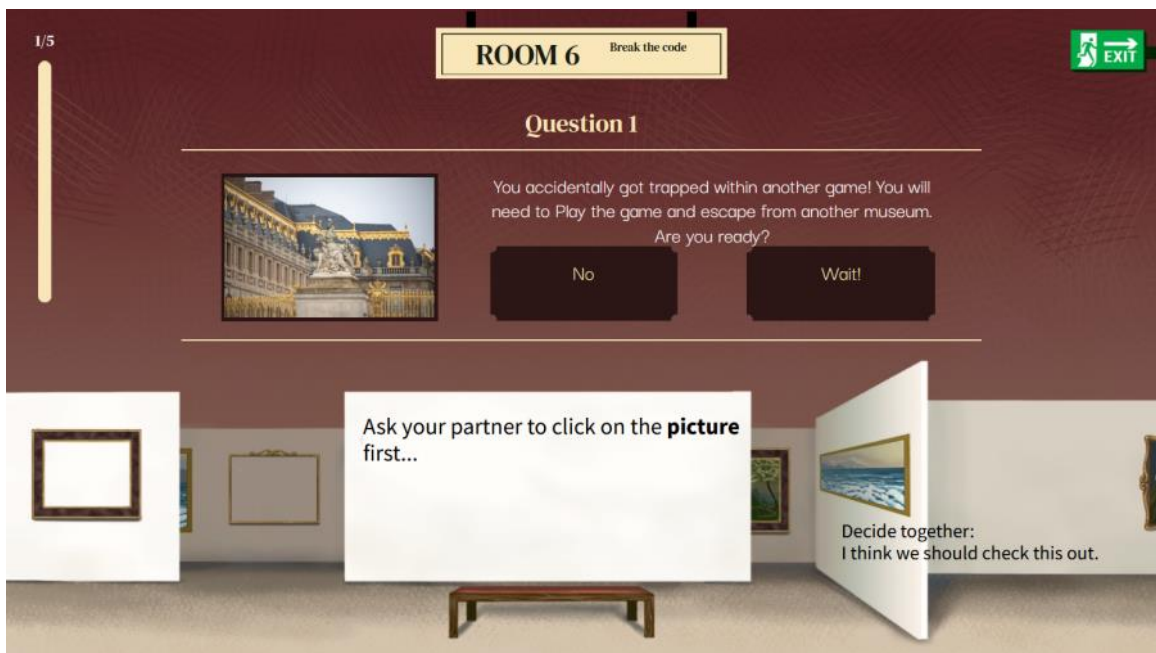
Note. Link to 3D application for the "Starry Night" painting: <https://sketchfab.com/3d-models/the-starry-night-756b03a918544497b7a4ba644e37550b>





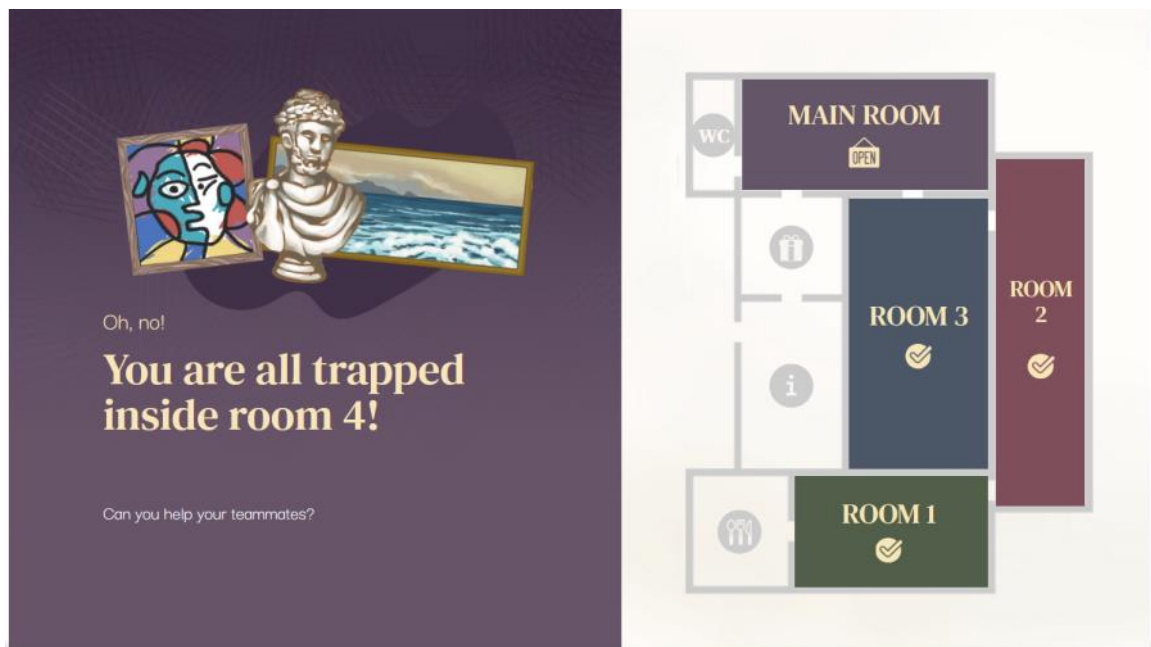






Note. Cycle 2: Link for “Break the code” game retrieved from Photodentro:

<https://photodentro.edu.gr/v/item/ds/8521/2701>



1/5

MAIN ROOM





Ask each other or the teacher to help you.
What does ... mean?
We believe that the correct answer is, because

Question 1

The "Persistence of Memory", was painted by:

Salvador Dali

Vincent Van Gogh

Pablo Picasso

2/5

MAIN ROOM





Ask each other:
Are you sure about this one?
Can you repeat more slowly?

Question 2

What phrase could you use to steer a conversation towards a new topic?

"Let's talk about something else."

"Changing the subject..."

"Back to what I was saying..."

4/5

MAIN ROOM

EXIT



Ask your partners:

What can be used after a **preposition**?

- infinitive, gerund or Past Simple?

Question 3

I'm interested in ____ more about abstract art.

learn

learning

learnt

5/5

MAIN ROOM

EXIT



Decide together on this one.

What does the word ... mean? Ask your teacher.

Do you give up and abandon? Do you know the answer?

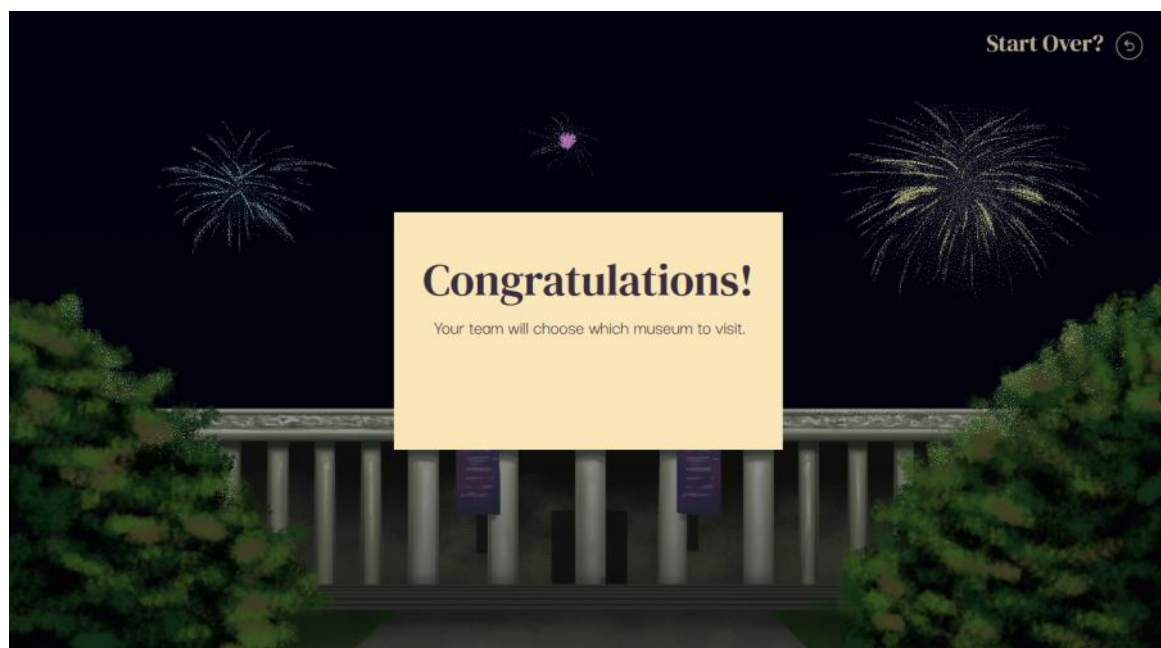
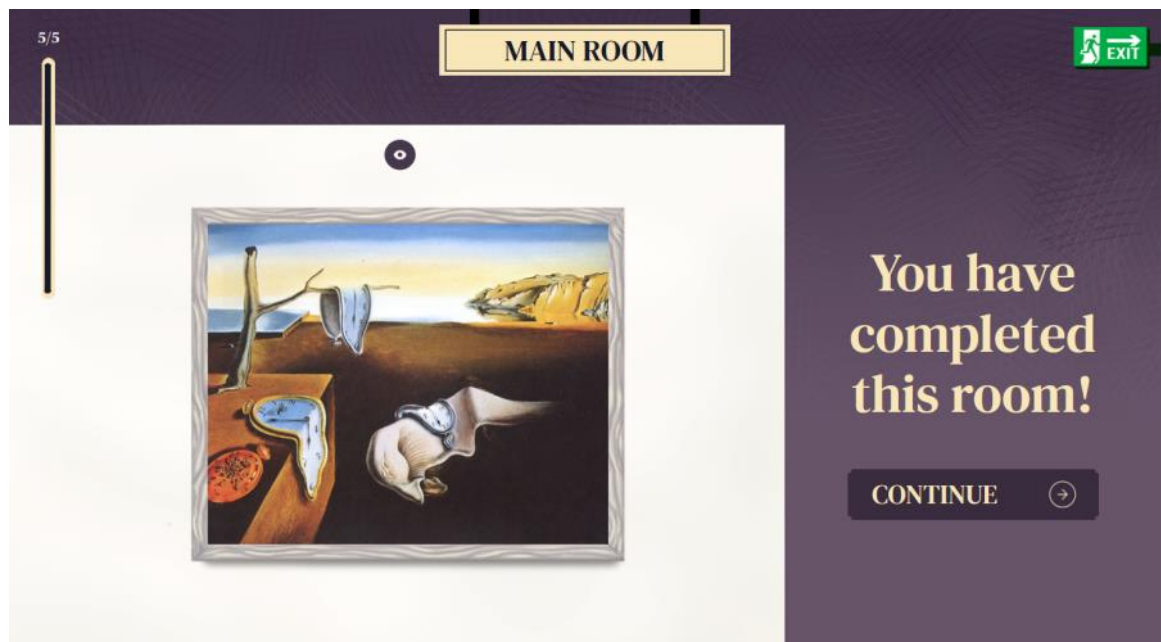
Question 4

The Rosetta Stone, a significant artifact for deciphering ancient Egyptian hieroglyphs, is housed in which museum?

MoMA

British Museum

Acropolis Museum

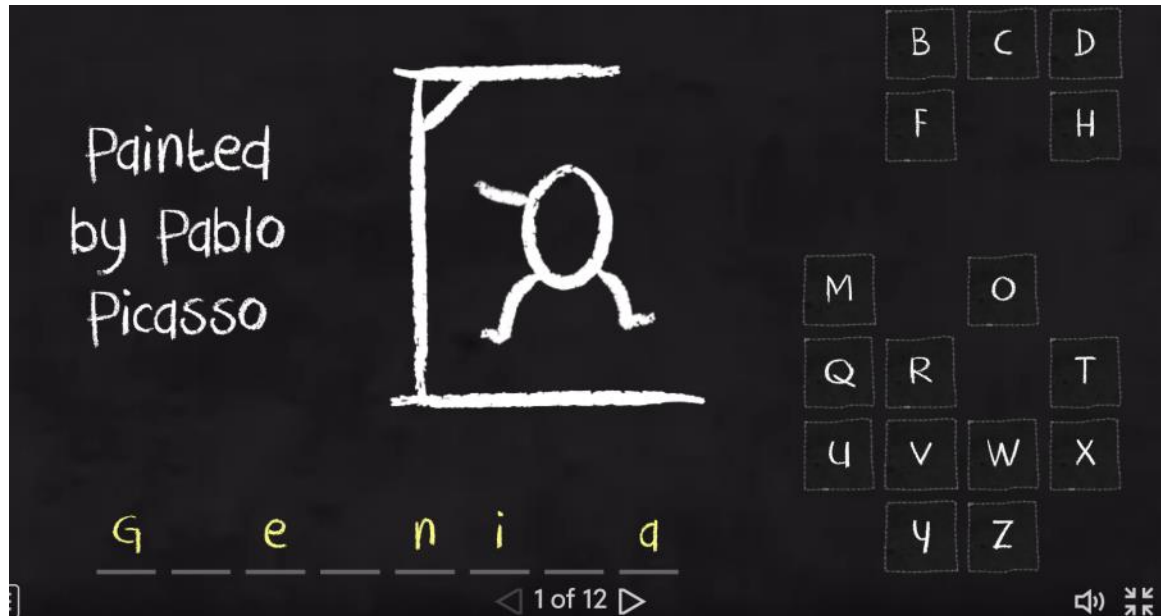


Appendix R: Online game “Break the code”, Cycle 2



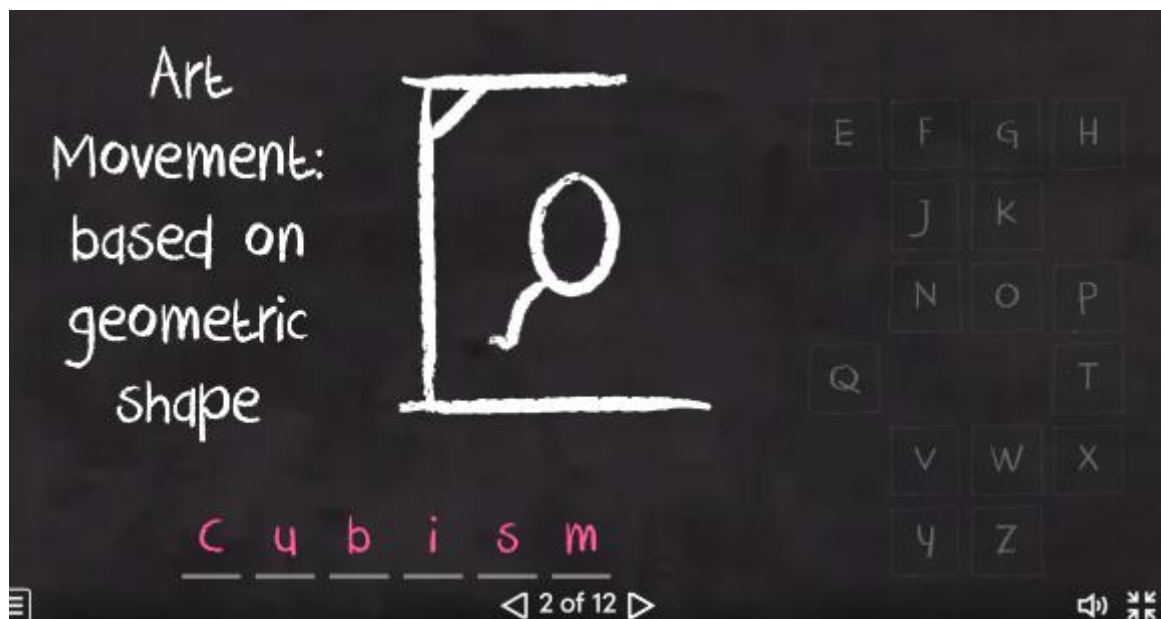
Note. Accessed in Photodentro: <https://photodentro.edu.gr/v/item/ds/8521/2701>

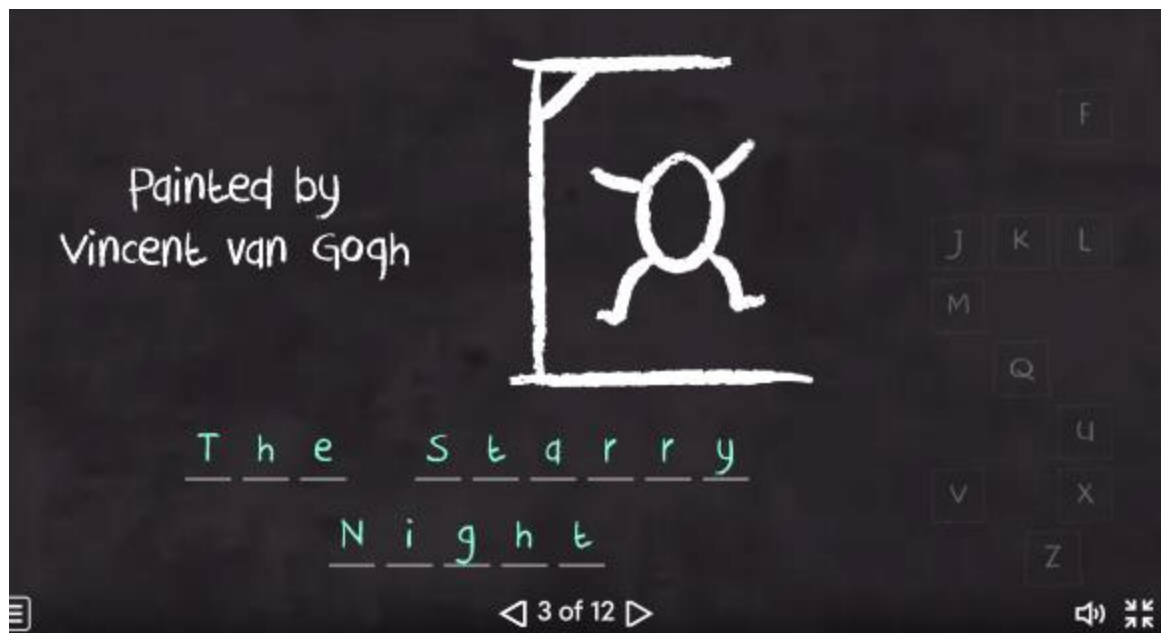
Appendix S: Art movements & paintings (hangman), Cycle 2

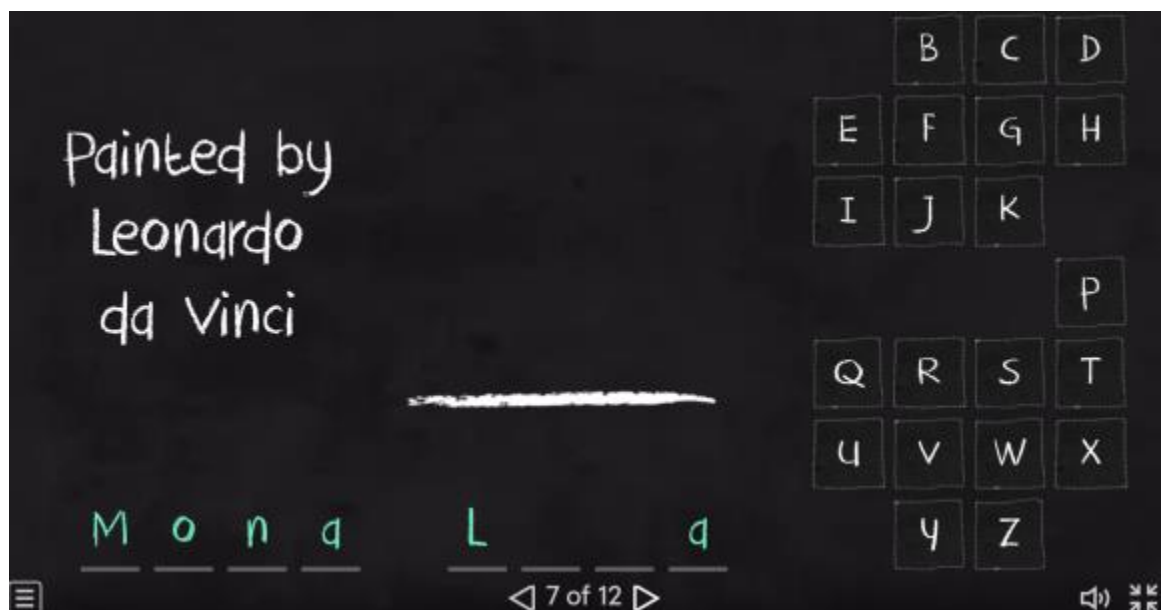
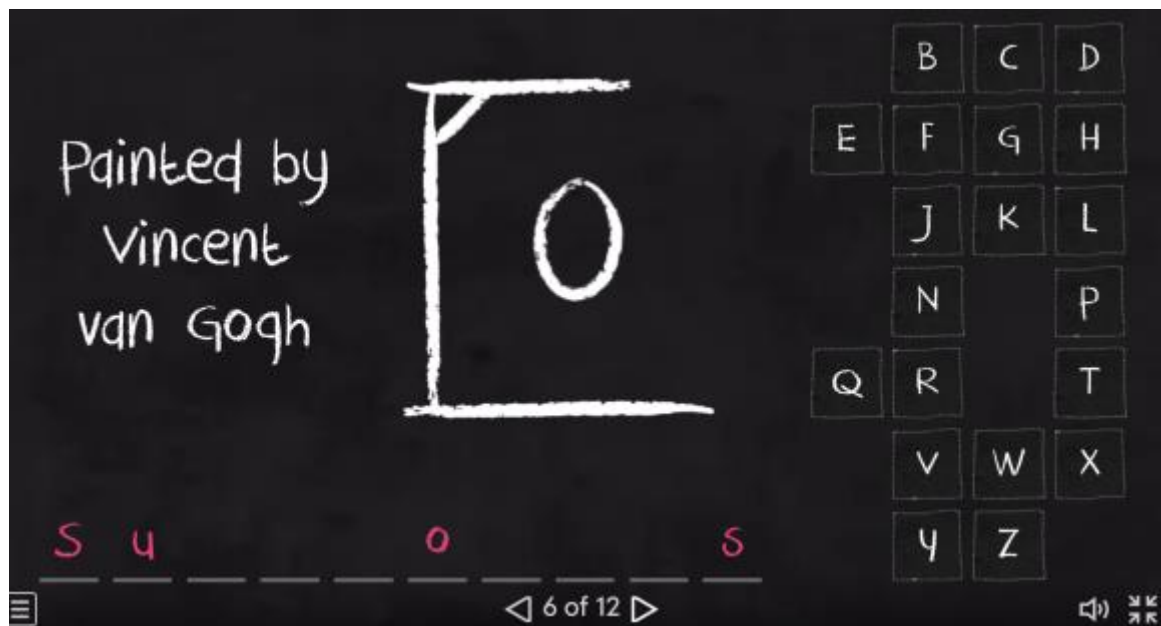


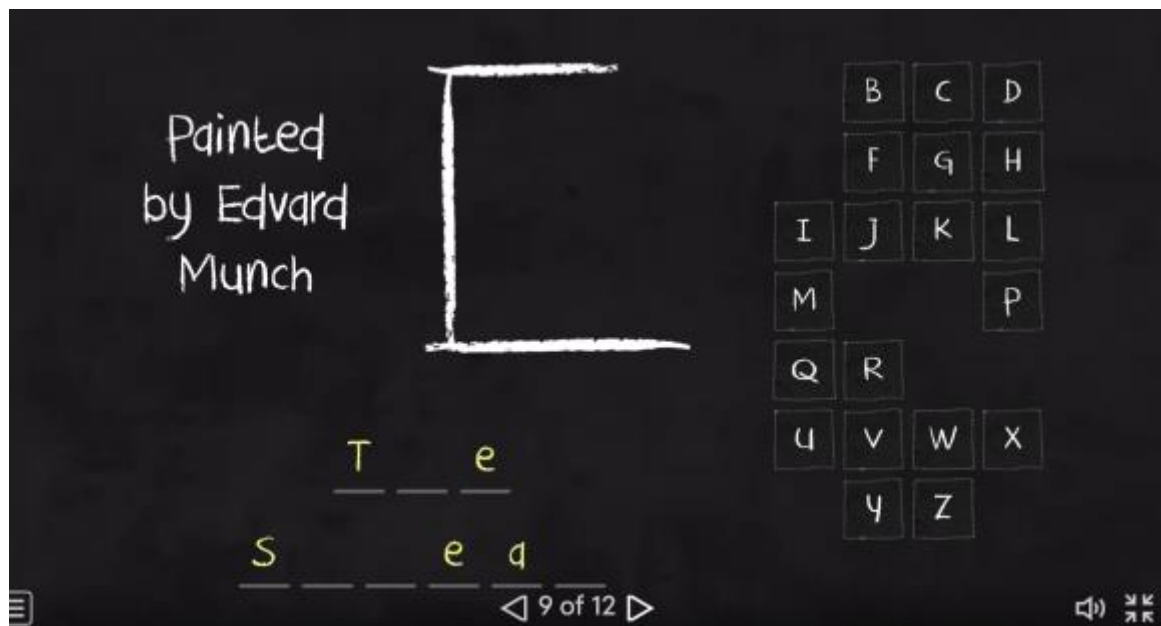
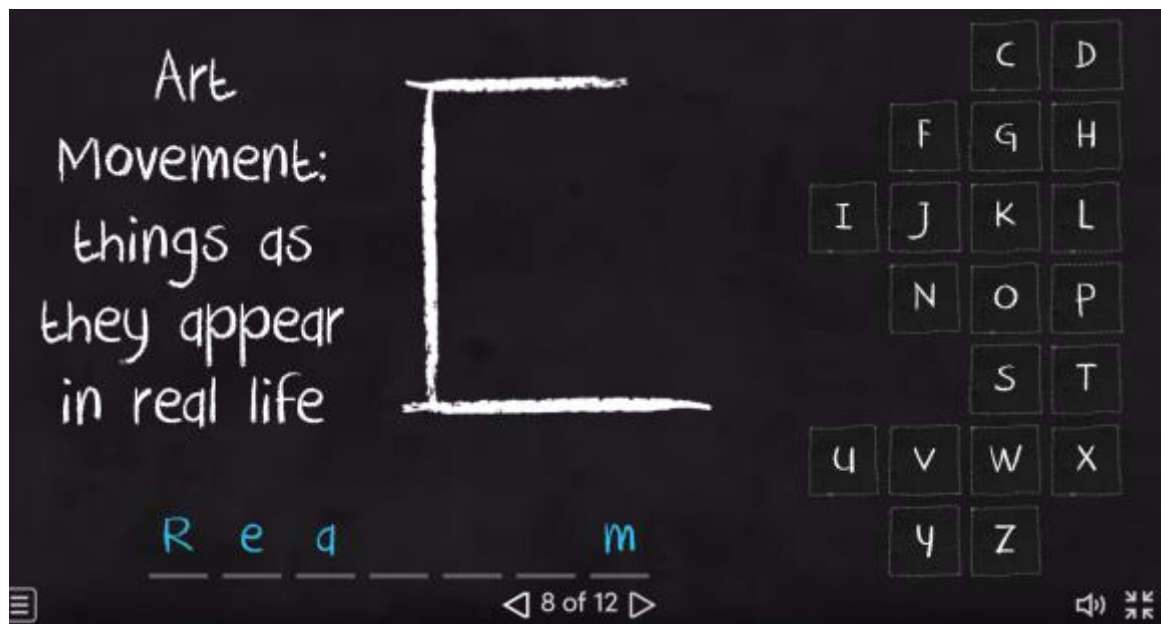
Note. Created by using the content adapted from the book [Think Teen!](#) (2nd Grade of Junior High School, activity 8.1, p.88) and Wordwall online application:

<https://wordwall.net/resource/71925070/art-movements-paintings>

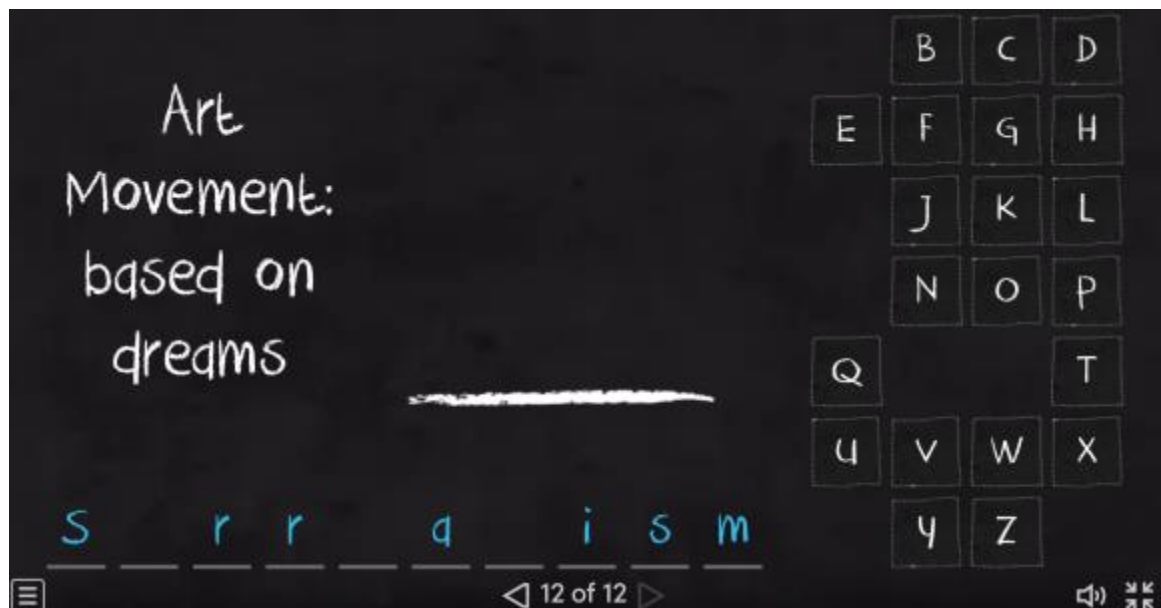












Appendix T: Digital Escape Room 2, Cycle 3

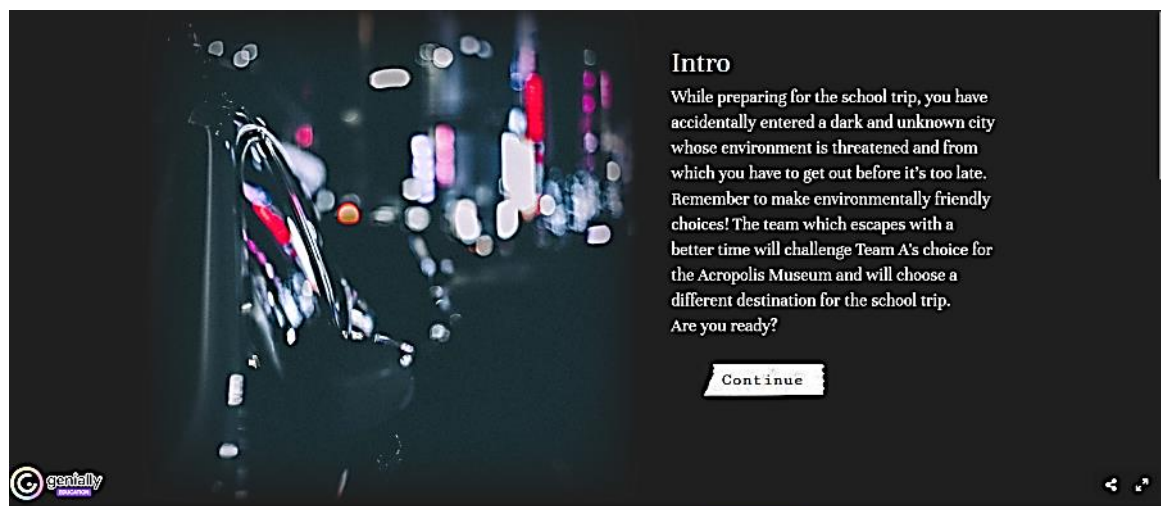
Digital Escape Room rationale

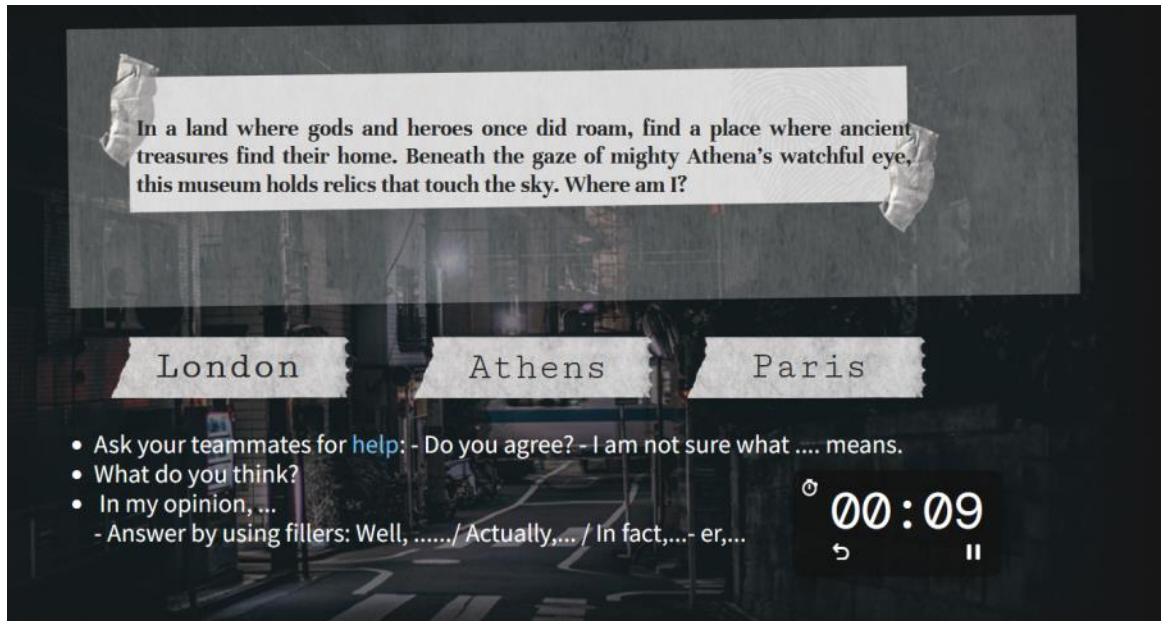
As in the previous DER, the learners in Cycle 3 are still divided into 6 different groups and complete their team's mission in the interactive whiteboard, based on the speaking strategies of the questionnaire. The theme is linked to the environment in line with the syllabus, while following the task dependency of the previous cycle, i.e. Team A's proposal for the location of the school trip to be held in the Acropolis Museum. This is to be challenged by the other teams suggesting international locations for a school trip, as indicated by riddles in the escape room.



Note. Created by using genially.com:

<https://view.genially.com/6640bd5df789170014ce640d/interactive-content-mystery-city-breakout>



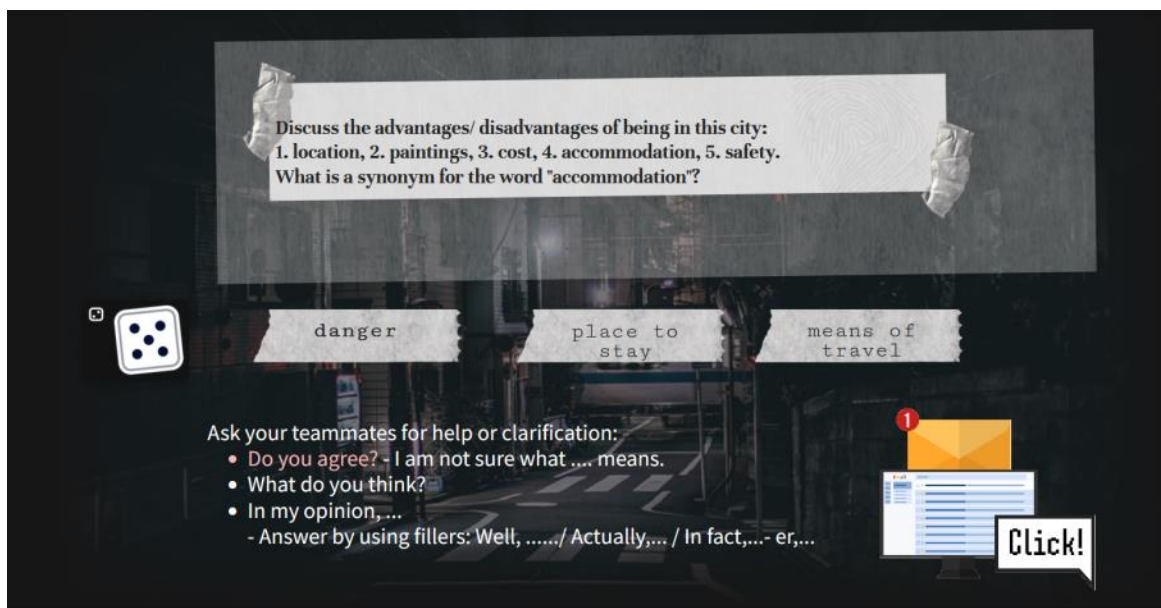


In a land where gods and heroes once did roam, find a place where ancient treasures find their home. Beneath the gaze of mighty Athena's watchful eye, this museum holds relics that touch the sky. Where am I?

London Athens Paris

- Ask your teammates for **help**: - Do you agree? - I am not sure what means.
- What do you think?
- In my opinion, ...
- Answer by using fillers: Well,/ Actually,... / In fact,...- er,...

00:09



Discuss the advantages/ disadvantages of being in this city:
1. location, 2. paintings, 3. cost, 4. accommodation, 5. safety.
What is a synonym for the word 'accommodation'?

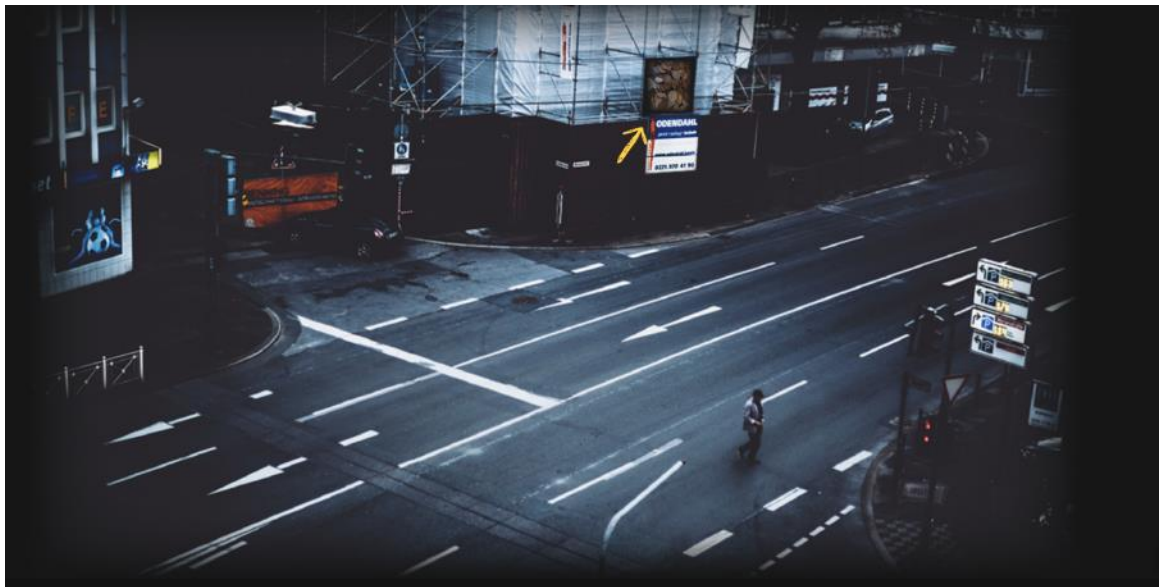
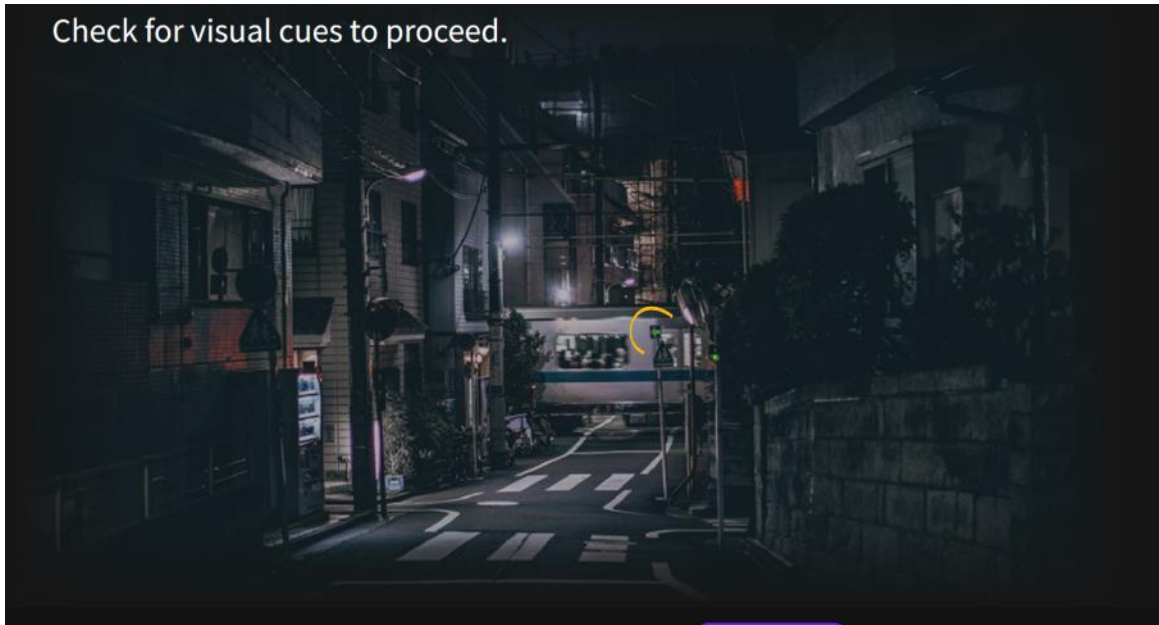
danger place to stay means of travel

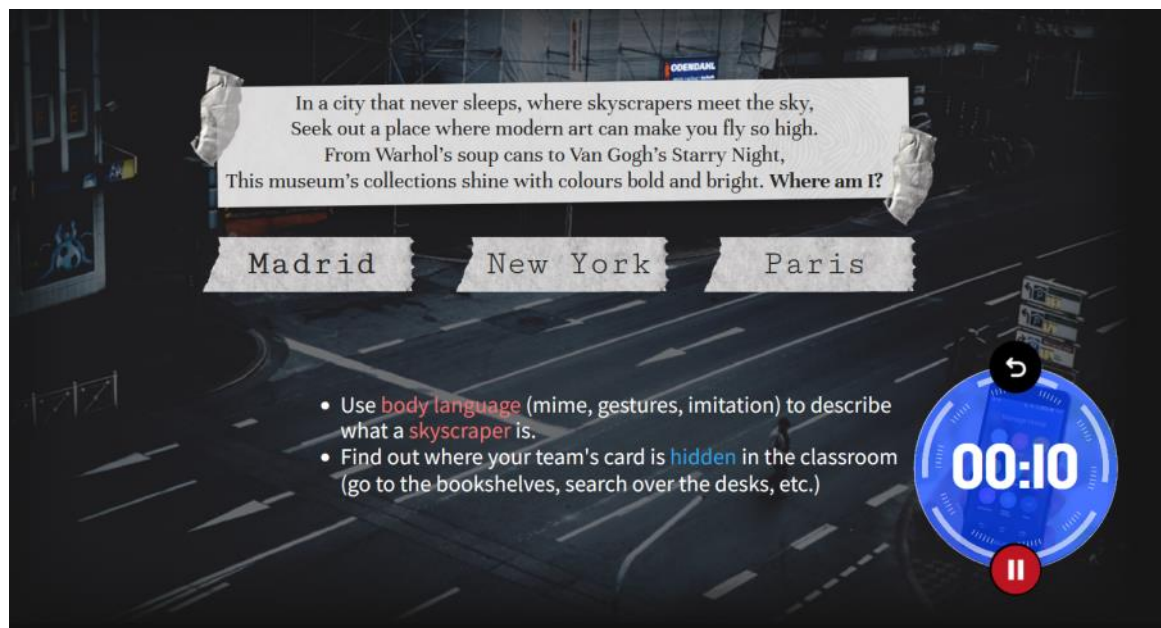
Ask your teammates for help or clarification:

- Do you agree? - I am not sure what means.
- What do you think?
- In my opinion, ...
- Answer by using fillers: Well,/ Actually,... / In fact,...- er,...

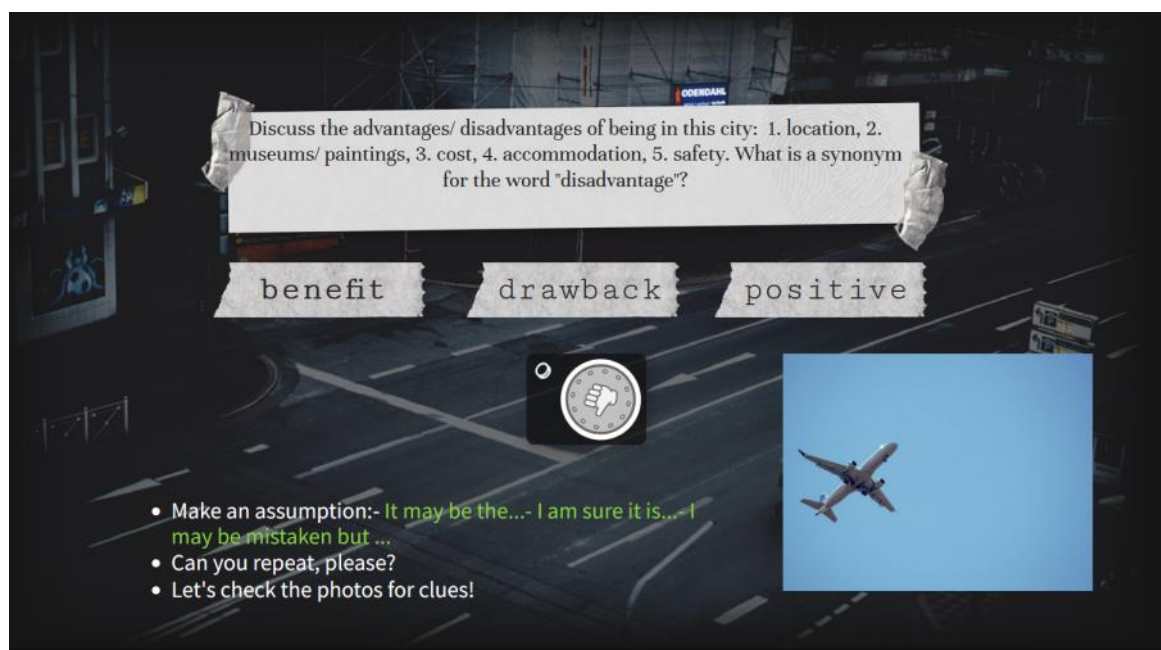
Click!

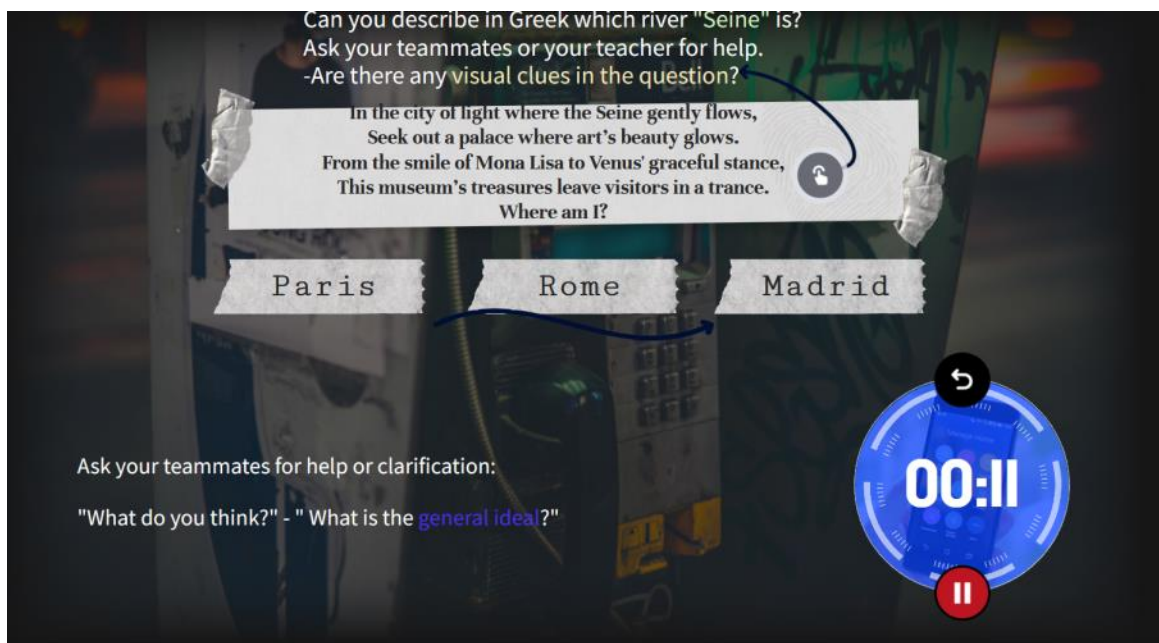
Check for visual cues to proceed.

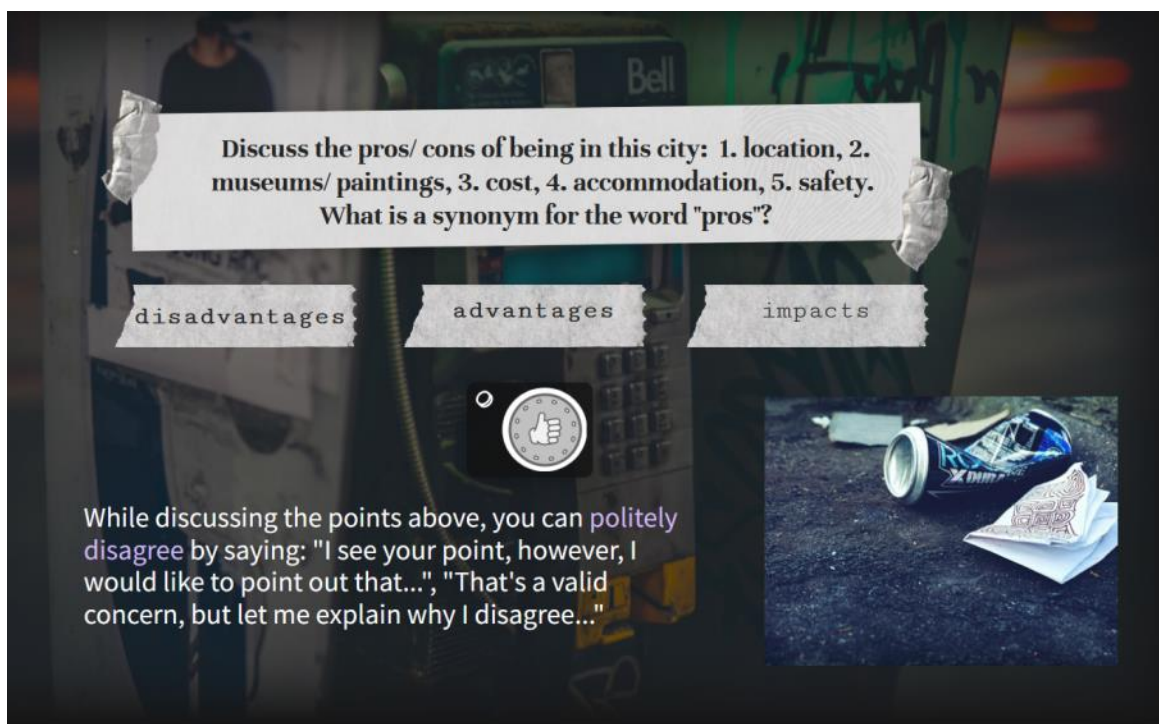
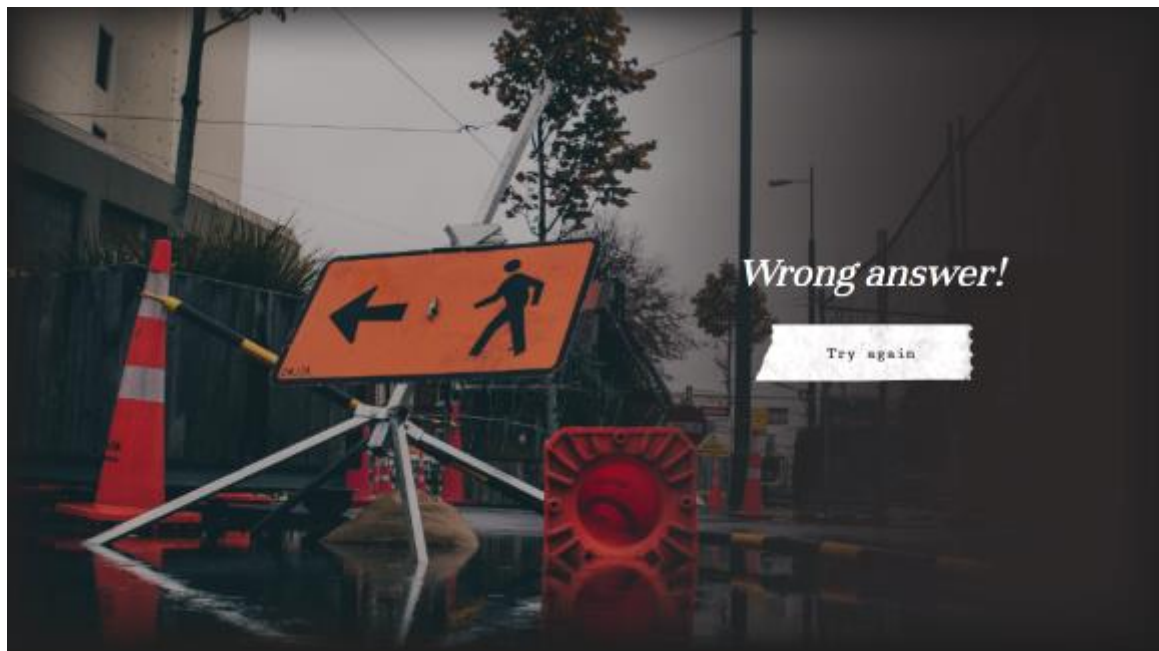


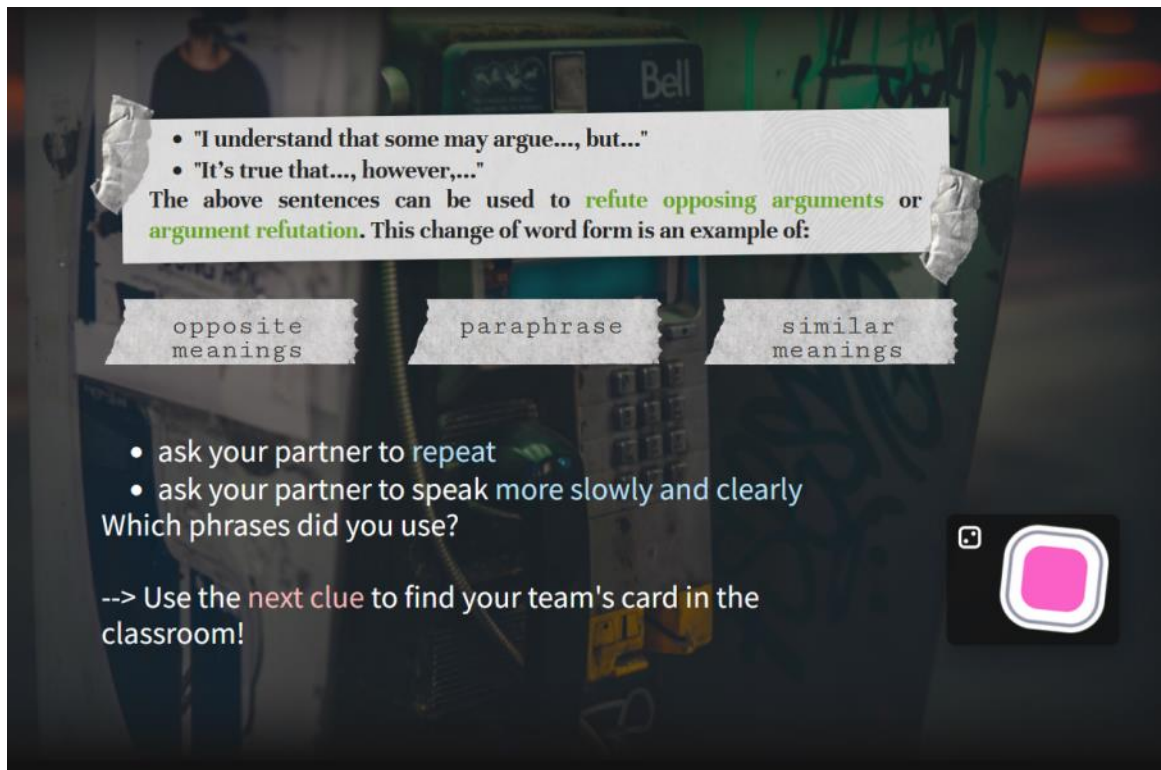


Note. An example of the integration of visual literacy and communication strategies (body language), MI – linguistic, kinesthetic, spatial/visual.









• "I understand that some may argue..., but..."
• "It's true that..., however,..."

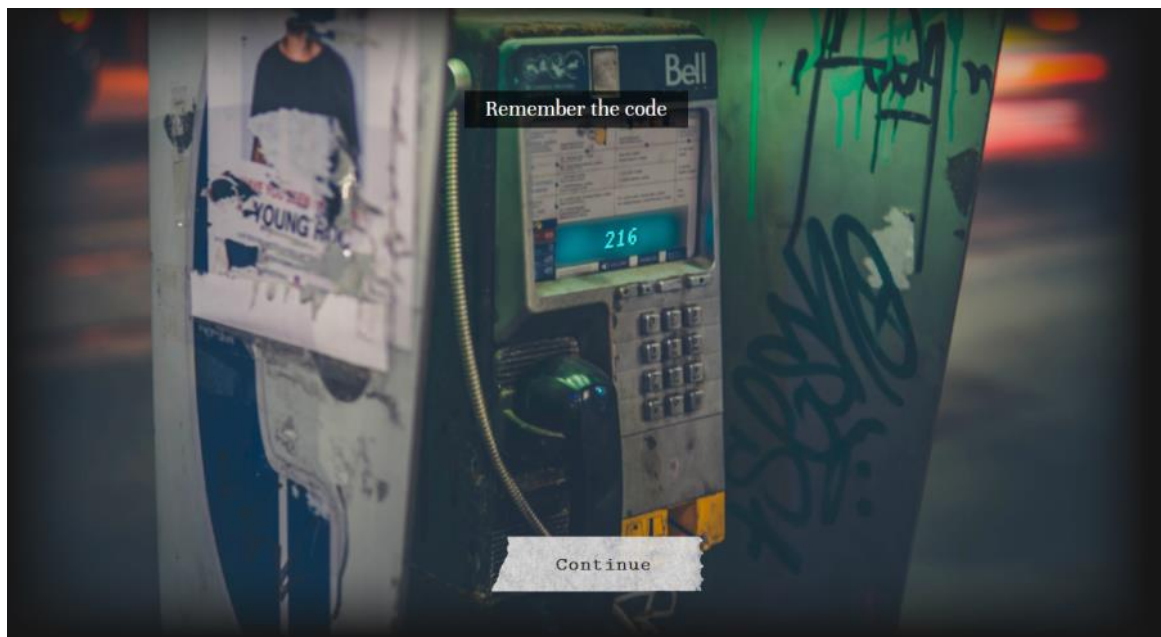
The above sentences can be used to **refute opposing arguments** or **argument refutation**. This change of word form is an example of:

opposite meanings paraphrase similar meanings

• ask your partner to repeat
• ask your partner to speak more slowly and clearly

Which phrases did you use?

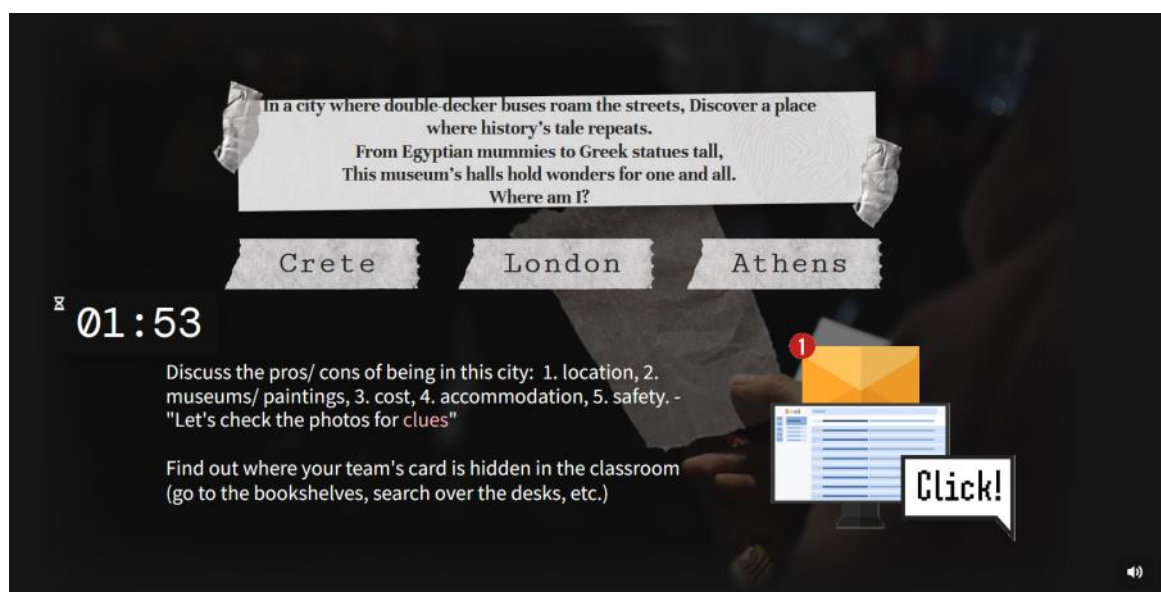
--> Use the **next clue** to find your team's card in the classroom!

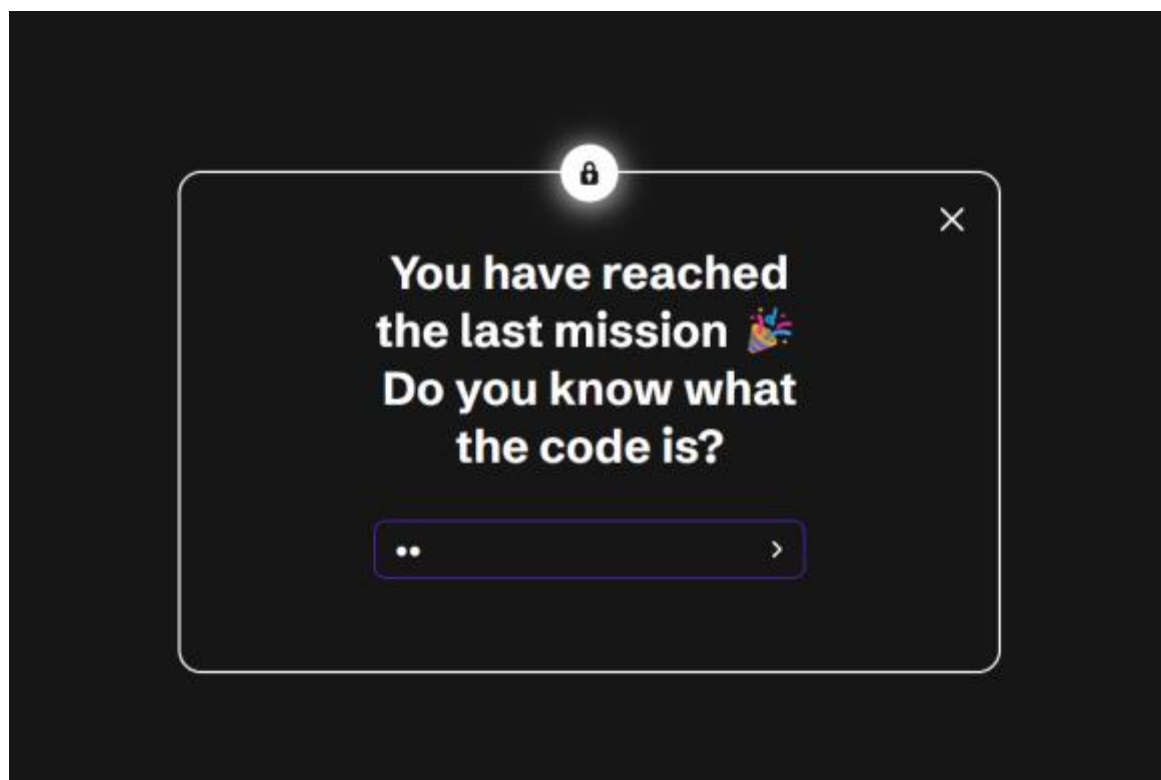
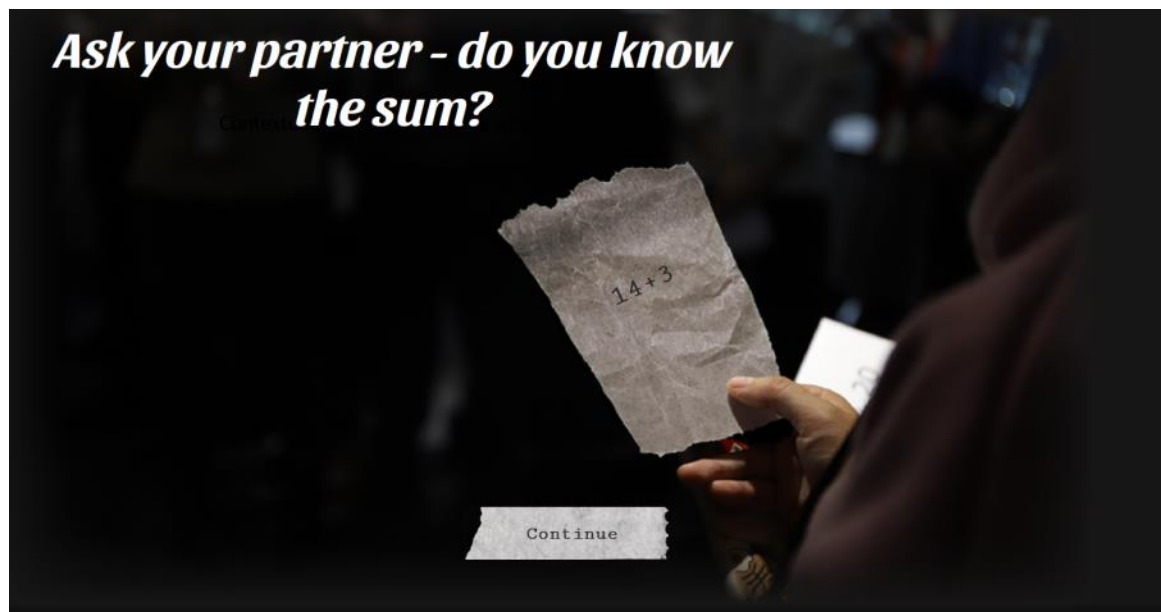


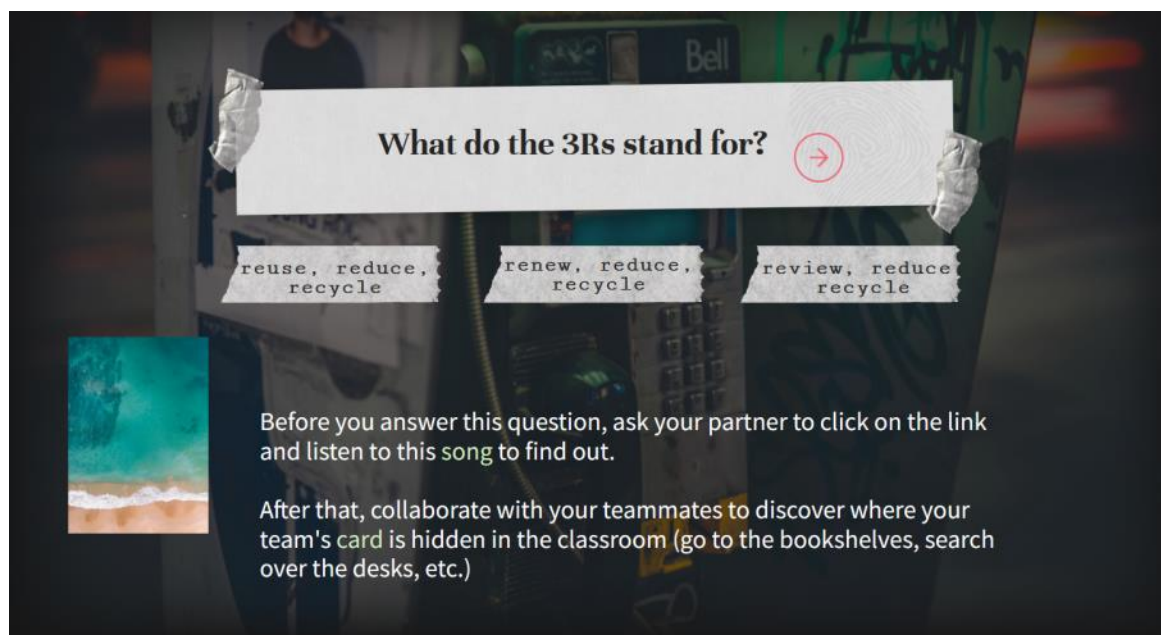
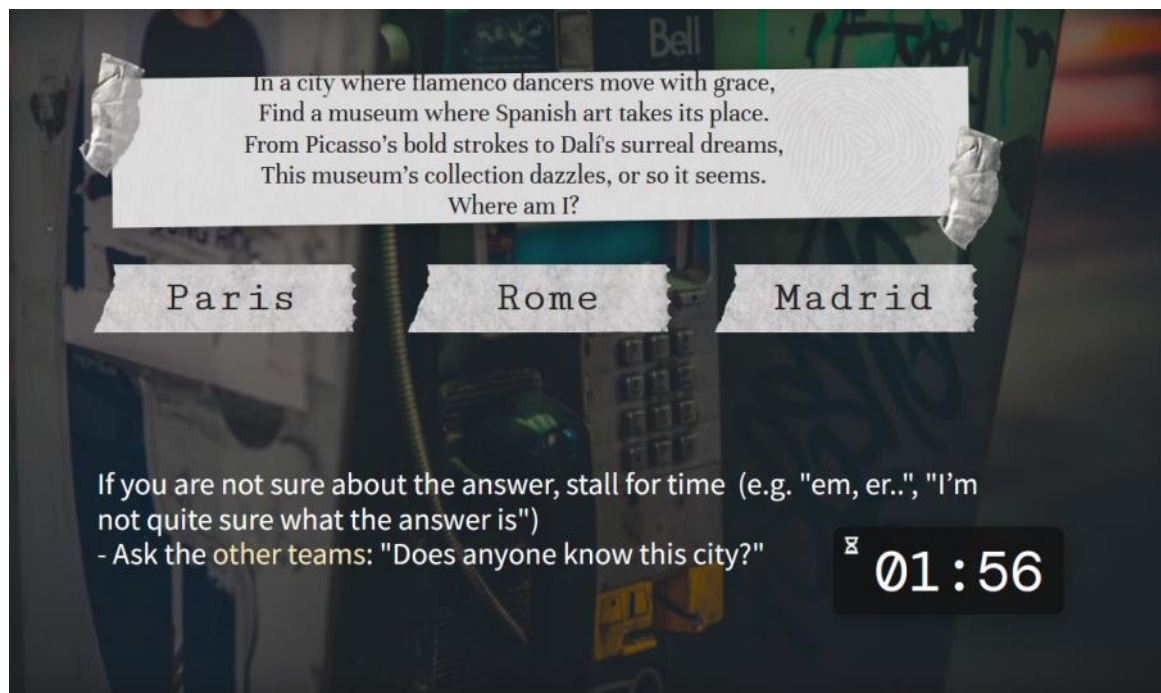
Remember the code

216

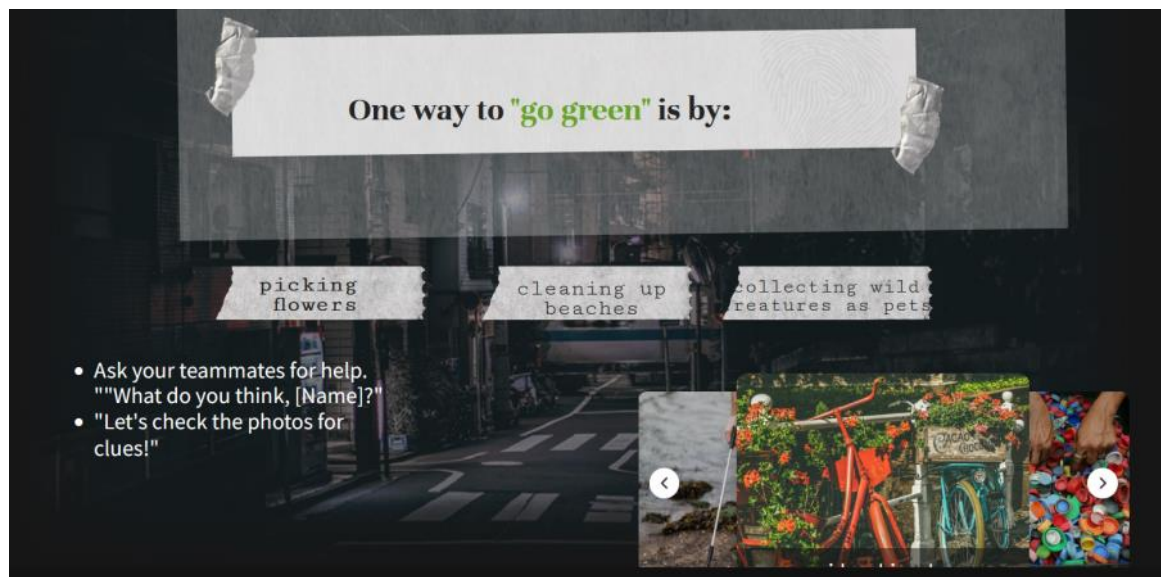
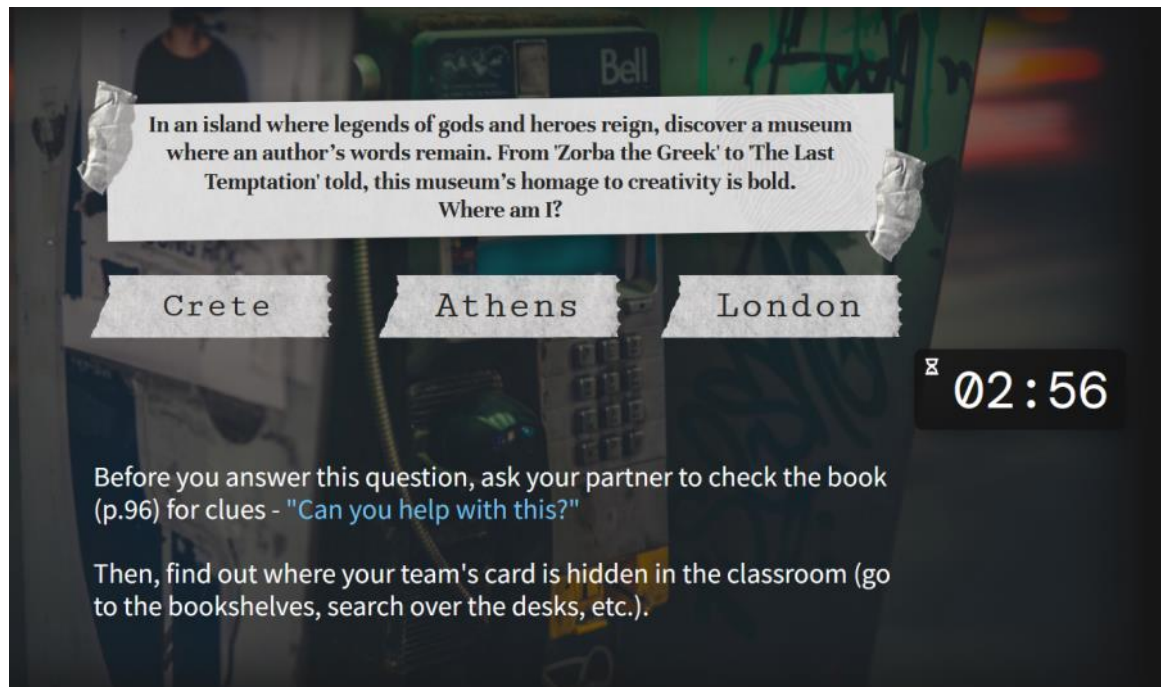
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Note. Link to the song “Earth Day Song | Reduce, Reuse, Recycle | The 3 R's of Recycling” 9/4/2018 retrieved from YouTube at <https://www.youtube.com/watch?v=qtyBzFV9yTs>]





Author's Statement:

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