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## **The Gate School Escape Room: An educational proposal**

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## **Acknowledgments**

A special acknowledgment to *Colegio Safa-Grial* and 3°ESO A students for making this possible,

To my family who is my circle of strength and love,

To my friends who are my greatest support,

To my teachers who are my source of inspiration.



“We learn all the time, inside but also outside of classrooms”

(Ruben, 1999, p.499)



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## **Introduction**

In recent years there has been much interest in the concept of innovation and its relevance in the educational field. In fact, educational innovation has broadened its perspective deepening beyond the physical architecture of spaces in which teaching and learning take place, and strengthening the idea of creating new learning environments in which pedagogical and psychosocial aspects are encompassed (Fraser and Fisher as cited in Davies et al., 2013).

In this respect, and considering that educational innovation is still evolving, most researchers in the field agree that in order to create successful learning environments, educators should take a step forward, leaving their comfort zones aside and challenging themselves to spark innovation within the classroom; being necessary to highlight the willingness on the part of the teachers to explore and experiment with those new teaching and learning spaces.

In addition to this, much recent work has indicated that a better development of learners' skills is, to a certain extent, related to those novel learning settings, which support and enhance pupils' personal, social and academic attainments (Davies et al., 2013). Surprisingly, there are other studies that point at a lack of educational innovation within classrooms, in which creativity is hindered instead of encouraged; nonetheless, this idea seems to be gradually slipping away, but still merits further work.

Therefore and considering the ever-growing need for creating authentic and motivating learning experiences among students, the present paper intends to open and engage the readers' mind through the presentation of an innovative educational proposal in the field of the English language that takes as a reference point a trending game phenomenon, which has won hearts and minds of a countless amount of players all around the world, known as "the escape game". The proposal also brings in a wide variety of educational aspects through the implementation of an eclectic approach, in which several teaching and learning methods and approaches, resources and materials, and spaces are included.

Turning now into the essence of this novel educational proposal, it should be highlighted that it has been the product of eagerness and curiosity for innovation within the English language field and the joint effort of the educational community of *Colegio Safa-Grial*, in which the main protagonists of this event have been 3° ESO A students of EFL, who gave rise to “The Gate School Escape Room”.

Before proceeding further, it should be noted that the present educational proposal does not only pay attention to cognitive aspects, but also to social and emotional ones, in order to support and enhance the language learning processes of the aforementioned students, with a special concern for their motivational levels.

Regarding the general objectives of the educational proposal, “The Gate School Escape Room” is mainly geared towards the followings aspects: (1) producing meaningful real-live learning experiences among 3° ESO A students, supporting the bond that links group cohesiveness and English language learning; (2) sharing the good practices of educational escape rooms in the English language field; (3) encouraging educators to create new opportunities for learning, in which large groups of students can actively participate by applying avant-garde and innovative methodologies and approaches that do not exclusively involve academic aspects but also social and emotional ones.

Therefore, the present paper proceeds as follows: (1) contemporary methods and approaches applied in the ESL field, focusing on an eclectic approach, in which communicative language teaching and cooperative learning are mainly included, followed by the new light brought into the language field by game-based learning; (2) an introduction of the popular game known as “the escape game”, as the basis of the forth coming educational proposal; (3) an explanation of the relationship between escape rooms and education, considering the former to be potential tools in the learning field; and finally (4) the educational proposal titled: “The Gate School Escape Room” which includes a wide variety of educational aspects of particular interest to the EFL field.

## State of the Art

It should be highlighted that even though the exact date of creation of the escape game is unknown, researchers in the field suggest that the first recorded activity labelled as “escape room” was the Real Escape Game (RGE) launched in 2007 by the publishing company SCRAP in Kyoto, Japan. Since that moment, the concept of “escape game” started to gain popularity, especially in years 2012 and 2013, and thus a rapid spread took place all over the world (Heikkinen and Shumeyko, 2016). In fact, the data supplied by the online Escape Room Directory from last year, that is, year 2016, confirm that there were at the time “4096 escape rooms in 1769 different sites, residing in 68 countries” (Heikkinen and Shumeyko, 2016, p. 6) –a number that continues to rise.

In addition to the abovementioned remarkable records, it should be stated that escape rooms have also shown greater visibility within mainstream media, showing up on televised series and shows, such as, *Big Bang Theory*, *Conan*, etc.; social media, bringing a group of enthusiasts and owners together, through a prominent Facebook group known as *Escape Room Enthusiastic* with 8.629 members today, and also within conventions, such as, *Escape Games Convention* (Germany, 2017), *TransWorld’s Room Escape Conference & Tour* (USA, 2017), *Up The Game: Connecting Creators* (The Netherlands, 2017), among others which provide novel workshops and presentations related to the escape room industry (Wiemker, Elumir & Clare, 2015).

All in all, thanks to the large investments in escape rooms by a great number of companies around the world, the rise in popularity of the concept of real-live escape rooms has currently entered new areas such as cooperative training and education, due to the beneficial skills development the escape game fosters. Therefore, the *Looking at learning project* has created the educational tool known as *eduesc@peroom* which bases on the escape game phenomenon but brings in educational aspects. This innovative educational tool can be used in different subject areas of the curriculum and at any educational level in the view of creative learning spaces (Duplessie, TEDxTALKS, 2013; Heikkinen and Shumeyko, 2016).



## **1. Contemporary methods and approaches in the ESL field**

Since educational innovation has been gaining acceptance within the field of the English language, current educational systems seek to incorporate the advances in terms of methodological design into English language classrooms through the combination of multiple teaching and learning methods and approaches, instead of single methodological models, being this attainable through the implementation of an eclectic approach.

### **1.1. The eclectic approach**

In this respect and from a general perspective, the term “eclecticism” makes reference to a mixture of features from various patterns, ideas and possibilities; but, if this concept is extrapolated to the field of education, and more specifically to the area of educational methodology, the eclectic approach alludes to the combination of multiple methodologies and approaches geared basically towards two aspects, which are: (a) the aims of the lesson and (b) the profile of students (British Council, 2008).<sup>1</sup>

Therefore, a series of methods and approaches are borrowed and adapted to suit the aims of the lesson and the profile of the students, being the eclectic approach currently perceived as “a desirable, coherent and pluralistic approach” (Freeman and Mellow as cited in Kurman, 2013, p.1) that pursues to break with the monotony of the lessons and thus attain better learning outcomes from learners (Soomro, 2016).

To put this into perspective, and in particular in an English language context, a mixture of methods and approaches, that is, the implementation of an eclectic approach, can be easily seen in the example stated below:

The class starts with an inductive activity with learners identifying the different uses of synonyms of movement using a reading text. They then practice these using TPR. In another class the input is recycled through a task-based lesson, with learners producing the instructions for an exercise manual (British Council, 2008).

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<sup>1</sup> The eclectic approach was advocated in the early 1990s; however, it has been gaining acceptance recently (Kumar, 2013).

As illustrated in the abovementioned example, the eclectic approach entails the use of various learning style models, approaches and methodologies, activities and other salient features explained hereunder.

On the one hand, among the learning styles applied in this sample class, the one that is clearly identified is the VAK model, that makes reference to visual, auditory and kinesthetic learning styles, and the experiential learning model, which is currently highlighted by present-day educational systems as it fosters real immersion of students in the action of learning (Pine & Gilmore as cited in Heikkinen and Shumeyko, 2016).<sup>2</sup>

On the other hand, as far as the approaches and methods applied in this sample class are concerned, the ones found are as follows: (1) Total Physical Response (TPR); (2) Task-Based Learning (TBL); (3) Communicative Language Teaching (CLT) (e.g. through communication-gap activities) (4) lexical approach (e.g. aimed at lexical chunks in reading); and finally, (5) structural-situational approach (e.g. providing a favorable context for the introduction of new structures) (British Council, 2009).

On top of this, other salient features that emerge from the implementation of an eclectic approach are the following: “multiple tasks, high interaction, lively learning, objective correlative and fast results” (Kumar, 2013, p. 2), also proved to be favourable factors related to ESL education.

Once come to this point, due regard shall be paid to the two most representative approaches eclectically adopted by current educational systems in reference to language teaching which the following: (1) communicative language teaching and (2) cooperative learning, explained hereunder.

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<sup>2</sup> The VAK (Visual, Auditory, and Kinesthetic) learning style model gives a different point of view for comprehending and describing the “dominant thinking and learning style” (Alan Chapman as cited in Gholami and Bagheri, 2013, p. 700) of students.

The experiential learning places the pedagogical principle of “learning by doing” at the central part of the action of learning, allowing students to acquire knowledge “after having experienced or done something new” (Kotti as cited in Fragoulis, 2009, p. 113); being then the learning process perceived as “the process whereby knowledge is created through the transformation of experience” (p. 113).



### **1.1.1. Communicative language teaching**

In regards to the first method, CLT has proven to be one of the most representative methodologies eclectically adopted by English language teachers, as it quintessentially covers the instruction and practice of communicative competences, which are of interest in the language teaching and learning process today.

Due to the fact that current educational systems foster the implementation of an eclectic approach within the ESL field, CLT today embraces various learning styles, multiple learning activities and joint methods and approaches, focusing on the following set of principles (Richards, 2006, p. 2):

- (1) The goals of language teaching.
- (2) How learners learn a language.
- (3) The kinds of classroom activities that best facilitate learning.
- (4) The roles of teachers and learners in the classroom.

As far as the first principle is concerned, the ultimate goal of this teaching method is clearly oriented towards the instruction of communicative competences in the L2. Now, regarding the second principle, Richards (2006) states that students learn best when the communicative process includes the following characteristics (p. 4):

- (1) Interaction between the learner and users of the language.
- (2) Collaborative creation of meaning.
- (3) Creating meaningful and purposeful interaction through language.
- (4) Learning through attending to the feedback learners get when they use the language.
- (6) Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence.
- (7) Trying out and experimenting with different ways of saying things.

In regards to the third principle, Richards pursues to develop communicative competences through pair and group work with communicative tasks, role plays and project work, thus promoting real-live communication and interaction in the ESL classroom. Finally, as far as the last principle is concerned, the author states that teachers and learners need to take new roles within ESL classrooms in order to accomplish communicative activities.

Therefore, it is expected that ESL students take “a greater degree of responsibility for their own learning” (p. 5), thus enhancing their autonomy, self-learning abilities and cooperative work, as indicated in ORDEN EDU/362/2015, , de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León; and, in turn, ESL teachers are expected to leave aside their traditional role of model to assume “the role of facilitator and monitor” (p. 5), especially needed in the error management procedure on the part of learners, in which they can produce “error-free sentences” (p. 5), being then monitored and facilitated by their educators.

In addition to this, Richards (2006) suggests taking into consideration the following activities in order to reflect the present theory and practice of the CLT method in ESL classrooms; these activities are as follows (pp. 18-20):

- (1) Information-gap activities.
- (2) Jigsaw activities.
- (3) Other activity types as follows:
  - (a) Task-completion activities: puzzles, games, map-reading [...] in which the focus is on using one’s language resources to complete a task.
  - (b) Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.
  - (c) Opinion-sharing activities: activities in which students compare values, opinions, or beliefs.
  - (d) Information-transfer activities: these require learners to take information that is presented in one form, and represent it in a different form.
  - (e) Reasoning-gap activities: these involve deriving some new information from given information through the process of inference, practical reasoning, etc.
  - (f) Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Last but not least, Richards (2006) stresses the importance of considering the following two aspects in order to attain successful communicative outcomes from L2 learners; these aspects are “the emphasis on pair and group work and the push for authenticity” (pp. 20-21). As far as the first aspect is concerned, pair and group work is already considered through the implementation of the abovementioned CLT activities; and in regards to the

second aspects, the author states that those communicative activities “should as far as possible mirror the real world and use real world or authentic sources as the basis for classroom learning” (p. 20). In doing so, meaningful language learning can be supported through the exploitation of authentic and innovative learning resources and settings that, in turn, motivate students in the language learning process.

### **1.1.2. Cooperative learning**

Moving on to the second representative approach, CL is hereunder explained. Before proceeding furthermore, it should be noted that for over more than 15 years there have been attempts to incorporate CL principles in L2 education; nonetheless, it has not been up until recent years that this approach has been reconsidered by educational boards. Therefore and since educational systems have been increasingly showing their interest in building upon CL environments within ESL classrooms, the following paragraphs provide the rationale of the approach (Gunderson & Johnson as cited in Dornyei, 1997).

First and foremost, as far as the definition of the approach is concerned, Dornyei (1997) defines CL as “the instructional use of small groups in order to achieve common learning goals via cooperation” (p. 482). In this respect, the author points at three key features that should be present for making learning cooperative; these are as follows (p. 483):

- (1) Small group work during lesson time (e.g. groups between 3-6 participants).
- (2) Peer collaboration as the basis of class structure (i.e. every group member should look out for his/her peers in regards to the mastery of concepts, skills, etc. pursued in every lesson; thus, enhancing the process of cooperation among them).
- (3) Greater reward to group achievement in contrast to individual achievement.

Conversely, it must be highlighted that not always group work conveys the essence of the said approach, as most group work activities focus on competitiveness rather than cooperation. Following this line of reasoning, a feature that differentiates competitive learning from cooperative learning is –positive interdependence; being this reflected in CL activities

while just the opposite, that is, negative interdependence among learners, is portrayed in competitive learning.<sup>3</sup>

Turning now into the benefits of the approach, the implementation of CL in ESL classrooms can maximize the learning outcomes from L2 students, at both individual and group level. In this perspective, Dornyei (1997) highlights the following benefits as the most relevant ones, which are the following: (a) positive linkage between group cohesiveness and productivity; (b) significant increase of motivational levels; and (c) enhanced development of interpersonal skills.

In regards to the first benefit, CL environments are of great interest today as they unfold a warm and cohesive learning climate that allow L2 students to take active and participatory roles into the L2 learning process, significantly improving the development of language competences (Levine and Moreland; Mullen and Copper; Devine, and Whitney as cited in Dornyei, 1997).

Secondly, strengthening group cohesiveness in L2 classrooms is also of great interest today as group cohesiveness acts as a potential mediator in L2 students' motivational levels, which show a significant increase when tight-knit groups, that is, positive group cohesiveness, is present in the L2 classroom (Swezey, Meltzer and Salas as cited in Dornyei, 1997).

Thirdly, regarding the last benefit, CL shows a conscious training and practice of competences, such as language competences, with due consideration to communicative skills; and other competences as teamwork skills, problem solving skills, confidence and trust building skills, self and peer assessment skills, interpersonal skills, etc. (CEFR; RD 1105/2014; ORDEN EDU/362/2015; Dornyei, 1997).

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<sup>3</sup> Positive interdependence occurs when a student perceives that he/she is linked with other students in the sense that he/she cannot succeed unless the others do (and vice versa); and/or the student must coordinate his/her efforts with the efforts of the other students in order to complete the task (Johnson et al. as cited in Dornyei, 1997, p. 485). In other words, positive interdependence is sustained in the belief that students “sink or swim together” (p. 485).

All in all, and pointing now at the current regional legislation on secondary education, it should be noted that it is suggested that new language learning resources, such as, songs, movies, short stories, tales, games and simulations should be implemented in L2 classroom in order to arouse L2 students' interests and participation in the learning process (ORDEN EDU/362/2015). Therefore, the following part of section delves into the latter resources, that is, games and simulations as innovative learning resources in the L2 field, giving rise to the so-called "game-based learning".

## **1.2. Game-based learning**

As mentioned above, current educational systems portray a great interest in the exploitation of games and simulations as potential educational resources within the L2 field. To that end, the implementation of the so-called "game-based learning" (GBL) approach is presented hereunder in order to enhance the language learning process. Therefore and for a more complete vision of this issue, the section delves into the definition of GBL together with the benefits of its implementation.

In the first place, the GBL approach can be understood as a "type of game play that has defined learning outcomes" (EdTechReview<sup>TM</sup>, 2013). In other words, it can be seen as a "template" fulfilled by subject-specific knowledge (e.g. curricular content) and learning goals set by the educator who brings a "playful" learning environment into the classroom. In this respect, the subject-specific content presented to the L2 learners seems to be blurred with game characteristics, which make learning be seen as a fun and innovative process (Kumar, 2013; Pivec, Dziabenko, Schinnerl, 2003).

Secondly, as far as the benefits of the approach are concerned, much work confirms that students' learning outcomes are supported and enhanced in regards to two main aspects, which are: motivational levels and competences development mentioned below (Abt, Coleman, Bradford, Egan, Rogers, among others, as cited in Ruben, 1999).

In regards to the first benefit, GBL stimulates higher levels of motivating responses on the part of L2 learners and, therewith, stronger engagement in the learning process. Since these students are mentally involved in the game play, higher dynamisms are also produced within L2 classrooms, which enhance at the same time the teacher-student and the student-

student relationship (i.e. group cohesiveness as discussed in CL) (Pivec, Dziabenko, Schinnerl, 2003; Jindal-Snape, Collier, Digby, Hay & Howe, 2013).

In regards to the second benefit, the said approach does not only nurture interactivity and peer learning (i.e. CL) as pointed above, but it also fosters the training and practice of cognitive, affective and social competences, which are of interest in today's educational systems. In this respect, GBL is used to tackle the following issues (Pivec, Dziabenko, Schinnerl, 2003, p. 223):

Effective communication, teamwork, project management and other soft skills, such as, responsibility, creativity, micro-entrepreneurship, corporate culture, etc. as well as searching for information, selecting the appropriate and necessary information, development of discussion strategies, "conflict" of the arguments, decision-making process and negotiation, as central aspects of the game.

Once come to this point, it is necessary to highlight that even though there seems to be a false dichotomy between education and entertainment, view supported by some researchers in the field who state that education and entertainment are mutually exclusive areas, this section has demonstrated that a playful approach can attain successful learning outcomes from L2 students, as GBL blurred the subject-specific content with game characteristics fulfilling the aims of lessons like other approaches. Therefore, and through the implementation of an eclectic approach, which includes various educational aspects, as mentioned throughout the section, effective L2 learning environments can be provided to ESL students with an optimal mapping between learning and entertainment (*Looking at learning project*, 2015).

Taking all the above into consideration and with a special focus on the exploitation of games and simulations, the purpose of the following section is to present a popular game known as "the escape game".

## 2. The escape game

In light of the above and considering the newly-developed game generation, one of the games that has been booming in popularity over the last few years, “winning over the hearts of excitement and fun-seeking individuals around the world” (Heikkinen and Shumeyko, 2016, p. 1), is the well-known “escape game” (also called “escape room”). Section 2 gives a brief overview of the origins of this game to, afterwards, provides the current concept of the game of interest.

First, as far as the escape game origins are concerned, it is worth noting that the history of the escape game is relatively short but indeed intense; therefore, the approximate date of its creation as well as its precursors are mentioned hereunder.

On the one hand, even though the exact date of creation of the escape game is unknown, the first recorded activity labelled as room escaping was “the Real Escape Game” (REG) launched in 2007 by the publishing company SCRAP in Kyoto, Japan. Since that moment escape rooms started to gain considerable reputation, showing a rapid increase in popularity in years 2012 and 2013. This is confirmed by the data supplied by the online Escape Room Directory that indicates that there were by the year 2016 “4096 escape rooms in 1769 different sites, residing in 68 countries” (Heikkinen and Shumeyko, 2016, p. 6), a number that continues to rise due to the increased value given to the escape game.

On the other hand, even though the game’s name suggests its ultimate goal, that is, to escape from a room, the escape game has been based upon a number of precursors, especially from interactive media. That said, most researchers in the field agree and use Dr. Nicholson’s (2015) studies to refer to the foundations of the said game.<sup>4</sup>

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<sup>4</sup> Dr. Scott Nicholson, professor at Wilfrid Laurier University in Brantford, Ontario, runs the *Because Play Matters* game lab at the School of Information Studies at Syracuse University. Apart from describing himself as a lifelong gamer, Dr. Nicholson has built two published board games (*Tulipmania 1637* and *Going, Going, Gone*). He is a co-author of *Cthulhu Live (1st edition)*, and was behind *Board Games with Scott*, the first web-based video series about board games (Nicholson, 2015). At the moment, the professor is investigating how playing and games can be targeted to informal learning, paying a special attention to the escape game and offering support and help under the concept of “community of practice of escape rooms” through his facebook

Dr. Nicholson (2015) pinpoints six of such precursors, all of which have prompted in a greater or lesser extent to the emergence of the current escape game phenomenon; these six precursors are the following (p. 5):

- (1) Live-Action Role-Playing Games
- (2) Point-and-Click Adventure Games & Escape-the-Room Digital Games
- (3) Puzzle Hunts and Treasure Hunts
- (4) Interactive Theatre and Haunted Houses
- (5) Adventure Game Shows and Movies
- (6) Themed Entertainment Industry

Firstly, Nicholson (2015) indicates that the current escape game phenomenon takes from the first precursor the idea of using real-live scenarios in which players assume a different live-action role from a back-story. From the second precursors, the game takes one of its bases, which is the search for items (i.e. clues) followed by solving puzzles in a “reality” (e.g. virtual reality), in which the players find themselves trapped. In this line, the idea of using a confined place, and more specifically, a locked room, from which the participants have to escape in a given time limit, is taken from the third precursors. In addition to this, the fourth precursors give the idea of using gothic and horror fiction themed spaces to produce new sensory experiences during the game play. After considering so, the escape game takes from the fifth precursors another fundamental base to the game, which is the active team cooperation required to escape from the locked room. Finally, the last precursor makes reference to the escape game as a joint system of both game play and themed-entertainment industry.

Having said this, it should be highlighted that a variety of game genres and experiences have inspired the global phenomenon known as the “escape game”.

Now, in regards to the second part of this section, it should be first noted that there is not a single universal definition for the escape game; however, most researchers in the field agree and use Nicholson’s (2015) definition, which states as follows (as cited in Heikkinen and Shumeyko, 2016, p. 3):

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page <https://www.facebook.com/groups/escaperoomenthusiasts/?fref=ts>. Further information about Nicholson’s work is available at [becauseplaymatters.com](http://becauseplaymatters.com)



Real life escape rooms are themed live-action adventure games, in which players –as a rule, a team of two or more people– find themselves locked in a room, or a series of rooms, from which they must escape within a set amount of time. In order to find the way out, the players have to solve a variety of puzzles by searching for clues and objects scattered around the room and using them to complete various tasks.

In other words, the escape room is a game played by a group of people who have to escape from a room (or series of rooms) filled with challenges within a given time limit. In order to win the game (i.e. escape), the participants have to solve the challenges (e.g. searching for hidden objects and clues, solving puzzles, etc.) contained in the room, or rooms (Nicholson, 2015; Wiemker, Elumir & Clare, 2015).

That said and considering that real-live escape rooms place at their core real-live experiences, it is deemed appropriate to explain the dynamic of the game and therewith depict how an escape room experience looks like.

A real-live escape room experience begins with players meeting their game master, who explains the rules of the game and what will happen over the next hour. If there is a background story, the game master plays a video or provides the players a passage to read. After doing so, the door is closed and locked and the countdown begins.

Within the game room, the participants disperse themselves looking everywhere for clues, usually hesitantly at the beginning but more actively as time goes on. Among these clues, symbols, numbers, pictures, etc. may appear, but with no evident reason to understand why these objects (i.e. clues) are there for. To put it in another way, the first part of the game consists on the search for clues, where well-communicate teams will cry out whenever they find something, putting then all together in order to solve the puzzles.

Players keep working together in order to solve the puzzles –without forgetting that one solution of a puzzle may lead them to other puzzles (i.e. meta-puzzles as discussed later). Nonetheless, if players are stuck, they can get hints from their game master who monitors players from a monitoring room. Normally, the puzzles contained in the game room become more complex when getting closer to the end of the game and that will provide the players a code or a final clue to find the key's room that opens the door and finally escape.

At the end of the game, the game master leads players to a debrief process, in which they will comment about clues and the game in general (Nicholson, 2015, pp. 1-2).

Since the escape game naturally involves adventure and excitement within cooperative environments, other bodies from different areas such as cooperative training and education reflect their interests in the concept of real-live escape rooms. Therefore and with educational and research interests, the following section presents the exploitation of the escape game within the educational field.

### 3. Escape rooms and education

In view of the above mentioned and considering the ever-growing appeal for educational games, the present section aims at demonstrating the potential value of real-live escape rooms as educational tools, placing a greater emphasis on the innovative educational tool *Eduesc@peroom* developed under the *Looking at learning project* towards innovative learning environments.<sup>5</sup>

On this basis, section 3 proceeds as follows: (1) definition of educational escape room; (2) structure of educational escape rooms: pre-game room, game room (with monitoring room), and debriefing room; and (3) core game design: puzzle flow.

#### 3.1 Definition of educational escape rooms

First, as far as the concept of educational escape rooms is concerned, an educational escape room is defined as a creative learning environment –that can be built at any educational setting, such as, primary or secondary schools, youth centres, colleges, etc., that is, any place that involves learning– that uses the core design of the escape game but brings in the educational element and the interests of the students. Since people are curious by nature, an educational escape room is depicted as “a perfect setting for working with this curiosity and using it for learning” (*Looking at learning project*, 2015, p. 9).

To fulfil that purpose, these innovative learning environments (i.e. educational escape rooms) should be built on settings that follow the present standard structures described below.

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<sup>5</sup> The Eduesc@peroom is a KA2 Strategic Partnership project within the Erasmus+ Youth: Looking at Learning [L@L]. This Strategic Partnership project involved non-formal and formal partners in Latvia, Netherlands and Spain on the topic of creative learning environments (*Looking at learning project*, 2015, p.4). The main aim of the project is to provide space and support for cross-sectoral cooperation of professionals in formal and non-formal education fields, exploring innovation in order to develop effective and creative learning environments for youth. For further information <http://lookingatlearning.eu/>

### 3.2 Structure of educational escape rooms

In regards to the standard structure of educational escape rooms, the *Looking at learning project* indicates by means of the educational tool: *Eduesc@peroom* that these creative learning environments should be endowed with three main rooms, which are as follows (*Looking at learning project*, 2015, p. 10) (as seen in Figure 1):

- (1) A pre-game room.
- (2) A game room (with monitoring room).
- (3) A debriefing room.



Figure 1. The structure of the (escape) room (*Looking at learning project*, 2015, p. 10)

Since each space has a different functionality, the *Looking at learning project* (2015) suggests a different setting for each of the three rooms contained in the approved instructional design of educational escape rooms, which are briefly explained hereunder.

#### 3.2.1 The pre-game room: Setting the tone

First, regarding the opening setting of the educational escape rooms, the pre-game room functions as a waiting room where the game itself, including the rules of the game and the respective background story, is introduced to the players (i.e. students), thus “setting the tone” (*Looking at learning project*, 2015, p. 11) of the educational escape room. In other words, the pre-game room is the space where the students are about to embark on an exhilarating learning experience based on an unfolding narrative joint to the popular game: the escape room.

### **3.2.2 The game room: Challenging participants to escape**

Secondly, in reference to the next room, the game room functions as the core scenario where the students and the puzzles (as discussed later) are the main characters of the educational escape room. Once students enter the room, they are immediately headed towards an immersive learning setting, in which some of the escape room precursors (i.e. game genres and experiences as discussed in section 2) may be present. In addition, a monitoring room, which can be set either inside or outside of the game room, works as the space to monitor the game flow and to assess the students when necessary. For the latter purpose, communication between the game master (i.e. educator) and the players (i.e. students) is needed; being this possible through the use of different communication tools, such as, walkie talkies, telephone, skype, tablets, etc. or face-to-face communication (*Looking at learning project*, 2015).

### **3.2.3 The debriefing room: Reflecting and closing**

Finally, the third room, that is, the debriefing room functions as a reflection space where the game master talks to the players, gathering all the learning outcomes (e.g. new knowledge, skills and attitudes) and learning experiences, indicating simultaneously that the game has come to an end. Since it is a time to reflect, the content and the role of the educator are more important than the space itself; therefore, the debriefing room can be located in the previous room (i.e. the game room), without forgetting the recommendations about spaces by the *Looking at learning project*.

In brief, each of the rooms contained in the educational escape rooms provide meaningful real-live learning experiences for learners through the exploitation of innovative learning settings. Nonetheless, no matter whether the arrangement of the workplace and the respective back-story show a close relation with the escape room itself, an educational escape room experience cannot occur without the presence of the educational puzzles, which show to be the backbone of this popular game. Therefore, the following part of the section devotes a particular attention to the core design of the educational escape rooms, that is, puzzles (Nicholson, 2015; Wiemker, Elumir & Clare, 2015; Heikkinen and Shumeyko, 2016; *Looking at learning project*, 2015).

### **3.3 Core design of educational escape rooms: Puzzles**

As mentioned above, this part of the section provides key information about escape room puzzles referring specially to: (1) the definition of puzzles; (2) the types of puzzles; and (3) the game flow design: puzzle path design.

#### **3.3.1 Definition of puzzles**

First, as far as the definition of puzzle is concerned, Clare defines “puzzle” as “any challenge, which requires using mental effort to logically solve a problem” (as cited in Heikkinen and Shumeyko, 2016, p. 40). On this basis, the educational escape room puzzles, specifically found in the game room, follow a simple game loop mechanism within the escape room structure, which can be summarized as follows (Wiemker, Elumir & Clare, 2015, p. 3):

- (1) A Challenge to overcome.
- (2) A Solution (may be concealed).
- (3) A Reward for overcoming the challenge.

In other words, an escape room puzzle “challenges” the players (i.e. students) to solve a problem, which hides a “solution” mainly decipherable through team cooperation among all the members of the group, for the purpose of getting a “prize” after its resolution. For a more complete understanding of this concept, an example of an escape room puzzle is described hereunder (Wiemker, Elumir & Clare, 2015, pp.4-5):

A puzzle example found in the common use of the combination lock on a lockbox:

- (1) The challenge is the locked box.
- (2) The solution is the combination.
- (3) The reward is the contents of the box.

A puzzle will hide the solution and it’s up to the team to decipher this puzzle to overcome the challenge and get the prize.

To expand on this example, the locked box (the challenge) may have a three digit lock on it. On the box is a picture of a sun, moon and star. The puzzle presented to the players is how the picture of a sun, moon and star relate to a three digit code (the solution) to open the

combination lock. In this simple scenario, the room could hold a scene of the night sky and in the sky would be a sun, two moons, and four stars. The solution to open up the combination would be 1-2-4 and the reward could be more information for another puzzle (linear puzzles as discussed later), or a chain of puzzles leading to one huge final puzzle (meta-puzzles as discussed later) (as seen in Figure 2).

This is a simple example, and puzzles can be more elaborate, but in the end it's simply "challenge, solution and reward" game loop mechanism.



Figure 2. Puzzle composition (Wiemker, Elumir & Clare, 2015, p. 5)

### 3.3.2 Types of puzzles

Since the variety of types of puzzles is quite large (See Table 1, Annex I), most researchers in the field agree to group puzzles into two main categories, which are: "mental and physical" (Wiemker, Elumir & Clare, 2015, p. 6)

On the one hand, mental puzzles (also known as "cognitive" puzzles) make reference to the "ability to think outside the box" (Nicholson as cited in Heikkinen and Shumeyko, 2016, p. 7), that is, to use thinking skills and logic in order to solve the problems, find the solutions and therewith get the rewards; while on the other hand, "physical" puzzles (sometimes called "task-based" puzzles) refer to a "good hand-eye coordination" (p. 7) in the search for physical objects together with the manipulation of those objects in order to overcome the challenges, find the solutions, and thus get the prizes.

On top of this, both mental and physical puzzles can be easily combined seamlessly between themselves and integrated within an eclectic approach, in which different tasks, methods, learning styles, etc. can be included; thus, presenting innovative puzzles that pique students' curiosity. Among the types of educational puzzles, the following can be found: “verbal, visual, mathematical, logical, manual, creative, artistic, scientific, poetic [...]” (*Looking at learning project*, 2015, p. 15).

### **3.3.3 Game flow: Puzzle path design**

In regards to the last point of the section, it should be highlighted that even though the ultimate goal of the original escape game is geared towards room escaping, educational escape room does not only focus on escaping from a room, but also on attaining learning outcomes from students. Therefore, the puzzle path design used in an educational escape room is mainly oriented towards learning and not necessary towards exit (*Looking at learning project*, 2015).

For that purpose, three different approaches can be used to create puzzle path designs within educational escape rooms, as shown in Figure 3. These puzzle path designs are as mentioned as follows (Wiemker, Elumir & Clare, 2015, p. 8):

- (1) Linear path.
- (2) Open path.
- (3) Multi-linear path.

In the first place, a linear path design is intended to a sequential order of puzzle solving, that is, that the solution of the first puzzle will unlock the second one and so on until reaching the final puzzle, whose resolution will make students win the game. A positive point to highlight from this puzzle path design is the ease for students to play as well as for the educators to design. However, as a negative aspect, it should be highlighted that if a puzzle can be solved by only one student, that leaves the rest of the group doing nothing (Nicholson, 2015; Wiemker, Elumir & Clare, 2015).



Secondly, an open path design refers to a free and open order to solve puzzles; nonetheless, the final puzzle cannot be solved until the rest of the puzzles are done. As a positive aspect to highlight is that this path design allows everyone to work on different puzzles at the same time; but as a drawback, this puzzle path design presents more difficulties for students as it does not depict clear instructions on where to start solving puzzles, and for educators to create as Nicholson (2015) states a “flow-based experience” (p. 17).

Thirdly, a multi-linear path design points at “a series of linear path puzzles” (Wiemker, Elumir & Clare, 2015, p. 8) that intersect among themselves or have different ending points. Since each of these puzzles leads to a final result, solving all the puzzles is needed to unravel the “meta-puzzle”, which will unlock the victory condition of the game. The advantage of this path design is that every member of the group is allowed to work on different puzzles at the same time; however, by presenting a multiple path design, the educator should start working with the simple puzzles before moving on to the difficult ones, which can be used when students familiarize with the game in itself (Nicholson, 2015).

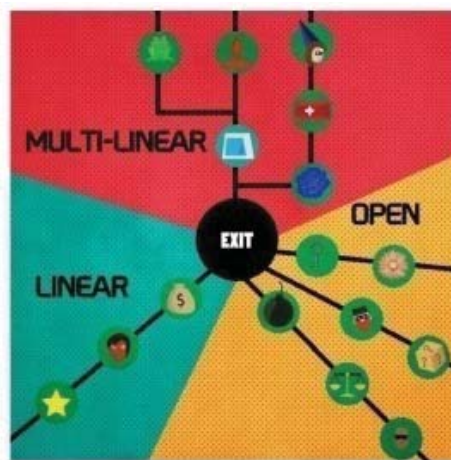


Figure 3. Game flow design: Puzzle path (*Looking at learning project*, 2015, p.17)







“You have thirty minutes to find the clues, solve the puzzles and escape from the gate. We do it better when we do it together. Good luck”  
(Merchán Macías, 2017).



#### **4. Educational proposal: The Gate School Escape Room**

In light of the theoretical framework exposed throughout the previous sections, section 4 aims at developing the core design of the innovative educational proposal, which is based on the creation and implementation of an educational escape room in the field of the English language titled “The Gate School Escape Room”; the section proceeds as follows: (1) contextualization; (2) justification; (3) objectives; (4) general contents, evaluation criteria and learning outcomes; (5) competences; (6) methods and approaches; (7) description and timing; and (8) results.

##### **4.1. Contextualization**

First of all, as far as the contextualization of the educational escape room is concerned, “The Gate School Escape Room” is an educational proposal designed and implemented in a secondary educational centre located in the city of Valladolid of the Community of Castilla y León. For a more complete vision of the present proposal, the description of the educational centre as well as the profile of the target EFL classroom is hereunder provided.<sup>6</sup>

As far as the description of the educational centre is concerned, *Colegio Safa-Grial* is a privately-owned but state-funded catholic school that comprises within its structural organization a network of three building facilities, all of them integrated in the urban ensemble of the city of Valladolid. Each of these buildings is intended towards different educational levels: the first edifice, which is located in Guadalete 2 Street, is used for pre-school and primary education; the second one, located in Guadalete 3 Street, in front of the previously mentioned, for secondary education; and finally, the third building, located in Ruiz Hernandez 14 Street, a bit further away from the other two, for post-compulsory secondary education and vocational training. As can be inferred, *Colegio Safa-Grial* provides a comprehensive educational offer to the student community within its network of three building facilities, comprising at the moment 45 groups distributed as follows:

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<sup>6</sup> In order to have a more complete vision of the target EFL classroom, the students’ needs and characteristics were analyzed by means of two initial questionnaires distributed at the beginning of the study (for further information about the designs and the data collected from both questionnaires see Annex II).

- 6 academic courses at pre-school education.
- 12 academic courses at primary education.
- 8 academic courses at secondary education.
- 8 academic courses at *bachillerato*.
- 9 academic courses at vocational training (3 *CFGM* and 6 *CFGS*).
- 2 academic courses at *FPB*.

Since the present educational proposal is intended towards secondary education, our building of interest is the one located in Guadalete 3 Street, situated in the so-called Barrio de la Pólvara, between Paseo del Cauce and Plaza de las Batallas. Nonetheless, what few people know about this edifice is that in 1972 a famous laboratory needed to be removed as a school took its place the same year (Merchán Macías, 2017).

[To be continued...]

Apart from its prominent physical structure, *Colegio Safa-Grial* is renowned by its methodological vision, which focuses on active, participatory and innovative methods and approaches channelled to cooperative learning, multiple intelligences and critical thinking. At the moment, the projects that are being implemented at secondary education are as the following:

- ADA project that fosters adequate study techniques to strengthen the academic attainments of students.
- Reading promotion that includes the participation of secondary education students in theatres, contests and in the creation of the school's newspaper.
- AMCO learning programme currently implemented in 1º and 2º ESO within the area of the English language.<sup>7</sup>

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<sup>7</sup> The AMCO learning programme offers a high quality language education through a unique teaching methodology based on the emotional, intellectual and social development of the student, incorporating the following theories, approaches and features to the L2 lessons; these are as follows: (a) Multiple intelligences; (b) Emotional intelligence; (c) Generating Voice Theory; (d) Instructional materials and teaching strategies; (e) Critical Thinking; (f) Cooperative Learning; (g) Graphic organizers; and (h) Educational technology. For further information: <http://www.amco.me/home/#us>



All the above mentioned and the rest of the projects implemented within this educational centre are intertwined within the field of ICT, taking advantage of the multimedia rooms of the centre, which are equipped with the highest ICT tools and resources; being worth highlighting that *Colegio Safa-Grial* is now in possession of the highest level certification in ICT, that is, level 5, granted by the Regional Government of Castilla and León.

Turning now more specifically into the second part of the section, that is, the profile of the target EFL classroom, the following paragraphs are intended to describe it, including the following aspects: spatial organization, materials and resources, school hours and student body.

In regards to the first aspect, the EFL classroom is characterized by an adequate physical and functional work space in which the pupils' desks are distributed into groups of three and four students, depicting one of the school's methodological visions, which is cooperative learning, setting the teachers' desk just in front of the students.

The materials and resources used during this school year 2016-2017 were *English Plus 3* (2010), both students' book and workbook, plus extracurricular material provided by the English teacher in paper or electronic format through the educational platform of the school: *Educamos*.

As far as the school hours are concerned, English language is studied as first foreign language, in contrast with 1º and 2º ESO groups that study English as a second language (ESL) through the implementation of AMCO methodology; as a result, our target EFL class benefits from 3 hours of English a week: Mondays, from 11:40 to 12:30; Thursdays, from 10:20 to 11:10; and Fridays from 8:30 to 9:20.

Finally, as far as the main participants in the educational proposal are concerned, the target classroom, that is, 3º ESO A, is comprised by 27 students, 14 girls and 13 boys, whose age range from 14 to 16 years old. Among some of the characteristics of this target group of students, we highlight the following:

- Positive interdependence among peers due to the implementation of CL.
- Heterogeneous levels of language proficiency (between A2 and B2).
- Low levels of engagement within EFL lessons: 5 students repeating the same grade: 18, 5%.
- Low use of English language communicative competences during the lesson.
- High level of hyperactivity and distraction: with 3 reported cases of ADAH: 11, 1%.

Due to these characteristics and as this group of students has been one of the groups assigned to me during my internship period, the present educational proposal aims at enhancing the existing situation in it through the implementation of the innovative educational tool: *Eduesc@peroom* towards more participating and active roles of EFL students of 3° ESO A during the English language lessons.

#### **4.2. Justification**

As mentioned above, the educational proposal draws upon the profile of 3° ESO A students within the EFL context. In addition, this educational proposal takes into consideration two main lines of reasoning: (1) the relevance of educational innovation in the EFL field and (2) real-live learning experiences among EFL students.

First and foremost, it should be highlighted that current educational systems endorse the call for new language teaching and learning methods and approaches in the field of the English language with the purpose of enhancing the language teaching and learning process. To that extent, the national and regional educational systems advocate, through their respective educational legislations, the exploitation of active and participatory language methods and approaches intertwined with authentic language learning materials and resources to arouse students' interests and involvement in the language learning process; among the suggested language learning materials and resources are the following: literature and short stories, music, games and simulations; being the latter, that is, games and simulations, the resources of interest for our educational proposal.

Once come to this point, it is worth highlighting that educational innovation is currently seen as a potential tool within language education due to the fact that innovative language methods and approaches, resources and spaces can pique students' curiosity and therewith increase their motivational levels towards language learning. It is also worth noting that there should be willingness on the part of the teacher to broaden and go more deeply into educational innovation in the English language field, and thus spark innovation within language lessons, as we took the challenge on our part giving rise to "The Gate School Escape room".

### **4.3. Objectives**

Now, as far as the general objectives of "The Gate School Escape Room" are concerned, deep analyses of modern language teaching and learning theories as well as the study of the legal framework on secondary education in the field of the English language have been considered to set the general objectives of the educational proposal, which are as follows:

- To provide real-live learning experiences among EFL students through the exploitation of a real-live educational escape room.
- To arouse EFL students' interests and therewith increase their motivational levels through the exploitation of creative learning resources and spaces, included in the present educational proposal.
- To strengthen group cohesiveness among EFL students through the presentation of team building activities, included in the educational escape room.
- To enhance the development of the five macro-skills of the English language, with due consideration to linguistic communication through the exploitation of communicative tasks, included in the educational escape room.
- To strengthen the development of competences, such as, autonomy, decision making, problem solving, social responsibility, personal adjustment, creativity and cooperation through the performance of the educational escape room.
- To allow EFL students to express their thoughts and feelings about this new language learning experience through the debriefing process.
- To extend the untapped potential of escape rooms in the educational field.

#### 4.4. General contents, evaluation criteria and learning outcomes

Turning now into the general contents, evaluation criteria and learning outcomes of the educational proposal, Table 2 shows a general perspective of those features considering the development of the five macro-skills of the English language in regards to the target students, that is, 3º ESO students, as indicated in ORDEN EDU 362/2015 de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León.

<b>The Gate School Escape Room</b>		
<b>BLOCK 1. Oral comprehension: listening</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Comprehension strategies:</i> Distinction of types of comprehension (general meaning, essential information, main points and relevant details). Formulation of hypotheses on a basis of content and context.</p> <p><i>Communicative functions:</i> Description of physical and abstract characteristics of people, objects, places and tasks. Narration of past events, description of present situations and expression of future desires. Offer and request of information, instructions, points of view and opinions, advice, warnings and notes. Expression of certainty, doubt and guess. Expression of suggestions, desire, and hypotheses. Establishment and maintenance of communication and discourse analysis.</p>	<p>To identify essential information, main points and relevant details in well-structured oral texts, transmitted face to face or through different electronic devices at a normal rate of speech in formal, informal or neutral register, about general or specific aspects of the issue of interest within the personal, public or academic field as far as the acoustic conditions do not distort the message.</p> <p>To know and applying the most adequate strategies of comprehension to understand the general meaning and the main points of the oral text.</p>	<p>1. Recognizes the main points and relevant details in the oral texts transmitted at a normal rate of speech in the best possible acoustic conditions.</p> <p>2. Understands and participates in informal conversations that deal about descriptions, stories, points of view and opinions of the issue of interest.</p> <p>3. Understands and participates in formal conversations or interviews in which personal, academic, or other issues of interest are asked as well as simple and formulaic comments.</p>
<b>BLOCK 2. Oral production: speaking and verbal interaction</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Production strategies:</i> Creation of messages distinguishing main idea or ideas and basic structures. Adequacy of texts to the addressee, context and message channel in accordance to register and discourse structure of the particular case. Expression of cohesive and coherent messages adequately structured and adapted to the</p>	<p>To produce brief and comprehensible oral texts in face-to-face conversations or conversations held through different electronic devices, using simple language in neutral or informal discourses, which present offer, request or exchange of information about important issues of interest within the personal, public or academic field.</p> <p>To know and apply oral lexical</p>	<p>1. Does short and rehearsed oral presentations about particular aspects of issues related to the academic field and answer short and simple questions about content in particular.</p> <p>2. Participates in informal face-to-face conversations, which establish social contact, exchange of information,</p>

<p>different text types. Application of linguistic and paralinguistic procedures to compensate language deficits</p> <p><b>Linguistic:</b> Definitions or paraphrases of terms or phrases.</p> <p><b>Paralinguistic:</b> Request for help. Use of deictic or performance of actions to explain meaning. Use of body language (gestures, postures, eye contact).</p> <p><i>Communicative functions:</i> Establishment and maintenance of personal and social relationships. Description of physical and abstract characteristics of people, objects, places and tasks. Narration of past events, description of present situations and expression of future desires. Offer and request of information, instructions, points of view and opinions, advice, warnings and notes. Expression of certainty, doubt and guess. Expression of suggestions, desire and hypothesis. Establishment and maintenance of communication and discourse analysis.</p>	<p>repertoire to communicate information, opinions and brief, simple and direct points of view about the issue of interest.</p> <p>To use short sentences or groups of words and expressions to exchange information about the issue of interest with interruptions in the oral discourse to look for other words and expressions in less common situations.</p> <p>To interact in a simple way in clear and well-structured oral discourses, using simple expressions or gestures to give and take the chance to speak.</p>	<p>expression of points of view and opinions, offer and request of instructions or discussion about the steps to follow in order to accomplish cooperative tasks.</p> <p>3. Takes part of formal conversations, meetings and academic interviews with an exchange of information, expression of ideas and opinions about the issue of interest; and responds in a simple manner to comments.</p>
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**BLOCK 3. Written comprehension: reading**

<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Comprehension strategies:</i> Distinction of types of comprehension (general meaning, essential information, main points and relevant details). Formulation of hypotheses on a basis of content and context. Reformulation of the hypothesis upon the understanding of new concepts.</p> <p><i>Communicative functions:</i> Establishment and maintenance of personal and social relationships. Description of physical and abstract characteristics of people, objects, places and tasks. Narration of past events, description of present situations and expression of future desires. Offer and request of information, instructions, points of view and opinions, advice, warnings and notes.</p>	<p>To identify essential information, main points and relevant details in brief and well-structured written texts, transmitted through printed format or with digital support, written in formal, informal or neutral register about the issue of interest within the personal, public or academic field.</p> <p>To know and apply the most adequate strategies of comprehension to understand the general meaning, essential information and the main points and relevant details in written texts.</p> <p>To recognize, and apply to the comprehension of the text, the constituents and syntactic structures in written texts as well as their given meanings.</p> <p>To recognize spelling and</p>	<p>1. Identifies, with visual support, the instructions to accomplish tasks.</p> <p>2. Comprehends written texts at any format that describe people, objects and places; narrates past, present and future events –real or imaginary– and expresses feelings, desires and opinions about general or specific details of the issue of interest.</p> <p>3. Understands essential information specifically about web pages and other resources which matters concern to the issue of interest or to the personal and academic field.</p> <p>4. Recognizes the essential information about short and</p>

Expression of certainty, doubt and guess. Expression of suggestions, desire, and hypothesis. Establishment and maintenance of communication and discourse analysis.	punctuation conventions as well as abbreviations and symbols and their given meanings in the written texts.	well-structured fiction stories and identifies the role of the different characters, their relationships and the argument.
<b>BLOCK 4. Written production: writing</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Production strategies:</i> Coordination of general and communicative competences with the purpose of accomplishing the task effectively. Expression of messages clearly adapted to the text type. Maximum utilisation of prior knowledge.</p> <p><i>Communicative functions:</i> Establishment and maintenance of personal and social relationships. Description of physical and abstract characteristics of people, objects, places and tasks. Narration of past events, description of present situations and expression of future desires. Offer and request of information, instructions, points of view and opinions, advice, warnings and notes. Expression of certainty, doubt and guess. Expression of suggestions, desire, and hypothesis. Establishment and maintenance of communication and discourse analysis.</p>	<p>To write on paper or in electronic format, short, simple and clear-cut texts about the issues interest in formal, neutral or informal register, using appropriately basic cohesive and cohesion resources, basic spelling conventions and common punctuation marks.</p> <p>To know and apply adequate strategies to produce brief and well-structured written texts.</p> <p>To know and apply a lexical written repertoire to communicate brief, simple and direct information, opinions and points of view about the issue of interest, or less common situations, in which the message needs to be adapted.</p>	<p>1. Fulfils easy-to-understand questionnaires with personal information in relation to the personal, public or academic field.</p> <p>2. Produces, in conventional format, brief reviews with simple and relevant information about the issue of interest within the personal, public or academic field, in which describes in a simple way, people, objects, places and situations pointing schematically at principal events.</p> <p>3. Writes in a simple manner personal correspondence to establish social contact, exchange of information, description of important events and experiences, offer and request of and suggestions and expression of points of view and opinions.</p>

Table 2. General contents, evaluation criteria and learning outcomes of The Gate School Escape Room.

#### 4.5. Competences

In regards to competences development, “The Gate School Escape Room” aims at promoting and enhancing the improvement of a wide range of competences based upon the four pillars of education: learning to know; learning to do; learning to live together; and learning to be (Delors et al., 1996).

In this respect, our proposal coordinates and integrates firstly the development of the seven “key competences” as indicated in the Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato, with due consideration to linguistic communication in the EFL field; the seven competences are listed as follows:

- (a) Linguistic communication (LC).
- (b) Mathematical competence and basic science and technology competences (MSCT).
- (c) Digital competences (DC).
- (d) Learning to learn (LL).
- (e) Social and civic competences (SCC).
- (f) Sense of initiative and entrepreneurship (SIE).
- (g) Cultural conscience and expression (CCE).

Secondly, the aspects listed below are also coordinated and integrated in the educational proposal, as indicated in ORDEN EDU/362/2015, de 4 de mayo; these aspects are the following:

- (1) Learners’ autonomy, pursuing independence in thought and in action.
- (2) Learners’ confidence, with a special interest in the decision making process.
- (3) Self-learning abilities.
- (4) Cooperative work.
- (5) Selective search for information.
- (6) The transfer of what has been learned to new comparable situations.

#### **4.6 Methods and approaches**

Turning now more specifically into the methodological framework of “The Gate School Escape Room”, it should be highlighted that the present educational proposal is built upon an eclectic approach, as seen in Figure 4, which includes the following educational aspects: (1) multiple methods and approaches; (2) different learning styles; (3) multidisciplinary language tasks; and (4) creative learning spaces.

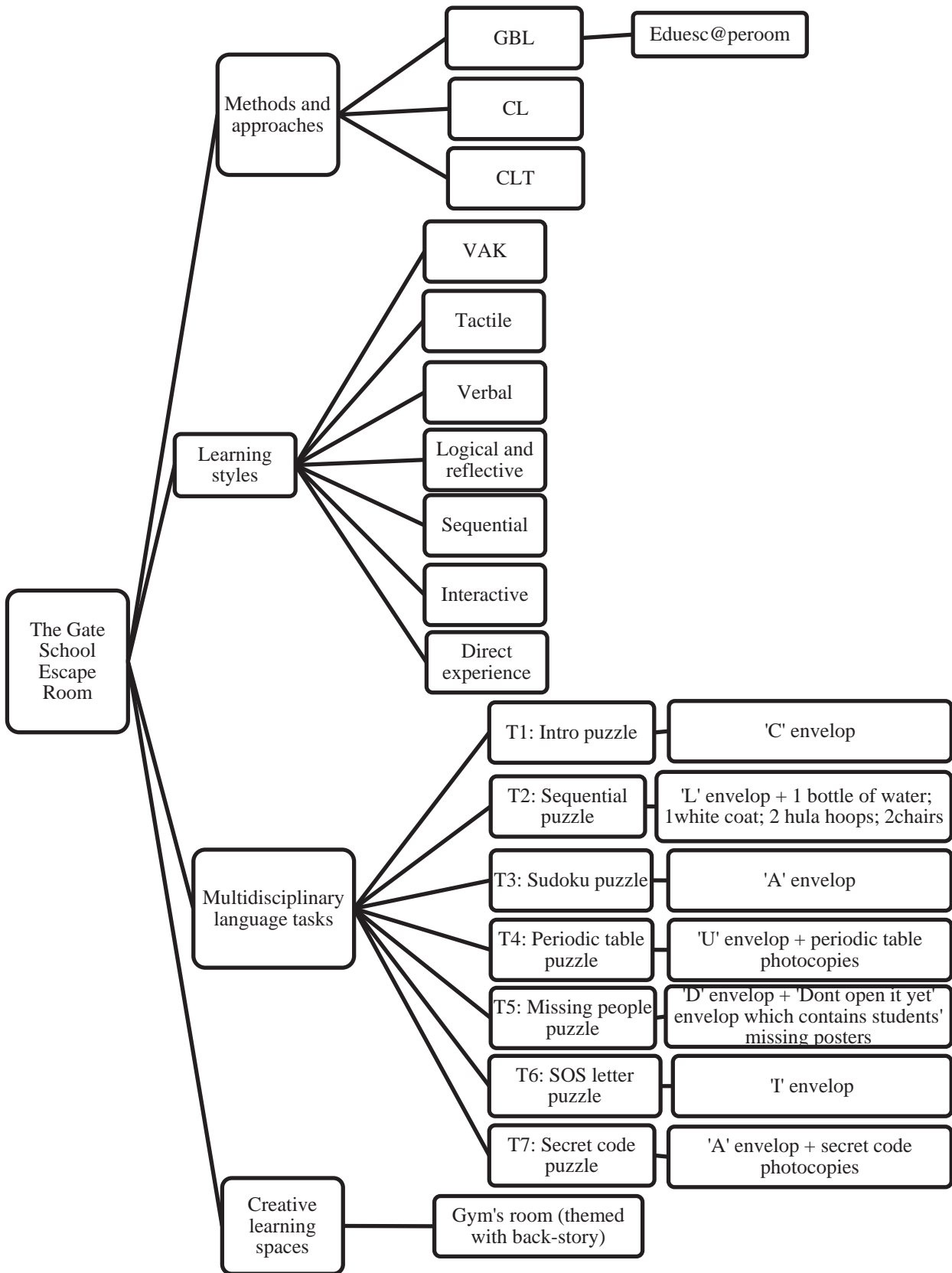


Figure 4. Methodological framework of The Gate School Escape Room.



As seen in Figure 4, “The Gate School Escape Room” draws upon an eclectic approach that includes several educational aspects hereunder explained.

First, as far as the methods and approaches of the educational proposal are concerned, it should be noted that “The Gate School Escape Room” takes into consideration the following ones: (1) GBL, with the exploitation of the educational tool: *Eduesc@peroom*; (2) CL; and (3) CLT.

In regards to the first approach involved in the proposal, that is, GBL, the aspects mentioned below are highlighted due to their significance within the design of “The Gate School Escape Room”; these aspects are the following (Pivec, Dziabenko and Schinnerl, 2003):

- (a) Interactive learning techniques: Learning from mistakes, not only seen as a learning technique, in which “trail and/or error” motivates students to keep trying, but also as a dynamic assessment technique which provides an interactive feedback.
  
- (b) Constructivist learning theory: exploratory approach, which encourages acquisition through restructuration, manipulation, re-invention and experimentation of the game enigma, creating a meaningful and permanent learning experience among EFL students.
  
- (c) Pedagogical goals, taking into account the ones stated by Robinson and Cunninham et al. (as cited in Pivec, Dziabenko, Schinnerl, 2003, pp. 219-220) when implementing GBL in the classroom; these are as follows:
  - To provide an experience with the knowledge-construction process.
  - To provide experiences encouraging appreciation of multiple perspectives.
  - To embed learning in realistic and relevant contexts.
  - To encourage ownership in the learning process.
  - To embed learning in social experience.
  - To encourage the use of multiple modes of representation.
  - To encourage self-awareness of the knowledge construction process.

Turning now more specifically into the educational game tool: *Eduesc@peroom*, the aspects discussed in section 3 are also considered for the core design of “The Gate School Escape Room”; these are as follows:

- (a) The structure of the educational escape room.
  - Pre-game room: regular EFL classroom.
  - Game room: *Colegio Safa-Grial* gym’s room.
  - Debriefing room: regular EFL classroom.
  
- (b) The core design of the educational escape room: Puzzles (See Annex V).
  - Types of puzzles: mental and physical.
  - Path design: linear.

Now moving on to the CL approach, Dorney’s (1997, pp. 485-486) theory about L2 motivation within CL environments is also taken into account for the core design of “The Gate School Escape Room”; this theory is sustained by the following features:

- (a) Proximity or physical closeness: visible in the division of the group class into small groups (4-5 students) for the performance of the educational escape room.
- (b) Contact: inside and outside the three rooms of the educational escape room.
- (c) Interaction: throughout the educational escape room, with due consideration in the game room in which every member influences in the process.
- (d) Cooperation: throughout the educational escape room, with due consideration in the game room.
- (e) Group experience: throughout the educational escape room, with due consideration in the game room.
- (f) Successful completion of group tasks: especially in the game room.
- (g) Joint hardship: especially in the game room during the search for clues and the puzzle solving process.
- (h) Group legend: 3º ESO A EFL known as the group who could escape on time (See Annex VII).

Proceeding with the next methodology applied, that is, CLT, the following communicative language activities described by Richards (2006) in section 1.1.1 are included in “The Gate School Escape Room”; these are as follows:

- (a) Task-completion activities: especially in the game room (i.e. puzzles).
- (b) Opinion-sharing activities: included in the three rooms, with due consideration in the debriefing room.
- (c) Information-transfer activities: included in the three rooms, with due consideration in the game room.
- (d) Reasoning-gap activities: especially in the debriefing room.
- (e) Role plays: especially in the game room.

Secondly, as far as the learning styles of the educational proposal are concerned, “The Gate School Escape Room” intends to cover multiple ways of learning, which are the following (Warren, 2012):

- (a) Visual: observation, recognition and understanding of visual materials (e.g. back-story, puzzles, clues, video-clip, game time clock).
- (b) Auditory: listening to the back-story, rules of the game, video-clip and conversations held between teacher-students and students-students.
- (c) Kinaesthetic: free movements especially around the game room.
- (d) Tactile: manipulation of objects (e.g. clues and puzzles) and note-taking.
- (e) Interactive: especially in the game room.
- (6) Sequential: especially in the escape room puzzles.
- (7) Verbal: conversations held between teacher-students and students-students.
- (8) Logical/ reflective: especially in the escape room puzzles.
- (9) Direct experience: through the real-live educational escape room.

Thirdly, in regards to the multidisciplinary language activities, “The Gate School Escape Room” intends to integrate other subject areas, such as, Maths and Science, into the present educational proposal in which the English language is seen as a means to solve the puzzles exposed (See Annex V).

Lastly, as far as creative learning spaces are concerned, the main creative scenario of the educational proposal is related to the game room of “The Gate School Escape Room” placed at the school’s gym room (for further information of the spatial organization of the game room, See Annex VI).

## 4.7 Description and timing

<b>“The Gate School Escape Room”</b>	
<b>Place:</b>	Colegio Safa-Grial –Valladolid, Spain.
<b>Number of players:</b>	27 students (3° ESO A).
<b>Age:</b>	Between 14 and 16 years old.
<b>Timing:</b>	3 class sessions: (1) Pre-game room session: regular EFL classroom (50’). (2) Game room session: school’s gym room (50’). (3) Debriefing room session: regular EFL classroom (50’).
<b>Theme:</b>	Science-fiction horror story
<b>Plot:</b>	<p>In 1972 a famous laboratory, located in Guadalete 3 Street (Valladolid, Spain), run the risk of hitting rock-bottom because an educational centre took its place that year. Despite this fact, the Principal of the school and the group of scientists who worked in this laboratory came to an agreement which expressed that scientists could only use the School’s Lab when students were not around.</p> <p>One night, <i>Claudia</i>, an ex-student, broke the School’s norms, sneaking into the school at midnight when scientists were around. As nobody saw her, she did the same the night after; however, this time she wasn’t lucky. The group of scientists found <i>Claudia</i> and took her to the lab to make a new experiment: the experiment consisted in immersing the student in a tank of water.</p> <p>Surprisingly, the student didn’t hurt herself thanks to the supernatural powers that she had, so the scientists decided to immerse <i>Claudia</i> again; but this time, something strange happened.</p> <p><i>Claudia</i> found a <i>Demogorgon!</i><sup>8</sup></p> <p>As <i>Claudia</i> was a brave girl, she decided to come closer to the <i>Demogorgon</i> to touch it, but when the monster saw her, it attacked her. <i>Claudia</i> could escape and come back to the real world, but she accidentally left <b>THE GATE</b> that connects the two worlds –the upper world and the lower world– opened.</p> <p>Curiously, this GATE is now located in <i>Colegio Safa-Grial</i> gym’s room and even though some students have tried to close the gate, nobody has closed it yet. Therefore, and since <i>Claudia</i> has contacted telepathically with the two new English teachers, Omayra and Giomar, they have decided to send 3° ESO A EFL students to the gate and solve this problem.</p> <p>Students need to be ready to fight with the darkness and coldness of the lower world and try to escape in 30 minutes, before the <i>Demogorgons</i> arrives.</p>
<b>(1) Pre-game room:</b>	Presentation of the back-story, rules of the educational game, grouping and spatial organization of the educational escape room titled “The Gate School Escape Room”.
<b>(2) Game room:</b>	Core scenario where clues and puzzles together with the target students are main characters of the educational escape room.
<b>Monitoring room:</b>	Direct monitoring through the physical presence of the teacher within the game room [Role of teacher as a facilitator].
<b>(3) Debriefing room:</b>	Reflection space to gather learning outcomes and experiences, which takes place in the regular EFL classroom.

Table 3. Description of The Gate School Escape Room

<sup>8</sup> *Demogorgon* defined as a powerful demonic monster.

## 4.7.1 Sessions

### 4.7.1.1 Pre-game room

<b>The Gate School Escape Room: SESSION 1</b>		
<b>Colegio Safa-Grial</b> 3° ESO A [n° of students: 27]	<b>Type of activity:</b> Introductory activity	<b>Timing:</b> half-class session (50') [April, 17 <sup>th</sup> 2017]
Introduction of 'The Gate School Escape Room' to the target students, including the presentation of the back-story, the rules, and the grouping and spatial organization of the educational escape room.		
<b>Competences</b>		
<p>In reference to RD 1105/2014 de 26 de diciembre:</p> <ul style="list-style-type: none"> <li>(a) Linguistic communication (LC).</li> <li>(d) Learning to learn (LL).</li> <li>(e) Social and civic competences (SCC).</li> <li>(f) Sense of initiative and entrepreneurship (SIE).</li> <li>(g) Cultural conscience and expression (CCE).</li> </ul> <p>In reference to ORDEN EDU 362/2015 de 4 de mayo:</p> <ul style="list-style-type: none"> <li>(1) Learners' autonomy, pursuing independence in thought and in action.</li> <li>(2) Learners' confidence, with a special interest in the decision making process.</li> <li>(3) Self-learning abilities.</li> <li>(4) Cooperative work.</li> <li>(5) Selective search for information.</li> <li>(6) The transfer of what has been learned to new comparable situations.</li> </ul>		
<b>Objectives</b>		
<ul style="list-style-type: none"> <li>▪ To arouse students' interests, and therewith increase their motivational levels, through the exploitation of this novel educational activity.</li> </ul>		
<b>Contents, evaluation criteria and learning outcomes</b>		
(See Annex VIII )		
<b>Description of the activity</b>		
<ol style="list-style-type: none"> <li>1. The teacher sets the tone of TGSER by giving each student a photocopy that contains the back-story and the rules of the educational game.</li> <li>2. The students have time to read the given photocopy.</li> <li>3. The teacher reads out loud the back-story and the rules of TGSER.</li> <li>4. After the reading and listening processes, students are asked some reading and listening comprehension questions in order to make sure that they have understood the general meaning, the essential information, the main points and the relevant details of both back-story and rules of TGSER.</li> <li>5. The students follow the instructions, gathering in groups and choosing the roles of each group:               <ul style="list-style-type: none"> <li>(a) a leader; (b) a secretary (or secretaries); and (c) researchers.</li> </ul> </li> </ol> <p>Classroom management: whole class. Place: regular EFL classroom. Skills: listening, speaking and reading.</p>		
<b>Methodology</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ GBL.</li> <li>▪ CL.</li> <li>▪ CLT.</li> </ul>		27 photocopies with TGSER back-story and rules (one per student).

Table 4. Session 1: Pre-game room.

### 4.7.1.2 Game room

The Gate School Escape Room: SESSION 2		
<b>Colegio Safa-Grial</b> 3º ESO A [nº of students: 27]	<b>Type of activity:</b> Reinforcement activity	<b>Timing:</b> one class session (50') [April, 20 <sup>th</sup> 2017]
Core scenario of TGSER where the members of the groups are taken to the gym's room in order to embark on this new exhilarating experience from which they need to escape in a given time limit.		
<b>Competences</b>		
<p>In reference to RD 1105/2014 de 26 de diciembre:</p> <ul style="list-style-type: none"> <li>(a) Linguistic communication (LC).</li> <li>(b) Mathematical competence and basic science and technology competences (MSCT).</li> <li>(d) Learning to learn (LL).</li> <li>(e) Social and civic competences (SCC)</li> <li>(f) Sense of initiative and entrepreneurship (SIE).</li> <li>(g) Cultural conscience and expression (CCE).</li> </ul> <p>In reference to ORDEN EDU 362/2015 de 4 de mayo:</p> <ul style="list-style-type: none"> <li>(2) Learners' confidence, with a special interest in the decision making process.</li> <li>(4) Cooperative work.</li> <li>(5) Selective search for information.</li> <li>(6) The transfer of what has been learned to new comparable situations.</li> </ul>		
<b>Objectives</b>		
<ul style="list-style-type: none"> <li>▪ To arouse students' interests, and therewith increase their motivational levels, through the exploitation of creative learning resources and spaces included within TGSER.</li> <li>▪ To immerse students in the back-story through TGSER video clip.<sup>9</sup></li> <li>▪ To provide real-live learning experiences through TGSER.</li> <li>▪ To strengthen group cohesiveness among students through the exploitation of team building activities (i.e. puzzles) found within TGSER.</li> <li>▪ To enhance the development of the five macro-skills of the English language, with due consideration on speaking and verbal interaction.</li> <li>▪ To strengthen the development of the following competences: autonomy, decision making, problem solving, social responsibility, personal adjustment, creativity and cooperation within TGSER.</li> </ul>		
<b>Contents, evaluation criteria and learning outcomes</b>		
(See Annex IX)		
<b>Description of the activity</b>		
<ol style="list-style-type: none"> <li>1. The teachers and the target students leave the regular EFL classroom to embark on a new exhilarating academic experience through the gate that connects the two worlds: the upper world and the lower world, currently located in the school's gym room.</li> <li>2. Once the target group is outside of the gate, a flashlight is given to each of the participants in order to have a clear vision of the spatial organization in the 'lower world' where everything involves darkness and coldness.</li> <li>3. The teacher calls out the names of the students of the first group showing them their respective workplace, after so the teacher calls out the names of the students of the second group signalling them their workplace, and so on till reaching the final group.</li> <li>4. The teacher crosses the gate, too, closing and locking the door after her entrance and saving the key for the final puzzle.</li> <li>5. The teacher plays TGSER video clip to immerse the target students into the new academic experience.</li> </ol>		

<sup>9</sup> The images and videos of the popular web-television series *Stranger Things* (2016 –) released by Netflix have been used for this educational proposal.

6. After watching the video, the teacher comments out loud the last instructions and plays the countdown timer letting the groups start working at their own pace.
7. The students take into account that they have only thirty minutes to find the clues, solve the puzzles and escape from the gate before *Demorgorgons* arrives (from now on the role of the teacher is not any more a transmitter of information but a monitor and facilitator of the process).
8. The students start working together in order to escape on time.
9. In the last five minutes, the teacher calls out the leaders of each group to solve the final puzzle.
10. Once the 6 leaders cross the final part of the gate, they discuss the solution of the final puzzle which gives them a four-digit code to open the lock that contains the key of the gym room (the teacher has previously put the key inside the lock).
11. As less than a minutes is left, students run for their lives unlocking the door and setting them free.
12. Finally, the lights are turned on, giving them some rewards (e.g. the flashlights and snacks) as well as group photos are taken to show the group's success.
13. Before leaving, students are given possible questions to be asked the next day during the academic group interview.

Classroom management: whole class divided into 6 groups.

Place: School's gym room.

Skills: 5 language skills: listening, reading, writing, speaking and oral interaction.

Methodology	Resources
GBL. CL. CLT.	48 envelops: 7 'C-L-A-U-D-I-A envelops' per group (i.e. puzzles' envelops) (7 x 6 = 42). 1 'special envelop' per group: 'Don't open it yet' envelop (1 x 6 = 6). 42 paper format puzzles contained in each envelop (1 puzzle x 7 envelops x 6 groups = 42). 29 periodic tables (27 students + 2 teachers). 29 secret messages (final clue) (27 students + 2 teachers). 27 missing person poster contained in the 'special envelop' (one per student). 29 pens (27 students + 2 teachers). 29 flashlights (27 students + 2 teachers). 12 hula hoops (2 x 6 groups). 12 boxes (2 x 6 groups). 6 white coats (1 x 6 groups). 12 chairs (2 x 6 groups). 6 large mats (1 x 6 groups) for students to sit. 12 thing mats (2 x 6 groups) to hide clues. 20 sport cones (to separate groups). 12 benches (to separate groups). 3 room dividers (to divide the gym room from the gate). 4 balloons (for the number-digit combination). 1 projector screen and sound equipment. 1 combination lock. 1 key (gym's room key).

Table 5. Session 2: Game room

### 4.7.1.3 Debriefing room

The Gate School Escape Room: SESSION 3		
<b>Colegio Safa-Grial</b> 3° ESO A [n° of students: 27]	<b>Type of activity:</b> Cool-down activity	<b>Timing:</b> half-class session (50') [April, 21 <sup>th</sup> 2017]
The space and time to come back to the “real-world”.		
<b>Competences</b>		
<p>In reference to RD 1105/2014 de 26 de diciembre:</p> <ul style="list-style-type: none"> <li>(a) Linguistic communication (LC).</li> <li>(d) Learning to learn (LL).</li> <li>(e) Social and civic competences (SCC)</li> <li>(f) Sense of initiative and entrepreneurship (SIE).</li> <li>(g) Cultural conscience and expression (CCE).</li> </ul> <p>In reference to ORDEN EDU 362/2015 de 4 de mayo:</p> <ul style="list-style-type: none"> <li>(1) Learners’ autonomy, pursuing independence in thought and in action.</li> <li>(2) Learners’ confidence, with a special interest in the decision making process.</li> <li>(3) Self-learning abilities.</li> <li>(4) Cooperative work.</li> <li>(5) Selective search for information.</li> <li>(6) The transfer of what has been learned to new comparable situations.</li> </ul>		
<b>Objectives</b>		
To allow the target students to express their thoughts and feelings as well gather learning outcomes about the educational escape room experience.		
<b>Contents, evaluation criteria and learning outcomes</b>		
(See Annex X)		
<b>Description of the activity</b>		
<ol style="list-style-type: none"> <li>1. Before starting with the group interview, the members of the group discuss and comment about the possible questions that they can be asked.</li> <li>2. The teacher solves doubts about those questions.</li> <li>3. The teacher asks if any group wants to start first, and if not the teacher calls out the students’ name of the first group to start with the interview.</li> <li>4. Once the group is ready, standing in the front of the classroom, the interview starts.</li> <li>5. The teacher asks a general question to the group and in order to make sure everyone participates, she asks other questions to each of the members of the group.</li> <li>6. After finishing the first interview, the students take a sit and let another group to make the interview.</li> <li>7. Once all the interviews have finished, the teacher makes some comments, writing on the board the corrections about the mistakes made subsequently thanking all for participating.</li> </ol> <p>Classroom management: whole class. Place: regular EFL classroom. Timing: one session class (50’). Skills: speaking and oral interaction.</p>		
<b>Methodology</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ GBL.</li> <li>▪ CLT.</li> </ul>		<ul style="list-style-type: none"> <li>▪ 27 photocopies of the possible questions to be asked (See Annex X).</li> </ul>

Table 6. Session 3: Debriefing room



## 4.8 Results

As far as the results of the present educational proposal are concerned, this part of the section deeply analyzes the results obtained from the practical implementation of “The Gate School Escape Room” into the EFL classroom, in which 3° ESO A students were the main protagonist of this new real-live educational experience. The section proceeds as follows: (1) results of session1: pre-game room; (2) results of session 2: game room; and (3) results of session 3: debriefing room.<sup>10</sup>

### 4.8.1 Session 1: Pre-game room

First, in regards to session 1: pre-game room, Figure 5 shows the levels of attainment of 3° ESO A EFL students [n°= 27 students], in relation to the competences and the four macro-skills involved in the session, which are the following: reading and listening skills (i.e. comprehension skills) and speaking and verbal interaction skills (i.e. production skills), through the exploitation of the back-story and the rules of TGSER.

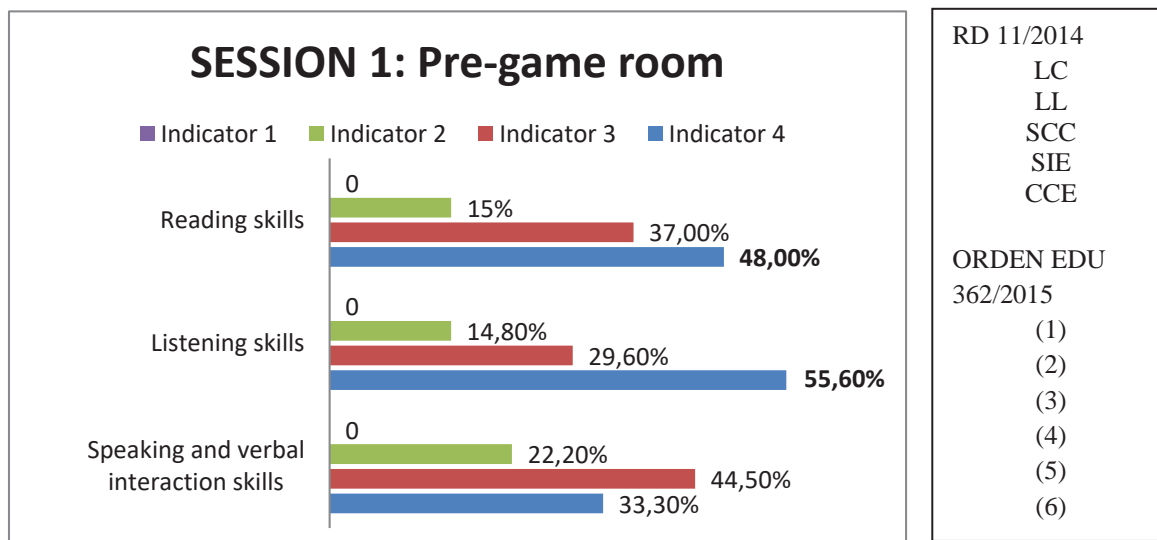


Figure 5. Results session 1: Pre-game room

<sup>10</sup> For a better understanding of the results obtained of “The Gate School Escape Room” see Annex XI, Annex XII and Annex XIII, which provide detailed information of the assessment criteria and data obtained from session 1: pre-game room, session 2: game room and session 3: debriefing room, respectively. As seen in those Annexes, each of the learning outcomes of the macro-skills involved in the sessions (i.e. listening, reading, writing, speaking and verbal interaction macro-skills) are divided into indicators in regards to the levels of achievement. These indicators range from Indicator 1 to Indicator 4, being number 4 the highest level of achievement and number 1 the lowest one.

In this respect, regarding the first macro-skill involved in the session, that is, reading comprehension skills, 15% of students understand (a) the general ideas, (b) the descriptions of the places and tasks, and (c) the narration of the present events of the back-story and the rules of TGSER, as shown in indicator 2; 37% of students understand in addition to the previously mentioned (a) the essential ideas, (b) the descriptions of the characters, and (c) the narration of the future events of the back-story and the rules of TGSER, as shown in indicator 3; and finally 48% of students obtain the highest level of attainment as they understand (a) the general, essential, main and relevant ideas, (b) the descriptions of the characters, objects, places and tasks, and (c) the narration of the finished and unfinished past events, present situations and future desires of the back-story and the rules of TGSER, as shown in indicator 4 (Figure 5).

Secondly, regarding listening comprehension, 14,8% of students understand (a) the general ideas, (b) the descriptions of the places and tasks, and (c) the narration of the present events of the back-story and the rules of TGSER, as shown in indicator 2; 29,6% of students understand in addition to the previous ones (a) the essential ideas, (b) the descriptions of the characters, and (c) the narration of the future events of the back-story and the rules of TGSER, as shown in indicator 3; and finally 55,6% of students obtain the highest level of attainment as they understand (a) the general, essential, main and relevant ideas, (b) the descriptions of the characters, objects, places and tasks, and (c) the narration of the finished and unfinished past events, present situations and future desires of the back-story and the rules of TGSER, as shown in indicator 4 (Figure 5).

Finally, regarding the last macro-skills, that is, speaking and verbal interaction, 22,2% of students (a) produce short oral texts to express main ideas, (b) participate in face-to-face conversations with teachers and peers to describe places and tasks, (c) talk about the present events of TGSER, and (d) offer information to peers communicating their points of view of the back-story and the rules of TGSER, as shown in indicator 2; 44,5% of students (a) produce short and comprehensible oral texts to express the general and main ideas, (b) participate in face-to-face conversations with teachers and peers to describe characters, places and tasks, (c) talk about the present and future events of TGSER, and (d) offer information to teachers and peers communicating their points of view, as shown in indicator 3; and finally 33,3% of students obtain the highest level of attainment as they (a) produce short and comprehensible oral texts to express the general, main and relevant ideas, (b) participate in

face-to-face conversations with teachers and peers to describe characters, objects, places and tasks, (c) talk about the finished and unfinished past event, present situations and future desires of TGSER, and (d) offer information to teachers and peers communicating their points of view and opinions of the back-story and the rules of TGSER, as shown in indicator 4.

Therefore, it should be highlighted that 3° ESO A students show high levels of academic attainments as they understand in greater or lesser extent the back-story and the rules of TGSER in relation to comprehension skills (i.e. reading and listening comprehension) and produce oral texts about the oral and written comprehension of the resources used, that is, the back-story and the rules of TGSER, using the production skills (i.e. speaking and verbal interaction) of the English language during session 1. This view is confirmed as the indicators 1 of the four macro-skills involved in the session equal 0%, which means that all the students understand and participate in a greater or lesser degree in the pre-game room session and consequently produce higher levels of comprehension and participation, as shown in indicators 3 and 4, of the four macro-skills involved, remarking the indicator 4 of the listening skills as it depicts a significant increase in it in contrast to other indicators (for further information about the results see Annex XI).

Turning now into the competences development of the first session, the pre-game room session focuses on the development of the following competences, which are as follows: LC, LL, SCC, SIE, and CCE, as indicated in RD 1105/2014 de 26 de diciembre and (1) learners' autonomy; (2) learners' confidence; (3) self-learning abilities; (4) cooperative work; (5) selective search for information; and (6) the transfer of what have been learned to new comparable situations, as indicated in ORDEN EDU 362/2015 de 4 de mayo.

#### **4.8.2 Session 2: Game room**

Now, moving on to the next session, that is, session2: game room, Figure 6 shows the levels of attainment of the target students in relation to the five macro-skills involved in the session, which are: reading and listening skills (i.e. comprehension skills) and writing, speaking and verbal interaction skills (i.e. production skills) through the exploitation of the language resources, that is, clues and puzzles, intertwined within a creative and most of all cooperative learning environment. Therefore, the results shown in Figure 6 reflect group

assessment, taking into consideration CL principles, with an individual assessment part in “Puzzle D” (as seen in Annex V).

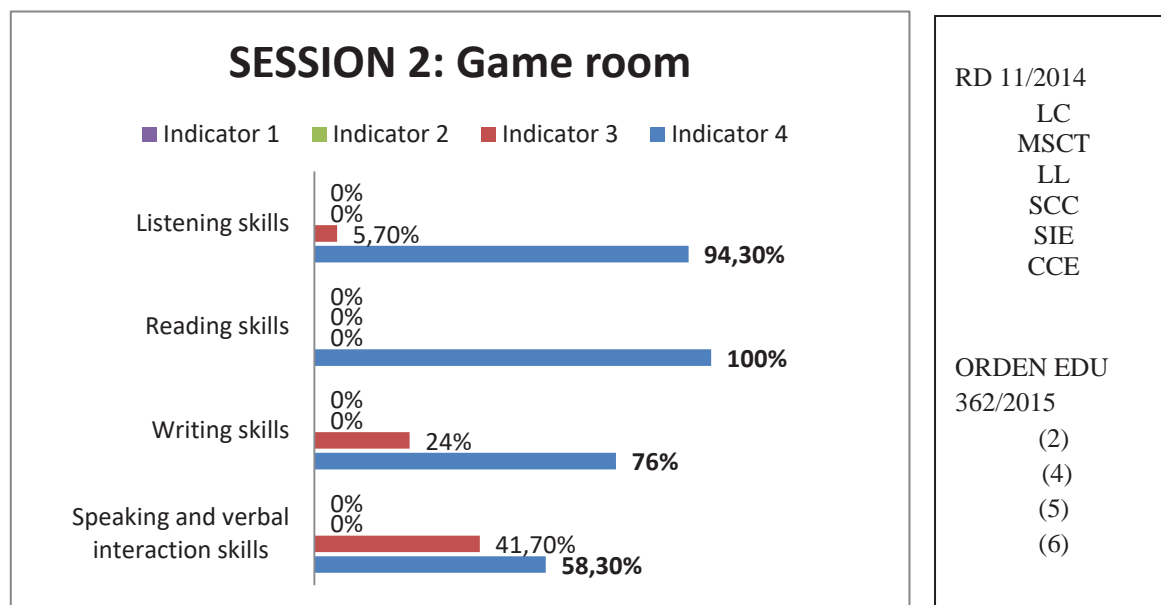


Figure 6. Results session 2: Game room.

Firstly, regarding the first macro-skill involved in the session, that is, listening, 5,7% of the groups of students recognize and understand (a) the general and essential ideas, (b) the descriptions of the characters, places and tasks, and (c) the narration of the present situations and future events of the video clip, final instructions and the clues and puzzles of TGSER, as shown in indicator 3; and 94,3% of the groups of students achieve the highest level of attainment as those groups understand (a) the general, essential, main and relevant ideas, (b) the descriptions of the characters, objects, places and tasks, and (c) the narration of the finished and unfinished past events, present situations and future desires of the video clip, final instructions and the clues and puzzles of TGSER, as shown in indicator 4 (Figure 6).

Secondly, regarding the next macro-skill, that is, reading, all the groups recognize and understand (a) the general, essential, main and relevant ideas, (b) the descriptions of the characters, objects, places and tasks, and (c) the narration of the finished and unfinished past events, present situations and future desires of the clues and puzzles of TGSER found in the game room, as shown in indicator 4 (Figure 6).

Thirdly, in regards to writing skills, 24% of the groups fulfil almost all the written tasks, at an individual level in the case of puzzle D, in which students describe themselves and give few information about the place where they have been last seen; and at a cooperative level, in the rest of puzzles, in which the group produce short written texts to narrate present and future events, using basic cohesion and cohesive resources, spelling conventions and common punctuation marks, as shown in indicator 3; and 76% of the groups fulfil all the tasks, in the same way, at an individual level in the case if puzzle D, in which students describe themselves but in this case give relevant information about the place where they have been last seen; and at a cooperative level, producing short and clear-cut written texts to narrate past, present and future events using basic cohesion and cohesive resources, spelling conventions and common punctuation marks, as shown in indicator 4 (Figure 6).<sup>11</sup>

Finally, regarding the last macro-skills involved in the session, that is, speaking and verbal interaction, 41,7 % of the groups (a) produce short and comprehensible oral texts, expressing the main ideas, (b) describe characters, places and tasks, (c) talk about present and future events, and (d) express certainty, doubt and guess among the members of the group about the clues and puzzles of TGSER, as shown in indicator 3; and 58,3% of the groups achieve the highest level academic attainment as these groups (a) produce short and comprehensible oral texts, expressing the main ideas adapting them to the addressee (i.e. teacher and peers), (b) describe the characters, objects, places and tasks, (c) talk about finished and unfinished past events, present situations and future desires, and (d) express certainty, doubt and guess between teacher-students and students-students about the clues and puzzles of TGSER, as shown in indicator 4.

Having said this, it should be highlighted that the groups formed by 3° ESO A students show very high levels of academic attainments as those understand the video clip, the last verbal instruction given before playing the educational escape room, and the oral and written texts of the clues and puzzles of TGSER found in the game room, in relation to comprehension skills (i.e. reading and listening comprehension) and production skills (i.e. writing, speaking and verbal interaction), as the different groups produce written and oral texts solving (all or most) the puzzles found in the game room in session 2 of the present

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<sup>11</sup> The results obtained from the written activities are influenced by the Math Puzzle: Sudoku which present more practicalities

educational proposal. This view is also confirmed through the indicators 1 of the five macro-skills involved in the session which equal 0%, which means that all the groups understand and participate in a greater or lesser degree in the game room session and consequently produce higher levels of comprehension and participation as shown in indicators 3 and 4 of the five macro-skills involved, with a significant remark in indicator 4 of listening and reading skills, with 94% and 100%, respectively, depicting significant levels of achievements on part of the groups (for further information about the results see Annex XII).

Turning now into the competences development of the second session, the game room session focuses on the development of the following competences, which are as follows: LC, MSCT, LL, SCC, SIE, and CCE, as indicated in RD 1105/2014 de 26 de diciembre and (2) learners' confidence; (4) cooperative work; (5) selective search for information; and (6) the transfer of what has been learned to new comparable situations, as indicated in ORDEN EDU 362/2015 de 4 de mayo.

**4.8.3 Session 3: Debriefing room**

Finally, as far as the last session of the educational proposal is cornered, Figure 7 shows the levels of attainment of the EFL students in relation to the four macro-skills involved in the session, which are: reading and listening skills (i.e. comprehension skills) and speaking and verbal interaction skills (i.e. production skills) by means of a group academic interview, in which every student influences in the assessment; therefore, the results shown in Figure 7 make reference to individual students within groups.

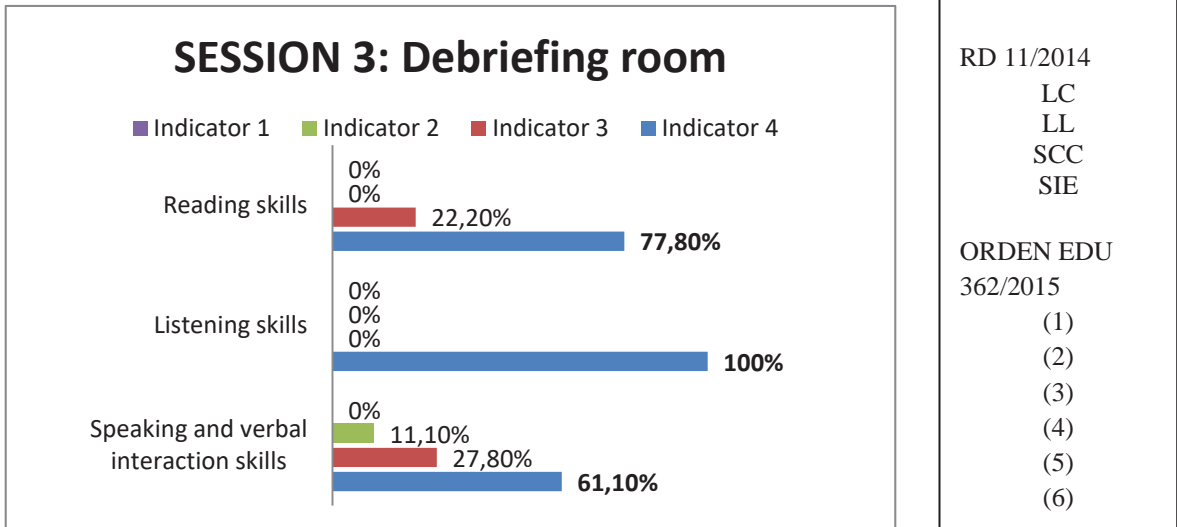


Figure 7. Results session 3: Debriefing room.

Firstly, regarding the first macro-skill involved in the session, that is, reading, 22,2% of students identify and understand (a) the general and essential ideas and (b) most of the lexicon and grammatical structures used in the twelve possible questions to be asked during the debriefing process (See Annex XIII), as shown in indicator 3; and 77,8% of students attain the highest level of academic outcomes as they understand (a) the general, essential, main and relevant ideas and (b) all the lexicon and grammatical structures used in the twelve possible questions to be asked during the debriefing process, as shown in indicator 4 (Figure 7).

Secondly, regarding the next macro-skill, that is, listening, 100% of the students understand all the questions about (a) the general, essential, main and relevant ideas of TGSER, (b) about the descriptions of the characters, objects, places and tasks, and (c) about the finished and unfinished past events of TGSER, present situations and future desires, as shown in indicator 4 (Figure 7).

Finally, regarding the last macro-skills involved in the session, that is, speaking and verbal interaction, 11,1 % of the students answer all the questions (a) producing very short oral texts to express poor insights and (b) to describe the tasks of TGSER, as shown in indicator 2; 27,8 % of the students answer all the questions adding to the previous remarks (a) the production of comprehensible oral texts to express the main ideas and (b) the description of the places apart from the tasks of TGSER, as shown in indicator 3; and finally, 61,1% of the students attain the highest level of learning outcomes answering all the questions (a) producing short and comprehensible oral texts with the expression of very relevant thoughts and ideas and (b) describing the characters, objects, places and tasks of TGSER, as in indicator 4 (Figure 7).

Once come to this point, it should be noted that the EFL students of 3° ESO A show very high levels of written and oral comprehension of the twelve possible questions to be asked, in relation to the reading and listening skills, respectively, and on the other hand, high levels of oral production, in relation to the speaking and verbal interaction skills during the debriefing process. Both aspects are confirmed through (a) the indicators 1 of the four macro-skills involved in the session which equal 0%, which means that all the students understand and participate in a greater or lesser degree in the last session and consequently produce (b) higher levels of comprehension and participation as shown in indicators 3 and 4 of the macro-skills involved (for further information of the results see Annex XIII).

Turning now into the competences development of the last session, the debriefing room session focuses on the development of the following competences, which are as follows: LC, LL, SCC, SIE, and CCE, as indicated in RD 1105/2014 de 26 de diciembre and (1) learners' autonomy; (2) learners' confidence; (3) self-learning abilities; (4) cooperative work; (5) selective search for information; and (6) the transfer of what have been learned to new comparable situations, as indicated in ORDEN EDU 362/2015 de 4 de mayo.



## Discussion

From a general perspective, the educational escape room proved to be a potential educational tool in the English language field, as the presentation of specific subject-content merged with the escape game characteristics in creative, communicative and cooperative learning settings fostered the active participation of the EFL students of 3º ESO A followed by the great attainments obtained.

In this line of reasoning, these enhancements were clearly visible in the performance of the three class sessions included in “The Gate School Escape Room”, with relevant findings in session 2: game room mentioned hereunder. Nonetheless, great results were obtained throughout the educational escape room, as shown in indicators 4 of the three sessions, with a special attention to session 2, which, in turn, revealed enhancement of group cohesiveness among target students and therewith stronger motivational levels on the part of the students towards language learning.

Therefore, if we look closely at the highest levels of academic attainments, that is, indicators 4, in the game room session, these showed significant advances in the five macro-skills involved in the session, which clearly contrast with the other two sessions; being these advances clear results of the implementation of an eclectic approach together with the exploitation of educational innovation in the English lesson.

Thus, indicators 4 in session 2 showed the highest level of attainment in the **reading** comprehension skills with a total of **100%** on the part of the target groups of students [total nº= 6 groups]; very high levels of attainment in the **listening** comprehension skills with a **94,3%**; high levels in the **writing** production skills with a **76%** –being the result mainly influenced by the Math puzzle; and relevant levels of attainment in the **speaking** and **verbal interaction** production skills with a **58,3%**; depicting a further improvement of the latter skills in session 3: debriefing room, with a **61%** as shown in indicator 4 of the said session, where students had the space and time to deeply develop their LC competences, expressing their thoughts and feelings and other relevant events of the process during the academic interview held in the English class (for further information see Annex XIV).

Once come to this point, it should be highlighted that the findings of the whole process are consistent with the hypothesis that innovative learning spaces support and enhance students' language learning processes, attaining better learning outcomes from students at academic, personal and social levels.

In this respect, if we look at the questionnaires distributed at the beginning of the educational proposal, questionnaire 1 shows that the target students describe themselves as being good at the following aspects: (1) communication (67,8%); (2) working in groups (85,7%); (3) giving and receiving ideas (71,43%); (4) **helping others (92,8%)**; (5) solving problems (82,1%); and (6) reflecting about their actions (71,4%) (as seen in Annex II). The second questionnaire shows that the great majority of the target students describe themselves as **creative persons** with a **75%**, followed, nonetheless, with the idea that it is **not easy for them to express their creativity in the English language**, as **60%** of the students said so in question nº 2 of the present questionnaire (as shown in Annex II). Therefore, it is not that surprising to find studies that point at a lack of creativity in L2 classrooms in which educational innovation is hindered instead of encouraged. However, this idea is gradually slipping away as innovative teaching and approaches are being implemented in current English language classrooms.

All in all, if we look at the results obtained from the educational escape room, “The Gate School Escape Room” proved to be a valuable teaching and learning tool for the English language field, in which if an eclectic approach is added, that is, considering (a) the aims of the lesson, that in our case were to create real-live learning experiences with a special attention to the transfer of what has been learned in class, that is, past simple and present perfect structures, to new situations; and (b) the profile of the students, through the two initial questionnaires in which students' interests and needs were taking into consideration for the design of the educational escape room in accordance to students tastes, plus the time spent with the EFL classroom during my internship period, the language teaching and learning process can certainly be enhanced.

## Conclusions

The main purpose of this study was to evoke real-live learning experiences among the EFL students of 3º ESO A, who managed their time wisely to escape in time from the gate that connects the two worlds: the upper and the lower world, surprisingly located in the gym room of *Colegio Safa-Grial* in the city of Valladolid of the community of Castilla y León.

In this instance, due to the excellent group work among the target students together with the great use of their academic skills and competences, the results of the study showed the significant value of educational escape rooms in the field of the English language as powerful enhancers of pupils' attainments. Thus, the findings of "The Gate School Escape Room" support the hypothesis that cooperative learning environments intertwined with authentic and immersive language learning materials show positive linkages among group cohesiveness, productivity, competences development, and most of all, motivational levels. For that reason, the game room of the present educational escape room revealed significant results with a considerable increase of those factors in session 2.

The present study offers clear evidence that educational innovation, and in particular, educational escape rooms, can be seen as supporters and enhancers of teaching and learning processes in the field of the English language, leading us to believe that L2 teachers should broaden their perspective, experimenting with new and creative learning spaces that enhance the development of pupils' skills and competences and therewith improve students' academic, personal, and social attainments.

Further research should focus on the exploitation of games and simulations, and, more specifically, on educational escape rooms, as potential educational tools within the said field in order to create real-live learning experiences among students and consecutively enhance the language teaching and learning process. To conclude, I would like to encourage L2 educators to spark innovation within their classrooms in order to pique their students' curiosity and drive it wisely to strengthen their engagement in the language learning process.



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## Annex I. Types of puzzles in escape rooms.

What puzzle types are in the room?	
1. Searching for physical objects hidden in the room	78%
2. Team Communication	58%
3. Light	54%
4. Counting	53%
5. Noticing something "obvious" in the room	49%
6. Symbol substitution with a Key (such as looking symbols up in a book)	47%
7. Using something in an unusual way (Out-of-the-box thinking)	47%
8. Searching for objects in images	43%
9. Assembly of a Physical object (such as a jigsaw puzzle)	40%
10. Algebra and other Mathematics	39%
11. Pattern identification (such as visualizing a shape in a set of dots)	38%
12. Riddles	37%
13. Ciphers without a Key (such as letter substitution)	35%
14. Hearing	26%
15. Mirrors	26%
16. Abstract logic (such as Sudoku)	22%
17. Research using information sources	20%
18. Strategic thinking (such as Chess)	20%
19. Hand-eye Coordination (such as shooting a target)	17%
20. Rope or chains (such as undoing complex knots)	16%
21. Traditional Word Puzzles (such as crosswords or word search)	14%
22. Mazes	14%
23. Physical Agility (such as a laser maze)	13%
24. Touch	12%
25. Knowledge of facts not provided in the room	11%
26. Shape manipulation (such as a matchstick puzzle)	11%
27. Liquids	9%
28. Social engagement with actors	7%
29. Physical engagement with actors	4%
30. Smell	3%
31. Taste	1%

Table 1. Types of puzzles in escape rooms (Nicholson, 2015, p.19)

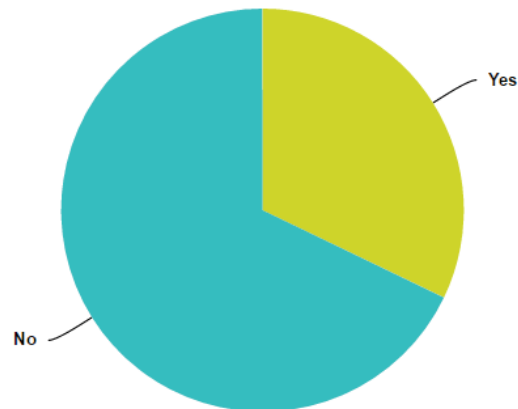
## Annex II. Questionnaires I and II. (Questions and results).

### QUESTIONNARIE 1.

1

Have you ever travelled to an English speaking country?

Respondido: 28 Omitido: 0

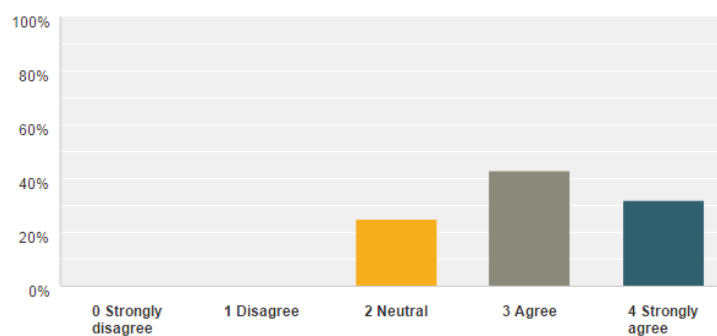


Opciones de respuesta	Respuestas	
Yes	32,14%	9
No	67,86%	19
Total		28

2

Do you agree or disagree with the following statement? Communicating and collaborating with others in English can facilitate our language learning.

Respondido: 28 Omitido: 0

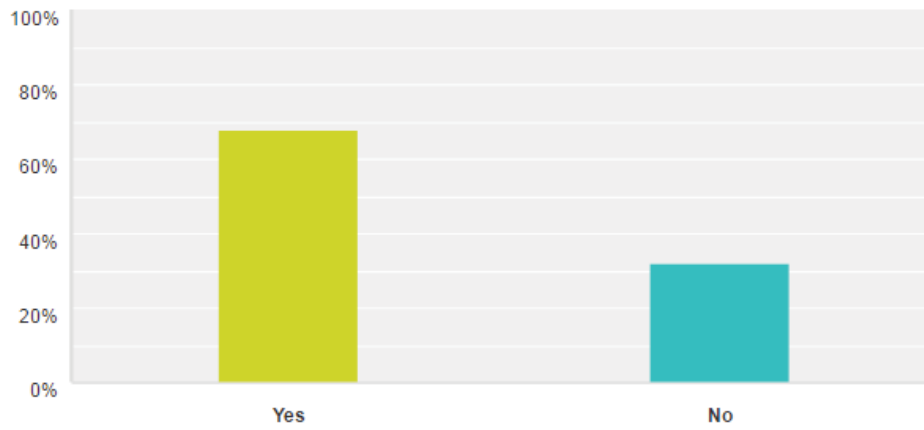


Opciones de respuesta	Respuestas	
0 Strongly disagree	0,00%	0
1 Disagree	0,00%	0
2 Neutral	25,00%	7
3 Agree	42,86%	12
4 Strongly agree	32,14%	9
Total		28

3

### Are you good at communicating with others in English?

Respondido: 28 Omitido: 0

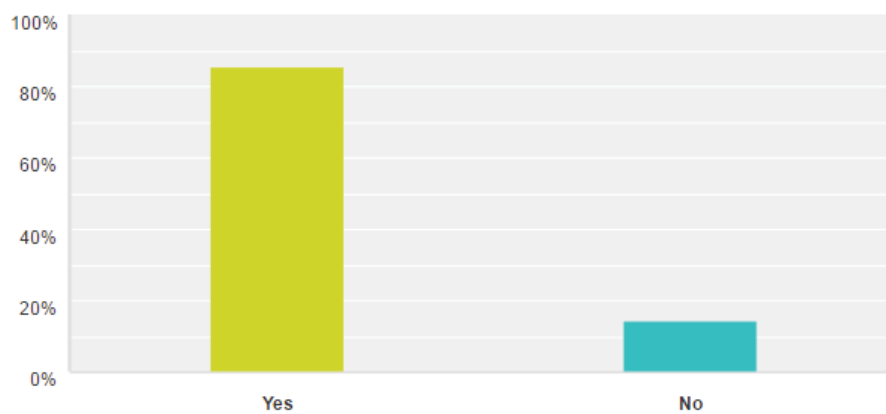


Opciones de respuesta	Respuestas
Yes	67,86% 19
No	32,14% 9
Total	28

4

### Are you good at working in groups?

Respondido: 28 Omitido: 0

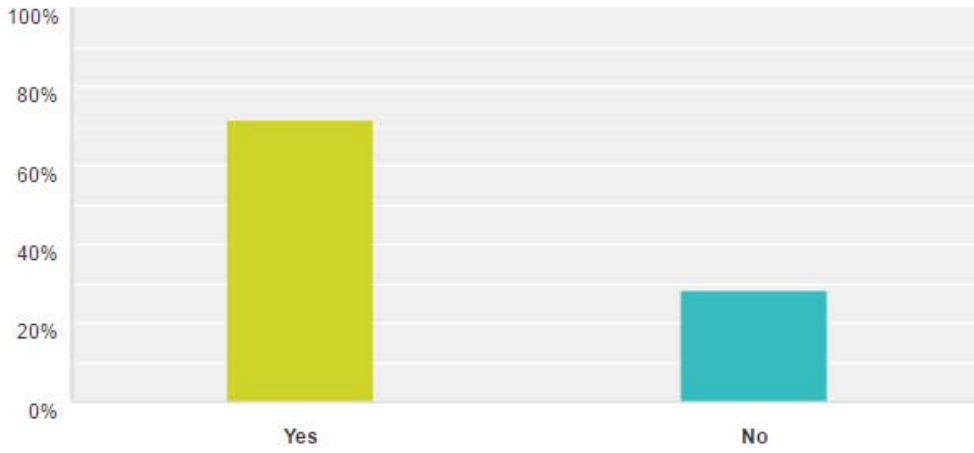


Opciones de respuesta	Respuestas
Yes	85,71% 24
No	14,29% 4
Total	28

5

### Are you good at giving and receiving ideas?

Respondido: 28 Omitido: 0

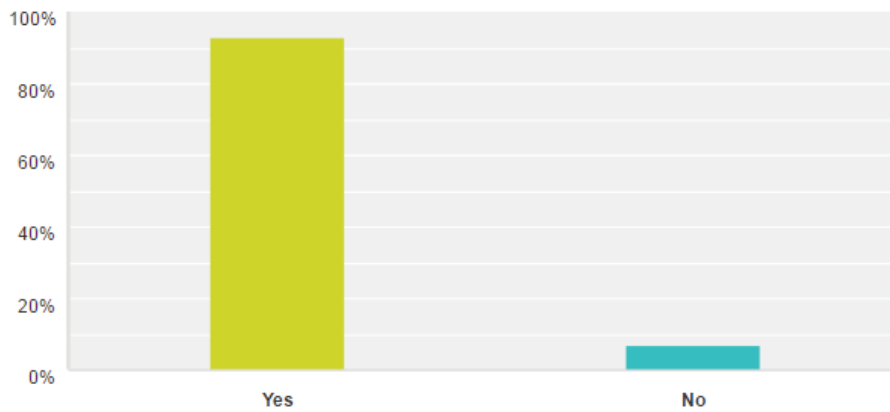


Opciones de respuesta	Respuestas
Yes	71,43% 20
No	28,57% 8
Total	28

6

### Are you good at helping others?

Respondido: 28 Omitido: 0

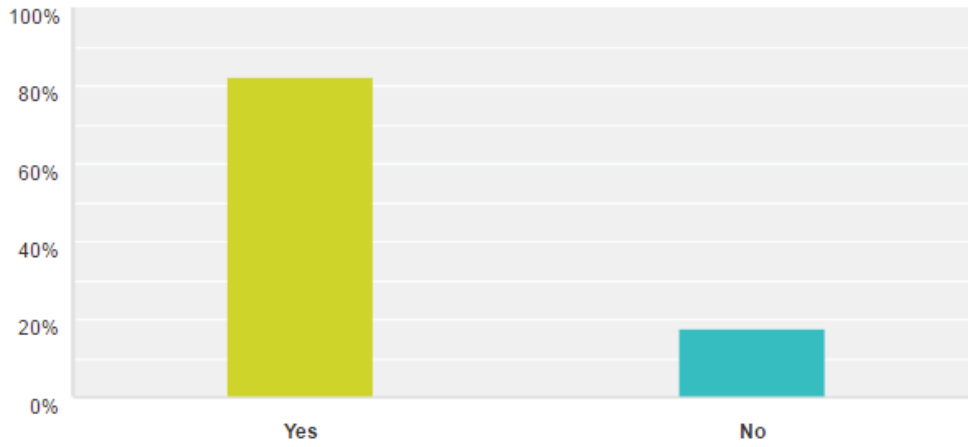


Opciones de respuesta	Respuestas
Yes	92,86% 26
No	7,14% 2
Total	28

7

### Are you good at solving problems?

Respondido: 28 Omitido: 0

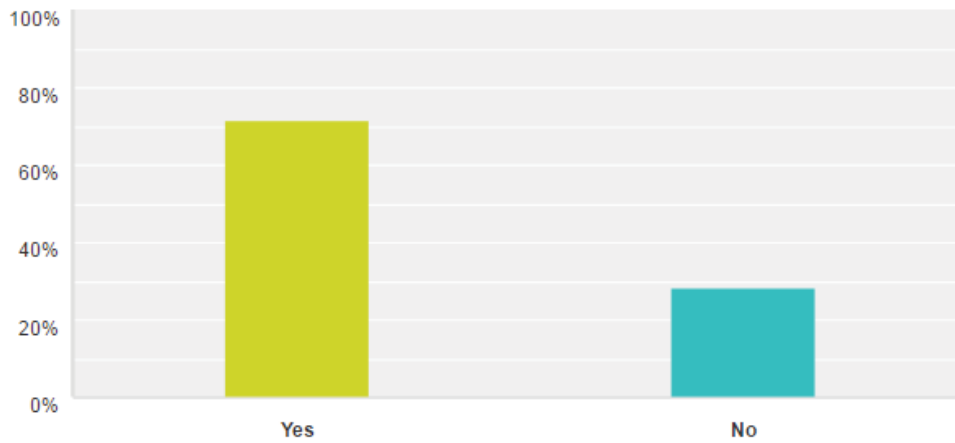


Opciones de respuesta	Respuestas	
Yes	82,14%	23
No	17,86%	5
Total		28

8

### Are you good at reflecting about your actions?

Respondido: 28 Omitido: 0

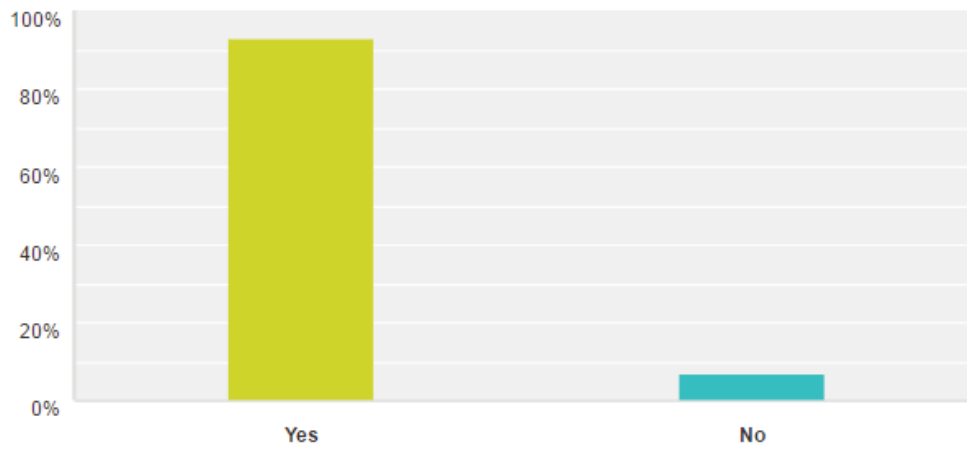


Opciones de respuesta	Respuestas	
Yes	71,43%	20
No	28,57%	8
Total		28

9

## Are you good at using ICT?

Respondido: 28 Omitido: 0



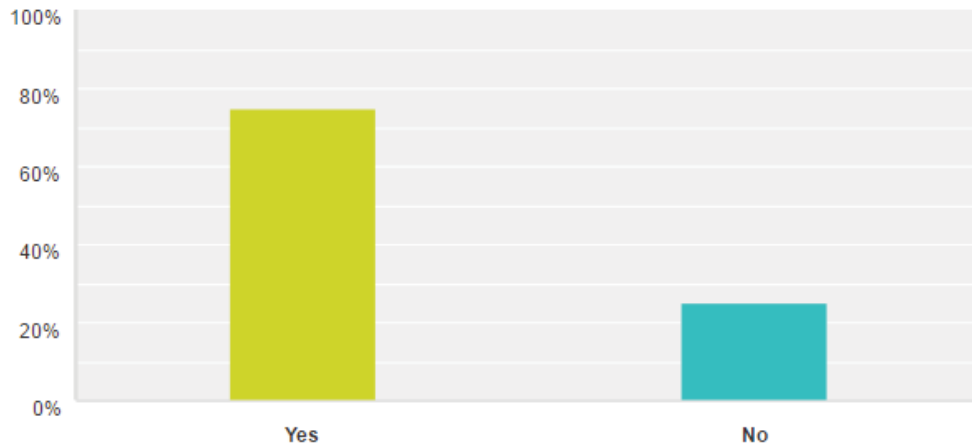
Opciones de respuesta	Respuestas	
Yes	92,86%	26
No	7,14%	2
Total		28

## QUESTIONNAIRE II.

1

### Do you consider yourself a creative person?

Respondido: 28 Omitido: 0

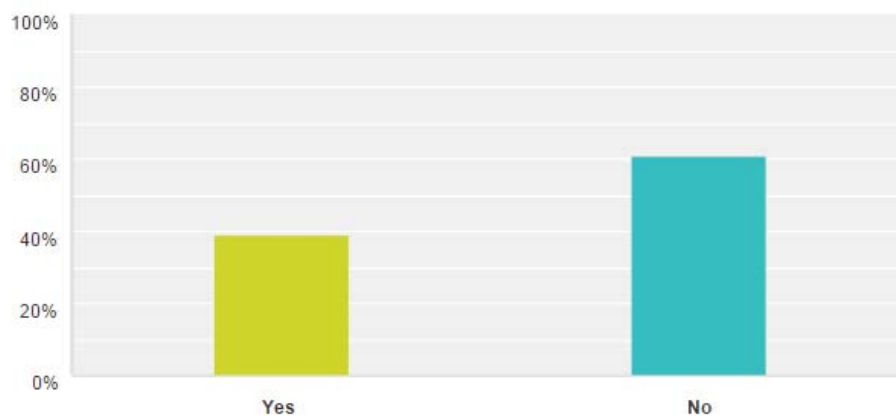


Opciones de respuesta	Respuestas	
Yes	75,00%	21
No	25,00%	7
Total		28

2

### Is it easy for you to express your creative ideas in the English language?

Respondido: 28 Omitido: 0

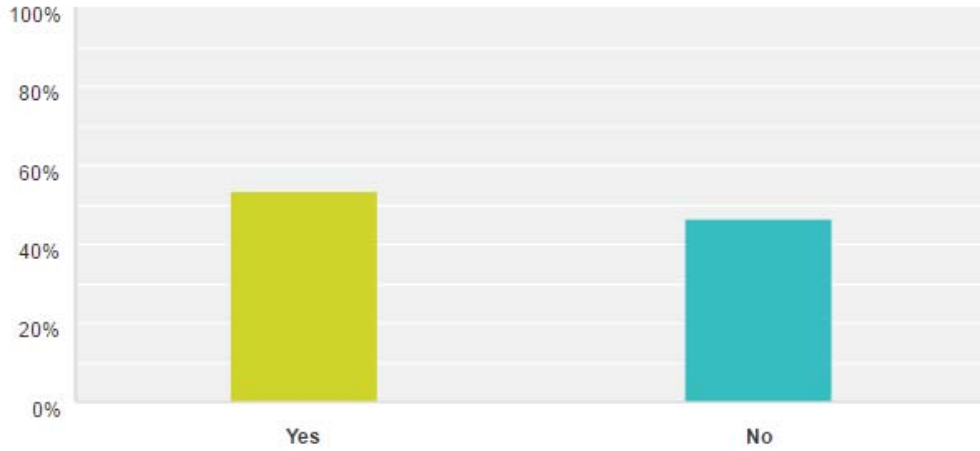


Opciones de respuesta	Respuestas	
Yes	39,29%	11
No	60,71%	17
Total		28

3

### Are you good at creating stories?

Respondido: 28 Omitido: 0

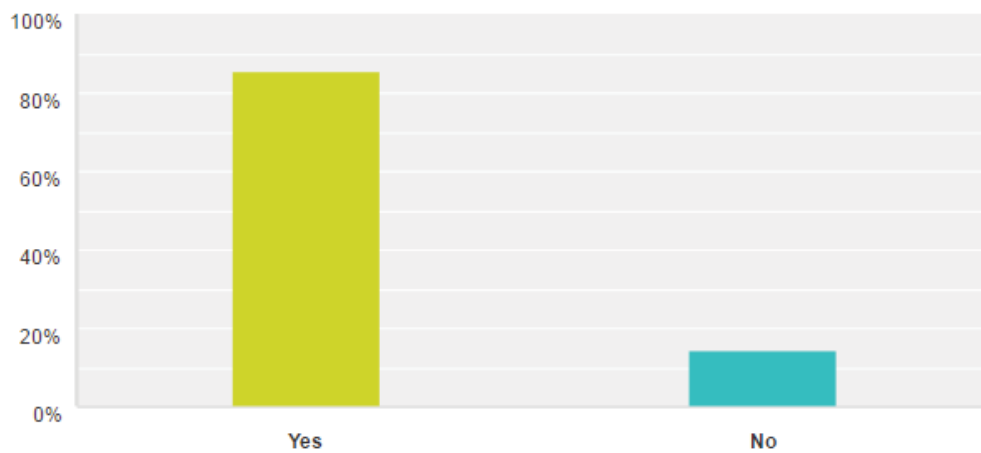


Opciones de respuesta	Respuestas	
Yes	53,57%	15
No	46,43%	13
Total		28

4

### Do you like playing games?

Respondido: 28 Omitido: 0



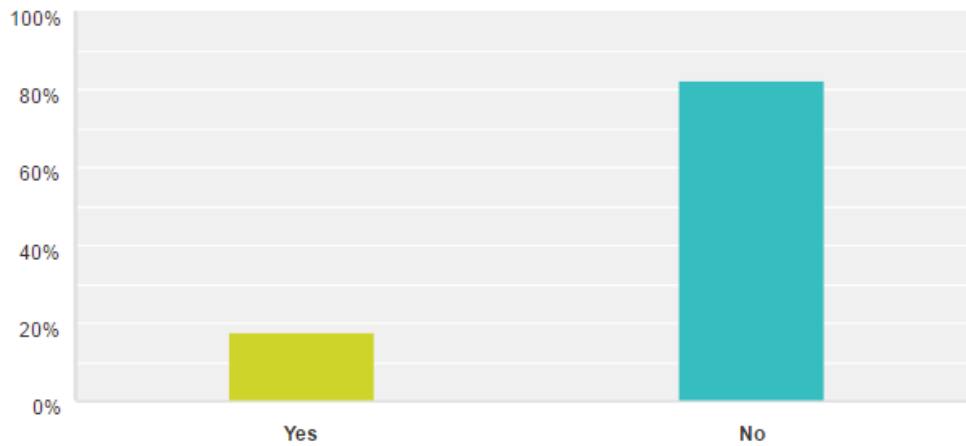
Opciones de respuesta	Respuestas	
Yes	85,71%	24
No	14,29%	4
Total		28



5

### Have you ever created a game?

Respondido: 28 Omitido: 0

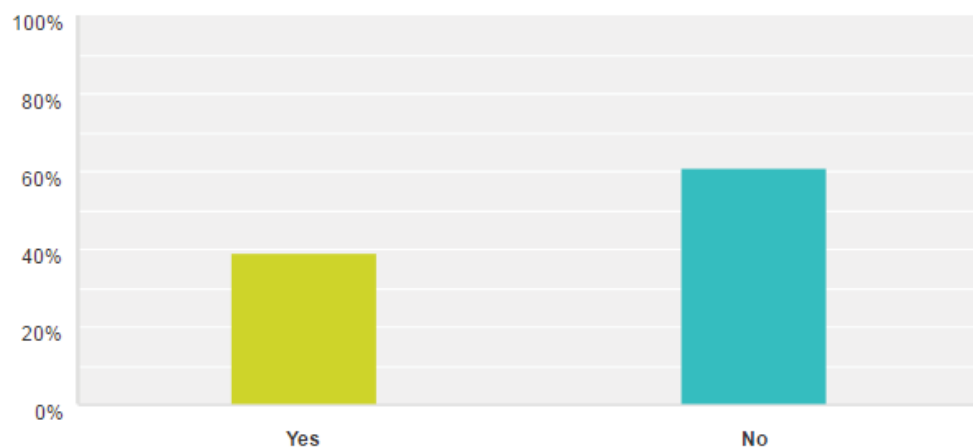


Opciones de respuesta	Respuestas
Yes	17,86% 5
No	82,14% 23
Total	28

6

### Do you know what an escape room is?

Respondido: 28 Omitido: 0

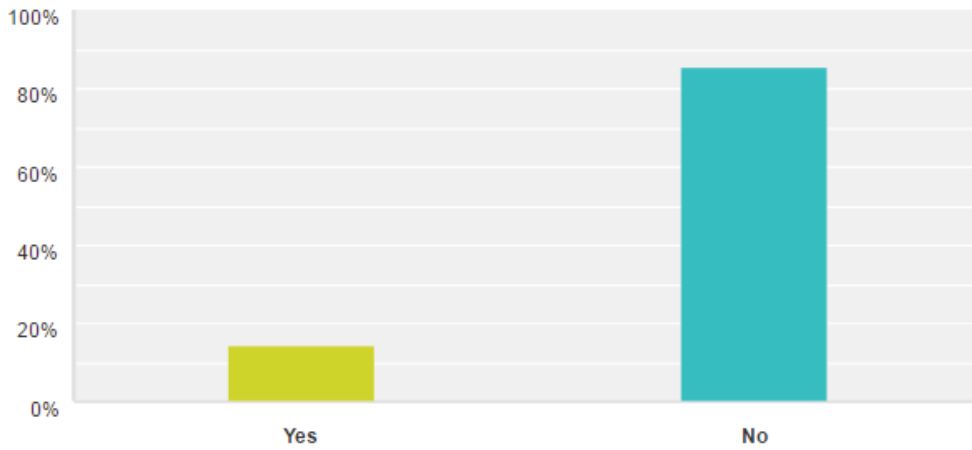


Opciones de respuesta	Respuestas
Yes	39,29% 11
No	60,71% 17
Total	28

7

## Have you ever played in an escape room?

Respondido: 28 Omitido: 0

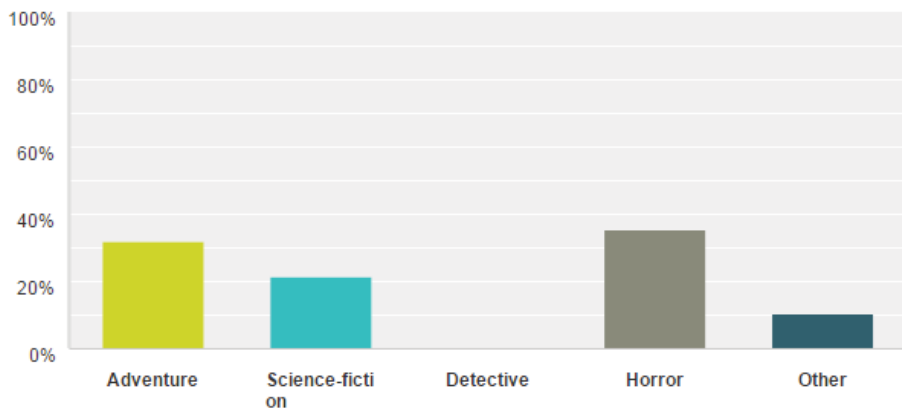


Opciones de respuesta	Respuestas
Yes	14,29% 4
No	85,71% 24
Total	28

8

## Which of the following options would you choose to play in an escape room?

Respondido: 28 Omitido: 0



Opciones de respuesta	Respuestas
Adventure	32,14% 9
Science-fiction	21,43% 6
Detective	0,00% 0
Horror	35,71% 10
Other	10,71% 3
Total	28

### **Annex III. The Gate School Escape Room: Background story.**

#### **The Gate School Escape Room**

Once upon a time, there was a group of scientists who worked at a famous laboratory. These scientists were very popular because they always **succeeded** in their experiments; but one night, one of their experiments went wrong.

In 1972, the famous laboratory, which was located in Guadalete 3 Street (Valladolid, Spain), run the **risk** of **hitting rock-bottom** because a school took its place that year. The Principal of the school and the group of scientists signed a contract, which expressed that scientists could only use the School Laboratory when students were not around.

One night, *Claudia*, an ex-student, broke the school's norms, **sneaking into** the school at midnight. The student entered the laboratory when scientists were working, but nobody saw her. The next day, *Claudia* did the same, but this time she wasn't lucky because scientists found her and they took her to the laboratory. After that, the scientists decided to make a new experiment.

The scientists **immersed** *Claudia* in a tank of water but she didn't hurt herself thanks to her supernatural powers. Since that moment, *Claudia* became a prisoner of the scientists and she never came back home. The scientists decided to immerse *Claudia* again; but this time, something strange happened!

*Claudia* found a **Demogorgon**!

When the student came closer to carefully touch the *Demogorgon*, the monster attacked her, so *Claudia* screamed, screamed, and screamed! *Claudia* could come back to the real world, but she opened **THE GATE** which connects the two worlds: the upper world and the lower world.

Curiously, this GATE is now located in Safa-Grial gym room. New scientists and Safa-Grial teachers have tried to close the GATE with other students, but nobody has closed it yet. Since 2005, *Claudia* has looked at all the students of Safa-Grial School through the blackboards. Recently, she has telepathically contacted with the two new English teachers of this school. These English teachers, *Omayra* and *Gio*, have known the truth for a couple of weeks, and they have chosen 3° E.S.O. A students to work on this mission.

Nothing is strange and everything you imagine is possible. The upside down world contains the same spaces of the real world, but in this lower world everything is dark and cold. If students don't close the GATE or escape from the room in 30 minutes, *Demogorgons* will come and destroy everything. You can only succeed if you work together. If not, you will be **trapped** in the lower world forever, and the *Demogorgons* will come to take you because they are hungry for students' blood.

\*succeeded (v): to achieve a goal.

\*risk (n): the possibility that something bad happens.

\*hitting rock-bottom: to reach the lowest level possible.

\*sneaking into (v): to go somewhere quietly because you do not want anyone to hear you.

\*immersed (v): to put someone or something in a liquid until it is completely covered.

\*gate (n): door.

\*Demogorgon (n): monster.

\*clues (n): a piece of information that guides towards the solution of a problem.

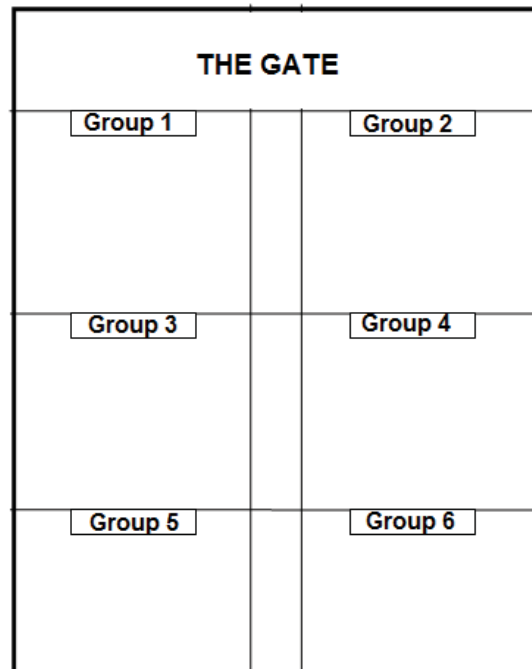
\*trapped (adj): if something or someone is trapped, they can't move or escape.

## INSTRUCTIONS OF THE GAME

In order to ESCAPE THE ROOM:

1. **Work in teams:** Swim together.
2. **Solve the puzzles:** Puzzles have important information for you to escape.
3. **Choose a role within each group:**
  - a. **LEADER (ONLY ONE STUDENT):** Keep calm and organize your group.  
The **LEADER** of one group can share information with the **LEADERS** of the other groups.
  - b. **SECRETARY (ONE OR TWO STUDENTS):** Write and take notes of everything in order to survive.
  - c. **RESEARCHERS (THE REST OF STUDENTS):** Search for important clues/ information.

<b>Group 1</b> Carmen Viruega Sheila Estefanía Yeray Edinson	<b>Group 2</b> Carmen Aparicio Natalia Tatiana Lucía Rico
<b>Group 3</b> Ángela Ana Dima Adrián Sandra	<b>Group 4</b> Luis Maxim Jairo Aarón Lucía Cañibano
<b>Group 5</b> Pablo César Jonathan Patricia Bustamante	<b>Group 6</b> Gabriel Joel Rut Nicol Silvia



There are 7 envelopes in total.

Open them according to the name of the main character of the story.

Start by opening and reading the first envelop (C); after solving the puzzle of the first envelop, search for the second envelop (L); then search for, open, read and solve the puzzle of the third envelop (A) and so on...

(C-L-A-U-D-I-A)



**Annex IV. The Gate School Escape Room: Video presentation**

**(CD)**

## **Annex V. The Gate School Escape Room: Puzzles**

### **PUZZLE – C –**

#### **INTRO PUZZLE**

Scientists and teachers from Valladolid have secretly worked with the Spanish Ministry of Education to send more and more students to the lower world.

In this case, the two new English teachers, Omayra and Gio, from Safa-Grial School have decided to send 3º ESO A students to the portal that connects the two worlds.

Organize your time and **WORK TOGETHER** to solve all the puzzles that Claudia has left you.

Don't forget to choose your leader, secretary and researchers in your group.

Good luck!

## PUZZLE – L – SEQUENTIAL PUZZLE

1. Read the FIRST sentence and complete the missing word.
2. The first word will lead you to another word.  
There are FOUR words related to FOUR different objects.



SENTENCE 1: Claudia contacted telepathically with Omayra and Gio because she immersed herself again in W \_ \_ \_ R.

(Is there a bottle of this liquid in your room?)



SENTENCE 2 (In the bottle): Claudia has contacted with more teachers from Safa-Grial School, but only Omayra and Gio wanted to help her. Since these teachers arrived at this school, they have worn W \_ \_ TE coats as scientists do (Which is the colour of snow? Have you seen this clothing in this room? Look for it and find another clue).

Sentence 3 (In the white Coat): Have these teachers planned another experiment with 3° ESO A students? Whatever happens, protect yourself with a C\_ RC\_ L\_R object that you use in the gym class (Have you seen it?).



Sentence 4 (in the ring): If you don't escape on time, stand up on something higher, for example, CH \_ \_RS because the floor of the gym will slowly disappear (these objects are also used for sitting down).



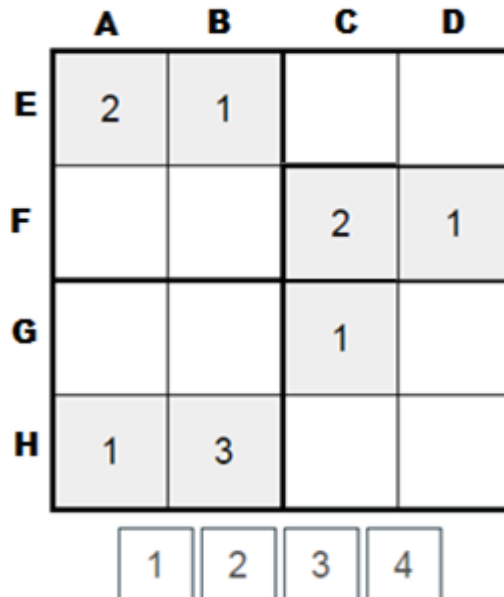
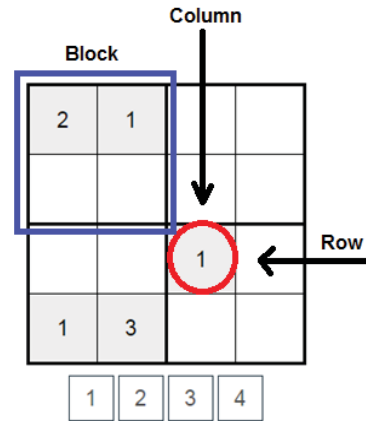
Solve all the puzzles together!



**PUZZLE – A –**

**SUDOKU PUZZLE**

1. Before you start the game of Sudoku, you will find some columns and rows completed.
2. Each column and row must contain all the numbers from 1 to 4 (when playing 4x4 Sudoku).
3. A number cannot be repeated in the same column, row or block.
4. There is only one valid solution.



**4X4 SUDOKU**

- a) Legends tell us that a GATE between the two worlds has existed since \_\_\_\_\_ (write the 4 numbers from column B).
- b) Since that moment, \_\_\_\_\_ (the 4 numbers from row G – the 4 numbers from row F) people from all over the world have travelled through this GATE.
- c) But only, (answer obtained in question (b) – 780) \_\_\_\_\_ people have come back to the real world.
- d) (answer obtained in question (c) / 2) \_\_\_\_\_ of them were SAFA-GRIAL students.

(-) minus sign  
 (+) plus sign  
 (/) division sign

**PUZZLE – U –**

**PERIODIC TABLE PUZZLE**

1. Search with your team for a PERIODIC TABLE in your room.
2. Look at the NUMBERS and LETTERS on the periodic table and answer the following questions:

**a) Who was responsible for creating THE GATE?**



38. 26 3 15 8  
ANSWER: \_\_\_\_ . \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

**b) Which were the materials that cause the explosion in 1967?**

ANSWER: B \_\_\_\_ R \_\_\_\_ M + A R \_\_\_\_ N + C \_\_\_\_ N

**c) How many people died the day of the explosion?**

$Cd + Te - P / B = \_\_\_ + \_\_\_ - \_\_\_ / \_\_\_ =$

ANSWER: \_\_\_\_\_ people

3. Check your answer.
4. Now, if you have finished, tell your LEADER to look for the next PUZZLE!

**PUZZLE – D –**

**MISSING PEOPLE PUZZLES**

**A) Writing activities (1)**

1. Look at the MISSING PERSON poster about Claudia (the ex-student from Safa-Grial School).
2. Now, OPEN the envelop in your room that says DON'T OPEN IT YET.
3. Imagine YOU DON'T COME BACK to the real world.
4. Each member of the group must complete the MISSING PERSON poster with their PERSONAL INFORMATION.

## **MISSING PERSON**

**IF YOU HAVE INFORMATION ABOUT CLAUDIA  
CALL THE POLICE (+ 34) 983 36 62 53**



**CLAUDIA**

**Date Missing:** April 20, 1990.

**Missing From:** Valladolid, Spain.

**Age:** 15.

**Sex:** Female.

**Eyes colour:** black.

**Hair colour:** black.

**Height:** 160 cm.

**Weight:** 50kg.

**Last seen:**

Claudia was last seen April 20, 1990 in Valladolid-Spain. That day, she went to School but she never came back. The Police, the School's Principal, and teachers have been looking for a long time. Someone said that something strange happened to her.

**HELP US PLEASE TO FIND HER**

**PUZZLE – I –**

**SOS LETTER PUZZLES**

**A) Writing activities (2)**

1. Search the SOS letter that Claudia wrote in 1990.
2. Read it.
3. Write your own SOS letter with your team.
4. Follow the next steps:
  - a. Tell your situation/problem (What has happened to you? Who caused the problem?).
  - b. Who are you with? (Are you alone? Are there more people? How many people?).
  - c. How do you feel? (Are you happy? Are you relaxed? or Are you scared?)
  - d. Tell your reasons for asking for help (why do you need help? What will happen if nobody helps you?).

SOS! SOS! SOS!

April 20, 2017

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SOS! SOS! SOS!

READ ME!

April 20, 1990

I have been imprisoned by the scientists who work in Sagrada Familia School. They immersed me in a tank of water but I didn't know what was going to happen.

I am not alone here. There are a lot of people asking for help and there are monsters everywhere.

I am very scared.

I need to escape from this cold world and come back to the real world. Help me to find the gate and the secret code to escape and be free. If I don't escape, I will be in this world forever!

Please help me!

Claudia

PUZZLE – A –

SECRET CODE PUZZLE!

1. Look at the SECRET CODE
2. Decipher the message that Claudia has sent to you

↓ a	☆ b	◇ c	◊ d	☁ e	□ f	♥ g	⚡ h	→ i
← j	✦ k	↑ l	△ m	\ n	☆ o	○ p	◎ q	♡ r
△ s	◻ t	× u	+v	△ w	◻ x	◡ y	◎ z	

◻♥◡ ◻☆ ☁△◇↓○☁.  
 ◡☆× ◊☆\◻ ⚡↓+☁ ↓ ↑☆◻ ☆◻ ◻→△☁.  
 ↑☁↓◊☁♡△ ♥☆ ◻☆ ◻⚡☁ ◻→\↓↑ ○↓♥◻ ↓\◊  
 △☁↓♥◇⚡ ◻☆×♥ \×△☆☁♡△  
 ♥☆☆◊ ↑×◇✦  
 ◇↑↓×◊→↓

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**Annex VI. The Gate School Escape Room: Spatial organization (photos).**

**(CD)**

**Annex VII. The Gate School Escape Room: Video of the practical implementation.**

**(CD)**

## Annex VIII.

<b>The Gate School Escape Room: SESSION 1</b>		
<b>Contents, evaluation criteria and learning outcomes</b>		
<b>Block 1: Oral comprehension: listening</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Comprehension strategies:</i> Distinction of types of comprehension: general meaning, essential information, main points and relevant details of a back-story and the rules of a game.</p> <p><i>Communicative functions:</i> Description of characters, objects, places and tasks of a back-story and in the rules of a game.</p> <p>Narration of past events; description of present situations; and expression of future desires of a back-story and in the rules of a game.</p>	<p>To identify the general meaning, the essential information, the main points and the relevant details of the back-story and the rules of the educational escape room.</p> <p>To know and apply the most adequate strategies of oral comprehension to understand the description of characters, objects, places and tasks of the back-story and the rules of the educational escape room.</p> <p>To recognize the narration of past, present and future events in the back-story and in the rules of the educational escape room.</p>	<p>1. Recognizes and understands the general meaning, the essential information, the main points and the relevant details of the back-story and the rules of TGSER, transmitted through face-to-face oral discourse at a normal rate of speech in the best possible acoustic conditions.<sup>12</sup></p> <p>2. Uses adequate comprehension strategies to understand the descriptions of the characters (e.g. <i>Claudia</i>, the group of scientists, etc.), the objects (e.g. tank of water), the places (e.g. school), the tasks (e.g. to work together in order to escape) of TGSER.</p> <p>3. Identifies and understands the finished (e.g. <i>Claudia's</i> kidnapping) and unfinished (e.g. the gate has been reopened) past events; the present situations (e.g. to form the groups for the game); and the future desires (e.g. how to escape) of the back-story and the rules of TGSER.</p>
<b>Block 2: Oral production: speaking and verbal interaction</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Production strategies:</i> Creation of oral messages distinguishing the main idea or ideas of a back-story and of the rules of a game. Application of linguistic and paralinguistic procedures to compensate the language deficits when referring to a back-story and to the rules of a game.</p> <p>Linguistic: Definitions and paraphrases of terms or phrases.</p> <p>Paralinguistic: Request for help. Use of deictic or performance of actions. Use of body language (gestures, postures, eye contact).</p>	<p>To reproduce short and comprehensible oral texts reflecting the main idea or ideas of the back-story and the rules of the educational escape room.</p> <p>To know and apply linguistic and paralinguistic procedures to refer to the back-story and the rules of the educational escape room.</p> <p>To use short sentences or groups of words and expressions to describe the characters, objects, places and tasks of the back-story and the rules of the educational escape room.</p> <p>To know and apply a lexical repertoire to talk about the past,</p>	<p>1. Produces short and comprehensible oral texts, using linguistic (e.g. paraphrases) and paralinguistic (e.g. gestures) procedures, to express the general, main and relevant idea or ideas of the back-story and the rules of TGSER (e.g. to form the groups for the game).</p> <p>2. Participates in face-to-face conversations with the teacher and with peers, using linguistic and paralinguistic procedures, to describe the characters (e.g. <i>Claudia</i>, the group of scientists, etc.), the objects (e.g. tank of water), the places (e.g. school), the tasks (e.g. to work together in order to escape) of the back-story and the rules of TGSER.</p>

<sup>12</sup> TGSER stands for The Gate School Escape Room



<p><i>Communicative functions:</i> Description of characters, objects, places and tasks of a back-story and of the rules of a game. Narration of past events; description of present situations; and expression of future desires of a back-story and of the rules of a game. Offer and request of information, instructions, points of view and opinions in a back-story and in the rules of a game.</p>	<p>present and future events of the back-story and the rules of the educational escape room.</p> <p>To participate in conversations to offer and request of information; communicate simple points of view and opinions about the back-story and the rules of the educational escape room.</p>	<p>3. Uses lexical repertoire to talk about the finished (e.g. <i>Claudia's</i> kidnapping) and unfinished (e.g. the gate has been reopened) past events; the present situations (e.g. to form the groups for the game); and the future desires (e.g. how to escape) of the back-story and the rules of TGSER.</p> <p>4. Takes part of face-to-face conversations with the teacher and peers to offer and request information (e.g. how to play the escape room), communicate simple points of view and opinions of the back-story and the rules of TGSER.</p>
<b>Block 3: Written comprehension: reading</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Comprehension strategies:</i> Distinction of types of comprehension: general meaning, essential information, main points and relevant details of a back-story and of the rules of a game. Formulation of hypotheses of a back-story and of the rules of a game. Reformulation of the hypothesis upon the understanding of new concepts.</p> <p><i>Communicative functions:</i> Description of characters, objects, places and tasks of a back-story and of the rules of a game.</p> <p>Narration of past events; description of present situations; and expression of future desires in a back-story and in the rules of a game.</p>	<p>To identify the general meaning, the essential information, the main points and the relevant details of the back-story and the rules of the educational escape room.</p> <p>To know and apply the most adequate strategies of comprehension to understand the lexicon used in the back-story and the rules of the education escape room.</p> <p>To understand the descriptions of the characters, objects, places and tasks of the back-story and the rules of the educational escape room.</p> <p>To recognize syntactic structures in the narration of past, present and future events in the back-story and in the rules of the educational escape room.</p> <p>To recognize spelling and punctuation conventions as well as abbreviations and symbols in the back-story and in the rules of the educational escape room.</p>	<p>1. Identifies in written texts (e.g. printed copies given to students) the general ideas, the essential information, the main points and relevant details of the back story and the rules of TGSER.</p> <p>2. Uses the most adequate comprehension strategies to understand the lexicon used (e.g. <i>Demorgorgon</i>) in the back story and the rules of TGSER.</p> <p>3. Identifies and understands the description of the characters (e.g. <i>Claudia</i>, the group of scientists, etc.), the objects (e.g. tank of water), the places (e.g. school), the tasks (e.g. to work together in order to escape) of the back-story and the rules of TGSER.</p> <p>4. Recognizes the syntactic structures in the narration of the finished (e.g. <i>Claudia's</i> kidnapping) and unfinished (e.g. the gate has been reopened) past events; the present situations (e.g. to form the groups for the game); and the future desires (e.g. how to escape) of the back-story and the rules of TGSER as well as the spelling and punctuation conventions, abbreviations (e.g. n., v., adj.) and symbols in the back-story and in the rules of TGSER.</p>

Table 7. Contents, evaluation criteria and learning outcomes. Session 1: Pre-game room

## Annex IX.

The Gate School Escape Room: SESSION 2		
Contents, evaluation criteria and learning outcomes		
Block 1: Oral comprehension: listening		
Contents	Evaluation criteria	Learning outcomes
<p><i>Comprehension strategies:</i> Distinction of types of comprehension: general meaning, essential information, main points and relevant details of a video clip and of clues and puzzles.</p> <p><i>Communicative functions:</i> Description of characters, objects, places and tasks of a video clip and of clues and puzzles.</p> <p>Narration of past events; description of present situations; and expression of future desires of a video clip and of clues and puzzles.</p>	<p>To identify the general meaning, the essential information, the main points and the relevant details of the video clip, the final instructions and the information offered and asked about the clues and puzzles of the educational escape room.</p> <p>To know and apply the most adequate strategies of oral comprehension to understand the description of characters, objects, places and tasks of the video clip, the final instructions and the information offered and asked about the clues and puzzles of the educational escape room.</p> <p>To recognize the narration of past, present and future events the video clip, the final instructions and the information offered and asked about the clues and puzzles of the educational escape room.</p>	<p>1. Recognizes and understands the general meaning, the essential information, the main points and the relevant details of the video clip (e.g. what happened to Claudia, the current state of the gate, etc.), the final instructions (e.g. to work cooperatively in the search for clues and in the puzzle solving during the thirty-minute-countdown time), and the information offered and asked about the clues and puzzles of TGSER (as listed below), transmitted through face-to-face oral discourse at a normal rate of speech with visual support through electronic devices (e.g. projector) in the best possible acoustic conditions.</p> <p>2. Uses adequate comprehension strategies to understand the descriptions of the characters (e.g. <i>Claudia</i>, the group of scientists, etc.), the objects (e.g. tank of water), the places (e.g. school), the tasks (e.g. to work cooperatively in the search for clues and in the puzzle solving during the thirty-minute-countdown time) of the video clip, the final instructions and the information offered and asked about the clues and puzzles of TGSER (as listed below).</p> <p>3. Identifies and understand the finished (e.g. <i>Claudia's</i> kidnapping) and unfinished (e.g. the gate has been reopened) past events; the present situations (e.g. to work cooperatively in the search for clues and in the puzzle solving during the thirty-minute-countdown time); and the future desires (e.g. how to escape) of the video clip, the final instructions and the information offered and asked about the clues and puzzles of TGSER (as listed below).</p> <p style="text-align: center;">PUZZLES:</p> <p>(C) Intro puzzle. (L) Suquential puzzle.</p>

		<p>(A) Sudoku puzzle.  (U) Periodic table puzzle.  (D) Missing people puzzle.  (I) SOS letter puzzle.  (A) Secret code puzzle.</p> <p>CLUES:  They are included within  ‘C-L-A-U-D-I-A’ envelopes</p> <p>Objects:  1 bottle of water.  1 white coat.  2 hula hoop.  2 chairs.  Periodic table photocopies.  Don’t open it yet envelop which  contains missing people posters.  SOS letter from Claudia.  Secret code photocopies.</p>
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**Block 2: Oral production: speaking and verbal interaction**

<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Production strategies:</i>  Creation of oral messages distinguishing the main idea or ideas about clues and puzzles.  Adequacy of the oral text in regards to the addressee and the message about clues and puzzles.  Application of linguistic and paralinguistic procedures to compensate language deficits when talking about clues and puzzles.</p> <p>Linguistic:  Definitions or paraphrases of terms or phrases.</p> <p>Paralinguistic:  Request for help.  Use of body language (gestures, postures, eye contact).</p> <p><i>Communicative functions:</i>  Description of characters, objects, places and tasks about clues and puzzles.  Narration of past events; description of present situations; and expression of future desires.  Expression of certainty, doubt and guess about clues and puzzles.  Establishment and maintenance of communication and personal and social relationships.</p>	<p>To produce short and comprehensible oral texts in face-to-face conversations reflecting the main idea or ideas about the clues and puzzles found in the educational escape room.</p> <p>To adequate the oral text to the addressee and the message to talk about the clues and puzzles found in the educational escape room.</p> <p>To know and apply linguistic and paralinguistic procedures to talk about the clues and puzzles found in the educational escape room.</p> <p>To use short sentences or groups of words and expressions to describe the characters, objects, places and tasks to talk about the clues and puzzles found in the educational escape room.</p> <p>To know and apply a lexical repertoire to talk about the past, present and future events of the clues and puzzles found in the educational escape room.</p> <p>To participate in conversations to express certainty, doubt, and guess about the clues and puzzles found in the educational</p>	<p>1. Produces short and comprehensible oral texts, using linguistic (e.g. paraphrases) and paralinguistic (e.g. gestures) procedures, to express the main idea or ideas to talk about the clues and puzzles of TGSER (as listed above).</p> <p>2. Adapts the oral text to addressee (teacher vs. peers) and message (e.g. affirmative or interrogative sentences) to talk about the clues and puzzles of TGSER (as listed above).</p> <p>3. Uses short sentences or groups of words and expressions in face-to-face conversations, using linguistic and paralinguistic procedures, to describe the characters (e.g. <i>Claudia</i>, the group of scientists, etc.), the objects (e.g. tank of water), the places (e.g. school), the tasks (e.g. the search for clues and puzzle solving during the thirty-minute-countdown time) found in the clues and puzzles of TGSER (as listed above).</p> <p>4. Knows and applies lexical repertoire to talk about the finished (e.g. <i>Claudia’s</i> kidnapping) and unfinished (e.g. the gate has been reopened) past events; the present situations (e.g. the search for clues and puzzle solving during the</p>

	<p>escape room.</p> <p>To establish communication and maintain interaction with the teachers and with the members of the group to talk about the clues and puzzles found in the educational escape room, giving everyone a chance to speak.</p>	<p>thirty-minute-countdown time); and the future desires (e.g. how to escape) found in the clues and puzzles of TGSER (as listed above).</p> <p>5.Takes part of face-to-face conversations with the teacher and peers to express certainty, doubt and guess of the clues and puzzles of TGSER (as listed above) (e.g. how to look for elements in the periodic table to discover the name of the responsible person who created the gate).</p> <p>6.Talks and interacts with the teacher and peers to talk about the clues and puzzles found in TGSER (as listed above), giving everyone a chance to speak.</p>
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**Block 3: Written comprehension: reading**

<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Comprehension strategies:</i> Distinction of types of comprehension: general meaning, essential information, main points and relevant details of clues and puzzles. Formulation of hypotheses of clues and puzzles. Reformulation of the hypotheses upon the understanding of new concepts of clues and puzzles.</p> <p><i>Communicative functions:</i> Description of characters, objects, places and tasks. Narration of past events; description of present situations; and expression of future desires.</p>	<p>To identify the general meaning, the essential information, the main points and the relevant details of the clues and puzzles found in the educational escape room.</p> <p>To know and apply the most adequate strategies of comprehension to understand the lexicon used in the clues and puzzles of the educational escape room.</p> <p>To understand the descriptions of the characters, objects, places and tasks of the clues and puzzles found in the educational escape room.</p> <p>To recognize syntactic structures in the narration of past, present and future events of the clues and puzzles found in the educational escape room.</p> <p>To recognize spelling and punctuation conventions as well as abbreviations and symbols in of the clues and puzzles found in the educational escape room.</p>	<p>1. Identifies and understands, with visual support (e.g. paper format), the general meaning, the essential information, the main points and relevant details of the clues and the puzzles of TGSER (as listed above).</p> <p>2. Knows and uses the most adequate strategies of comprehension to understand the lexicon used (e.g. <i>Demogorgon</i>, gate, risk, etc.) in the clues and puzzles of TGSER (as listed above).</p> <p>3. Understands the descriptions of the characters (e.g. <i>Claudia</i>, the group of scientists), the objects (e.g. white coat, chairs, etc); places (e.g. gym room); and tasks (e.g. the search for clues and puzzle solving during the thirty-minute-countdown time) in the clues and puzzles of TGSER (as listed above).</p> <p>4.Recognizes the syntactic structures in the narration of the finished (e.g. <i>Claudia's</i> kidnapping) and unfinished (e.g. the gate has been reopened) past events; the present situations (e.g. . the search for clues and puzzle solving during the thirty-minute-countdown time); and the future</p>

		desires (e.g. how to escape) in the clues and puzzles of TGSER as well as the spelling and punctuation conventions, abbreviations and symbols(e.g. those included in the secret code puzzle) in the clues and puzzles of TGSER (as listed above).
<b>Block 4: Written production: writing</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Production strategies:</i> Coordination of competences to accomplish tasks effectively.</p> <p><i>Communicative functions:</i> Description of characters objects, places and tasks.</p> <p>Narration of past events; description of present situations; and expression of future desires.</p>	<p>To write on paper format individually and cooperatively short and simple texts about the clues and puzzles found in the educational escape room.</p> <p>To know and apply lexical written repertoire to describe the characters, objects, places and tasks of the clues and puzzles found in the educational escape room.</p> <p>To write, on paper format, short and clear-cut texts to narrate about past, present and future events, using basic cohesion and cohesive resources, basic spelling conventions and common punctuation marks, of the clues and puzzles found in the educational escape room.</p>	<p>1.Fulfils the tasks individually (e.g. puzzle D) and cooperatively (e.g. rest of the puzzles) by writing on paper format what is asked in the puzzles of TGSER.</p> <p>2. Knows and uses adequate written production strategies to describe the real-live characters involved in this game (i.e. themselves) and the place where they have been last seen (i.e. gym's room in the missing people puzzle (envelop D) of TGSER.</p> <p>3. Produces short and clear-cut written texts to narrate about finished (e.g. <i>Claudia's</i> kidnapping) or unfinished past events (e.g. 3° ESO A students disappearance in the missing people puzzle: envelop D); present situations and future desires (e.g. group's feelings and how they can be rescued from the gate in the SOS letter puzzle: envelop I), using appropriately basic cohesion and cohesive resources, basic spelling conventions and common punctuation marks.</p>

Table 8. *Contents, evaluation criteria and learning outcomes. Session2: Game room.*

## Annex X.

<b>The Gate School Escape Room: SESSION 3</b>		
<b>Contents, Evaluation criteria and learning outcomes</b>		
<b>Block 1: Oral comprehension: listening</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Comprehension strategies:</i> Distinction of types of comprehension: general meaning, essential information, main points and relevant details in an academic interview.</p> <p><i>Communicative functions:</i> Description of characters, objects, places and tasks. Narration of past events, description of present situations and expression of future desires.</p>	<p>To identify the general meaning, the essential information, the main points and the relevant details about the questions in the academic interview of the educational escape room.</p> <p>To know and apply the most adequate strategies of oral comprehension to understand the questions about characters, objects, places and tasks in the academic interview of the educational escape room.</p> <p>To recognize the questions about past, present and future events in the academic interview of the educational escape room.</p>	<p>1. Recognizes the general meaning, the essential information, the main points and the relevant details of the questions asked about TGSER at a normal rate of speech during the debriefing process.</p> <p>2. Uses adequate comprehension strategies to understand the questions asked about the characters (e.g. <i>Claudia</i>, the group of scientists, etc.), the objects (e.g. clues), the places (e.g. school), the tasks (e.g. puzzles) of TGSER during the debriefing process.</p> <p>3. Identifies the questions asked about the finished (e.g. <i>Claudia's</i> kidnapping, students' experience in TGSER) and unfinished (e.g. the gate has been reopened) past events of TGSER, the present situations and the future desires during the debriefing process.</p>
<b>Block 2: Oral production: speaking and verbal interaction</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Production strategies:</i> Creation of oral messages distinguishing the main idea or ideas in an interview. Application of linguistic and paralinguistic procedures to compensate the language deficits in an interview.</p> <p>Linguistic: Definitions or paraphrases.</p> <p>Paralinguistic: Use of body language (gestures, postures, eye contact), deictic or actions.</p> <p><i>Communicative functions:</i> Description of characters, objects, places and tasks. Narration of past events; description of present situations; and expression of future desires. Offer and request of information,</p>	<p>To produce short and comprehensible oral texts reflecting the main idea or ideas about the questions asked in the face-to-face academic interview of the educational escape room.</p> <p>To know and apply linguistic and paralinguistic procedures to answer the questions asked in the face-to-face academic interview of the educational escape room.</p> <p>To use short sentences or groups of words and expressions to answer the questions about characters, objects, places and tasks in the face-to-face academic interview of the educational escape room.</p> <p>To know and apply a lexical repertoire to answer the</p>	<p>1. Answers the questions asked, producing short and comprehensible oral texts, using linguistic and paralinguistic procedures, to talk about the main idea or ideas of TGSER during the debriefing process.</p> <p>2. Answers the questions asked, using short sentences or groups of words and expressions to talk about the characters (e.g. <i>Claudia</i>, the group of scientists, etc), objects (e.g. chairs, coats, etc.), places (e.g. gym room), and tasks (e.g. the search for clues and puzzle solving) of TGSER during the debriefing process.</p> <p>3. Answers the questions asked, using lexical repertoire to talk about the finished (e.g. <i>Claudia's</i> kidnapping) and</p>

<p>points of view and opinions. Establishment and maintenance of communication as well as personal and social relationships between students and teachers.</p>	<p>questions about the past, present and future events in the face-to-face academic interview of the educational escape room.</p> <p>To participate in the face-to-face academic interview to offer information, points and opinions of the educational escape room.</p> <p>To establish communication and maintain interaction with the teachers and with the members of the group in the face-to-face academic interview of the educational escape room, giving everyone a chance to speak.</p>	<p>unfinished (e.g. the open has been reopened) past events in relation to the back-story and the past events in relation to this academic experience (e.g. 'describe what happened yesterday in the English lesson'); present situations and future desires (e.g. more creative activities) during the debriefing process.</p> <p>4. Takes part of the academic interview, offering information about their points of view and opinions of TGSER during the debriefing process.</p> <p>5. Establishes communication and maintains interaction with the teachers and with the members of the group in the debriefing process, giving everyone a chance to speak.</p>
<b>Block 3: Written comprehension: reading</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning outcomes</b>
<p><i>Comprehension strategies:</i> Distinction of types of comprehension: the general meaning, the essential information, the main points and relevant details.</p> <p>Formulation of a hypothesis about the content and context of the questions.</p>	<p>To identify the general meaning, the essential information, the main points and relevant details of the questions given to the students for the academic interview of the educational escape room.</p> <p>To know and apply the most adequate strategies of comprehension to understand the lexicon and grammatical structures used in the questions given to students for the academic interview of the educational escape room.</p>	<p>1. Identifies and understands, with visual support (i.e. paper format), the general meaning, the essential information, the main points and the relevant details of the twelve possible questions to be asked about TGSER during the debriefing process.</p> <p>2. Applies adequate strategies of comprehension to understand the lexicon (e.g. <i>Demogorgon</i>) and the grammatical structures used in the twelve questions (e.g. present simple, past simple vs. present perfect, conditional structures) about TGSER during the debriefing process.</p>

Table 9. *Contents, evaluation criteria, learning outcomes. Session 3: Debriefing room*

Annex XI. Table 10. Assessment criteria. Session 1: Pre-game room

<b>The Gate School Escape Room: SESSION 1</b>				
<b>Block 3: Written comprehension: reading <sup>1</sup></b>				
<b>Indicators</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Learning outcomes</b>				
1. Identifies in written texts (e.g. printed copies given to students) the general ideas, the essential information, the main points and relevant details of the back story and the rules of TGSER.	The student identifies the <b>general ideas</b> , the <b>essential information</b> , the <b>main points</b> and <b>relevant details</b> of the <b>back story</b> and the <b>rules</b> of TGSER in the written text.	The student identifies the <b>general ideas</b> and the <b>essential information</b> of the <b>back story</b> and the <b>rules</b> of TGSER in the written text.	The student identifies the <b>general ideas</b> of the <b>back story</b> and the <b>rules</b> of TGSER in the written text.	The student <b>does not identify the ideas</b> of the <b>back story</b> and the <b>rules</b> of TGSER in the written text.
2. Identifies and understands the description of the characters (e.g. <i>Claudia</i> , the group of scientists, etc.), the objects (e.g. tank of water), the places (e.g. school), the tasks (e.g. to work together in order to escape) of the back-story and the rules of TGSER.	The student identifies and understands the <b>description of the characters</b> , the <b>objects</b> , the <b>places</b> , the <b>tasks</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.	The student identifies and understands the <b>description of the characters</b> , the <b>places</b> and the <b>tasks</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.	The student understands the <b>description of the places</b> and the <b>tasks</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.	The student <b>does not understand</b> any <b>description</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.
3 Recognizes the syntactic structures in the narration of the finished (e.g. <i>Claudia's</i> kidnapping) and unfinished (e.g. the gate has been reopened) past events; the present situations (e.g. to form the groups for the game); and the future desires (e.g. how to escape) of the back-story and the rules of TGSER as well as the spelling and punctuation conventions, abbreviations (e.g. n., v., adj.) and symbols in the back-story and in the rules of TGSER.	The student recognizes the syntactic structures in the narration of the <b>finished and unfinished past events</b> ; the <b>present situations</b> and the <b>future desires</b> of the <b>back-story</b> and the <b>rules</b> of TGSER as well as the <b>spelling and punctuation conventions, abbreviations and symbols</b> .	The student recognizes the syntactic structures in the narration of the <b>present situations</b> and the <b>future desires</b> of the <b>back-story</b> and the <b>rules</b> of TGSER as well as the <b>spelling and punctuation conventions, abbreviations and symbols</b> .	The student recognizes the syntactic structures in the narration of the <b>present situations</b> of the <b>back-story</b> and the <b>rules</b> of TGSER as well as the <b>simple spelling and punctuation conventions</b> .	The student <b>does not recognize</b> any syntactic structures or <b>simple spelling and punctuation conventions</b> in the back-story and in the rules of TGSER.

<sup>1</sup> Blocks are organized in accordance to the fulfilment of the activities in session 1: reading, listening, speaking and verbal interaction of the back-story and the rules of TGSER.



Block 1: Oral comprehension: listening				
Indicators Learning outcomes	4	3	2	1
1. Recognizes and understands the <b>general meaning</b> , the <b>essential information</b> , the <b>main points</b> and the <b>relevant details</b> of the <b>back-story</b> and the <b>rules</b> of TGSER, transmitted through face-to-face oral discourse at a normal rate of speech in the best possible acoustic conditions.	The student recognizes and understands the <b>general meaning</b> , the <b>essential information</b> , the <b>main points</b> and the <b>relevant details</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.	The student recognizes and understands the <b>general meaning</b> and the <b>essential information</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.	The student understands the <b>general meaning</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.	The student <b>does not understand</b> the <b>meaning</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.
2. Uses adequate comprehension strategies to understand the descriptions of the <b>characters</b> (e.g. <i>Claudia</i> , the group of scientists, etc.), the <b>objects</b> (e.g. tank of water), the <b>places</b> (e.g. school), the <b>tasks</b> (e.g. to work together in order to escape) of TGSER.	The student understands the <b>descriptions</b> of the <b>characters</b> , the <b>objects</b> , the <b>places</b> and the <b>tasks</b> of TGSER.	The student understands the <b>descriptions</b> of the <b>characters</b> , the <b>places</b> and the <b>tasks</b> of TGSER.	The student understands the <b>descriptions</b> of the <b>places</b> and the <b>tasks</b> of TGSER.	The student <b>does not understand</b> any <b>descriptions</b> of TGSER.
3. Identifies and understands the <b>finished</b> (e.g. <i>Claudia's</i> kidnapping) and <b>unfinished</b> (e.g. the gate has been reopened) <b>past events</b> ; the <b>present situations</b> (e.g. to form the groups for the game); and the <b>future desires</b> (e.g. how to escape) of the back-story and the rules of TGSER.	The student identifies and understands the <b>finished and unfinished past events</b> , the <b>present situations</b> and the <b>future desires</b> of the back-story and the rules of TGSER.	The student identifies and understands the <b>present situations</b> and the <b>future desires</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.	The student understands the <b>present situations</b> of the back-story and the rules of TGSER.	The student <b>does not understand</b> any <b>situations</b> of the back-story and the rules of TGSER.
Block 2: Oral production: speaking and verbal interaction				
Indicators Learning outcomes	4	3	2	1
1. Produces <b>short and comprehensible oral texts</b> , using linguistic (e.g. paraphrases) and paralinguistic (e.g. gestures) procedures to <b>express the main idea or ideas of the back-story and the rules of the game</b> (e.g. <i>Claudia's</i> kidnapping, to form the groups for the game) of TGSER.	The student produces <b>short and comprehensible oral texts</b> , using linguistic and paralinguistic procedures, to <b>express the general, main and relevant idea or ideas</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.	The student produces <b>short and comprehensible oral texts</b> , using linguistic and paralinguistic procedures, to <b>express the general and main idea or ideas</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.	The student produces <b>short oral texts</b> , using linguistic and paralinguistic procedures, to <b>express the main idea or ideas</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.	The student <b>does not produce short oral texts</b> .

<p>2.Participates in face-to-face conversations with the teacher and with peers, using linguistic and paralinguistic procedures, to <b>describe the characters</b> (e.g. <i>Claudia</i>, the group of scientists, etc.), the <b>objects</b> (e.g. tank of water), the <b>places</b> (e.g. school), the <b>tasks</b> (e.g. to work together in order to escape) of the back-story and the rules of TGSER.</p>	<p>The student <b>participates</b> in <b>face-to-face conversations</b> with the teacher and with peers, using linguistic and paralinguistic procedures, to <b>describe the characters</b>, the <b>objects</b>, the <b>places</b> and the <b>tasks</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.</p>	<p>The student <b>participates</b> in <b>face-to-face conversations</b> with the teacher and with peers, using linguistic and paralinguistic procedures, to <b>describe the characters</b>, the <b>places</b> and the <b>tasks</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.</p>	<p>The student <b>participates</b> in <b>face-to-face conversations</b> with the teacher and with peers, using linguistic and paralinguistic procedures, to <b>describe the place</b> and the <b>tasks</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.</p>	<p>The student <b>does not participate</b> in <b>face-to-face conversations</b> with the teacher and peers to describe the TGSER.</p>
<p>3. Uses lexical repertoire to talk about the finished (e.g. <i>Claudia's</i> kidnapping) and unfinished (e.g. the gate has been reopened) past events; the present situations (e.g. to form the groups for the game); and the future desires (e.g. how to escape) of the back-story and the rules of TGSER.</p>	<p>The student uses lexical repertoire to <b>talk about</b> the <b>finished and unfinished past events</b>; the <b>present situations</b> and the <b>future desires</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.</p>	<p>The student uses lexical repertoire to <b>talk about</b> the <b>present situations</b> and the <b>future desires</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.</p>	<p>The student uses lexical repertoire to <b>talk about</b> the <b>present situations</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.</p>	<p>The student <b>does not</b> use lexical repertoire to <b>talk about</b> the back-story and the rules of TGSER</p>
<p>4. Takes part of face-to-face conversations with the teacher and peers to offer and request information (e.g. how to play the escape room), communicate simple points of view and opinions, points of view (e.g. <i>Claudia's</i> kidnapping) of the back-story and the rules of TGSER.</p>	<p>The student takes part of <b>face-to-face conversations</b> with the <b>teacher</b> and <b>peers</b> to <b>offer and request information</b> and to <b>communicate simple points of view and opinions</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.</p>	<p>The student takes part of <b>face-to-face conversations</b> with the <b>teacher</b> and <b>peers</b> to <b>offer and request information</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.</p>	<p>The student does not take part of <b>face-to-face conversations</b> with the teacher and but he/she does so with <b>peers</b> to <b>offer and request information</b> and to <b>communicate simple points of view and opinions</b> of the <b>back-story</b> and the <b>rules</b> of TGSER.</p>	<p>The student <b>does not take part of face-to-face conversations</b> with the teacher or peers.</p>

Results Session 1				
Block 3: Reading				
Learning outcome 1	Indicator 1	0 students	0%	$\sum$ indicator 1 = 0% $\sum$ indicator 2 = 15% $\sum$ indicator 3 = 37% $\sum$ indicator 4 = 48%
	Indicator 2	6 students	22,2%	
	Indicator 3	12 students	44,5 %	
	Indicator 4	9 students	33,3%	
Learning outcome 2	Indicator 1	0 students	0%	
	Indicator 2	6 students	22,2%	
	Indicator 3	12 students	44,5 %	
	Indicator 4	9 students	33,3%	
Learning outcome 3	Indicator 1	0 students	0%	
	Indicator 2	0 students	0%	
	Indicator 3	6 students	22,2%	
	Indicator 4	21 students	77,8%	
Block 1: Listening				
Learning outcome 1	Indicator 1	0 students	0%	$\sum$ indicator 1 = 0% $\sum$ indicator 2 = 14,8% $\sum$ indicator 3 = 29,6% $\sum$ indicator 4 = 55,6%
	Indicator 2	6 students	22,2%	
	Indicator 3	9 students	33,3%	
	Indicator 4	12 students	44,5 %	
Learning outcome 2	Indicator 1	0 students	0%	
	Indicator 2	6 students	22,2%	
	Indicator 3	9 students	33,3%	
	Indicator 4	12 students	44,5 %	
Learning outcome 3	Indicator 1	0 students	0%	
	Indicator 2	0 students	0%	
	Indicator 3	6 students	22,2%	
	Indicator 4	21 students	77,8%	
Block 2: Speaking and verbal interaction				
Learning outcome 1	Indicator 1	0 students	0%	$\sum$ indicator 1 = 0% $\sum$ indicator 2 = 22,2% $\sum$ indicator 3 = 44,5% $\sum$ indicator 4 = 33,3%
	Indicator 2	6 students	22,2%	
	Indicator 3	9 students	33,3%	
	Indicator 4	12 students	44,5 %	
Learning outcome 2	Indicator 1	0 students	0%	
	Indicator 2	6 students	22,2%	
	Indicator 3	9 students	33,3%	
	Indicator 4	12 students	44,5 %	
Learning outcome 3	Indicator 1	0 students	0%	
	Indicator 2	0 students	0%	
	Indicator 3	6 students	22,2%	
	Indicator 4	21 students	77,8%	

Annex XII. Table 11. Assessment criteria. Session 2: Game room

The Gate School Escape Room: SESSION 2				
Block 1: Oral comprehension: listening				
Indicators	4	3	2	1
Learning outcomes				
1. <b>Recognizes and understands the general meaning, the essential information, the main points and the relevant details of the video clip</b> (e.g. what happened to Claudia, the current state of the gate, etc.), the <b>final instructions</b> (e.g. to work cooperatively in the search for clues and in the puzzle solving during the thirty-minute-countdown time), and the <b>information</b> offered and asked about the <b>clues and puzzles</b> of TGSER transmitted through face-to-face oral discourse at a normal rate of speech with visual support through electronic devices (e.g. projector) in the best possible acoustic conditions.	The group of students <b>recognizes and understands the general ideas, the essential information, the main points and the relevant details of the video clip, final instructions</b> and the information offered and asked about the <b>clues and puzzles</b> of TGSER	The group of students <b>recognizes and understands the general ideas and the essential information of the video clip, final instructions</b> and the information offered and asked about the <b>clues and puzzles</b> of TGSER.	The group of students <b>recognizes and understands the general ideas of the video clip, final instructions</b> and the information offered and asked about the <b>clues and puzzles</b> of TGSER.	The group of students <b>does not recognize and understand the ideas of the video clip, final instructions</b> and the information offered and asked about the <b>clues and puzzles</b> of TGSER.
2. Uses adequate comprehension strategies to understand the <b>descriptions of the characters</b> (e.g. <i>Claudia</i> , the group of scientists, etc.), the <b>objects</b> (e.g. tank of water), the <b>places</b> (e.g. school), the <b>tasks</b> (e.g. to work cooperatively in the search for clues and in the puzzle solving during the thirty-minute-countdown time) of the <b>video clip, the final instructions</b> and the <b>information</b> offered and asked about the <b>clues and puzzles</b> of TGSER.	The group of students <b>understands the description of the characters, the objects, the places and the tasks of the video clip, final instructions</b> and the information offered and asked about the <b>clues and puzzles</b> of TGSER.	The group of students <b>understands the description of the characters, the places and the tasks of the video clip, final instructions</b> and the information offered and asked about the <b>clues and puzzles</b> of TGSER.	The group of students <b>understands the description of the places and the tasks of the video clip, final instructions</b> and the information offered and asked about the <b>clues and puzzles</b> of TGSER.	The group of students <b>does not understand any description of the video clip, final instructions</b> and the information offered and asked about the <b>clues and puzzles</b> of TGSER.

<p>3. Identifies and understand the <b>finished</b> (e.g. <i>Claudia's</i> kidnapping) and <b>unfinished</b> (e.g. the gate has been reopened) <b>past events</b>; the <b>present situations</b> (e.g. to work cooperatively in the search for clues and in the puzzle solving during the thirty-minute-countdown time); and the <b>future desires</b> (e.g. how to escape) of the <b>video clip</b>, the <b>final instructions</b> and the <b>information</b> offered and asked about the <b>clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>identifies</b> and <b>understands</b> the <b>finished</b> and <b>unfinished</b>, <b>present situations</b> and <b>future desires</b> of the <b>video clip</b>, <b>final instructions</b> and the information offered and asked about the <b>clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>identifies</b> and <b>understands</b> the <b>present situations</b> and <b>future desires</b> of the <b>video clip</b>, <b>final instructions</b> and the information offered and asked about the <b>clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>identifies</b> and <b>understands</b> the <b>present situations</b> of the <b>video clip</b>, <b>final instructions</b> and the information offered and asked about the <b>clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>does not identify</b> or <b>understand</b> any <b>situations</b> of the <b>video clip</b>, <b>final instructions</b> and the information offered and asked about the <b>clues and puzzles</b> of TGSER.</p>
<b>Block 3: Written comprehension: reading</b>				
<b>Indicators</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Learning outcomes</b>				
<p>1. <b>Identifies and understands</b>, with visual support (e.g. paper format), the <b>general meaning</b>, the <b>essential information</b>, the <b>main points</b> and <b>relevant details</b> of the <b>clues and the puzzles</b> of TGSER, using the most adequate strategies of comprehension to understand also the lexicon used.</p>	<p>The group of students <b>identifies and understands</b> the <b>general ideas</b>, the <b>essential information</b>, the <b>main points</b> and the <b>relevant details</b> of the <b>clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>identifies and understands</b> the <b>general ideas</b> and the <b>essential information</b> of the <b>clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>identifies and understands</b> the <b>general ideas</b> of the <b>clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>does not identify</b> or <b>understand the ideas</b> of the <b>clues and puzzles</b> of TGSER.</p>
<p>2. <b>Understands</b> the <b>descriptions of the characters</b> (e.g. <i>Claudia</i>, the group of scientists), the <b>objects</b> (e.g. white coat, chairs, etc), <b>places</b> (e.g. gym room), and <b>tasks</b> (e.g. the search for clues and puzzle solving during the thirty-minute-countdown time) in the <b>clues and puzzles</b> of TGSER</p>	<p>The group of students <b>understands</b> the <b>description of the characters</b>, the <b>objects</b>, the <b>places</b> and the <b>tasks</b> in the <b>clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>understands</b> the <b>description of the characters</b>, the <b>places</b> and the <b>tasks</b> in the <b>clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>understands</b> the <b>description of the places</b> and the <b>tasks</b> in the <b>clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>does not understand</b> any <b>description</b> in the <b>clues and puzzles</b> of TGSER.</p>
<p>3. <b>Recognizes</b> the syntactic structures in the narration of the <b>finished</b> (e.g. <i>Claudia's</i> kidnapping) and <b>unfinished</b> (e.g. the gate has been reopened) <b>past events</b>; the <b>present situations</b> (e.g. . the search for clues and puzzle solving during the thirty-minute-</p>	<p>The group of students <b>recognizes</b> the <b>finished</b> and <b>unfinished</b>, <b>present situations</b> and <b>future</b></p>	<p>The group of students <b>recognizes</b> the <b>present situations</b> and <b>future desires</b> of <b>clues and puzzles</b></p>	<p>The group of students <b>recognizes</b> the <b>present situations</b> of <b>clues and puzzles</b> of TGSER as well</p>	<p>The group of students <b>does not identify</b> or <b>recognize</b> any <b>situations</b> of the <b>clues and puzzles</b></p>

countdown time); and the <b>future desires</b> (e.g. how to escape) in the <b>clues and puzzles</b> of TGSER as well as the <b>spelling and punctuation conventions, abbreviations and symbols</b> (e.g. those included in the secret code puzzle) in the clues and puzzles of TGSER.	<b>desires of clues and puzzles</b> of TGSER as well as the <b>spelling and punctuation conventions, abbreviations and symbols.</b>	of TGSER as well as the <b>spelling and punctuation conventions, abbreviations and symbols.</b>	as the <b>spelling and punctuation conventions, abbreviations and symbols.</b>	of TGSER as well as the <b>spelling and punctuation conventions, abbreviations and symbols.</b>
<b>Block 4. Written production: writing</b>				
<b>Indicators</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Learning outcomes</b>				
1.Fulfils the tasks <b>individually</b> (e.g. puzzle D) <b>and cooperatively</b> (e.g. rest of the puzzles) by <b>writing</b> on paper format what is asked in the puzzles of TGSER.	The student and the group of students <b>fulfil all</b> the tasks by <b>writing individually and cooperatively</b> on paper format what is asked in the puzzles of TGSER.	The student and the group of students <b>fulfil almost all</b> of the tasks by <b>writing individually and cooperatively</b> on paper format what is asked in the puzzles of TGSER.	The student and the group of students <b>fulfil few of</b> the tasks by <b>writing individually and cooperatively</b> on paper format what is asked in the puzzles of TGSER.	The student or the group of students <b>does not fulfil any</b> task by <b>writing</b> on paper format what is asked in the puzzles of TGSER.
<b>2.Knows and uses</b> adequate written production strategies to <b>describe the real-live characters</b> involved in this game (i.e. themselves) and <b>the place where they have been last seen</b> (i.e. gym's room in the missing people puzzle (envelop D) of TGSER.	The student <b>describes himself/herself</b> and gives relevant information about the <b>place</b> where he/she was <b>last seen</b> .	The student <b>describes himself/herself</b> and very few information about the <b>place</b> where he/she was <b>last seen</b> .	The student <b>just describes himself/herself</b> .	The student <b>does not describe himself/herself</b> or the <b>place</b> where he/she was <b>last seen</b> .
<b>3.Produces short</b> and clear-cut <b>written texts</b> to <b>narrate about finished</b> (e.g. <i>Claudia's</i> kidnapping) or <b>unfinished past events</b> (e.g. 3° ESO A students disappearance in the missing people puzzle: envelop D); <b>present situations and future desires</b> (e.g. group's feelings and how they can be rescued from the gate in the SOS letter puzzle: envelop I), using appropriately <b>basic cohesion and cohesive resources, basic spelling conventions</b> and common	The group of students <b>produces short</b> and clear-cut <b>written texts</b> to <b>narrate about finished</b> and <b>unfinished past events, present situations and future desires</b> , using appropriately <b>basic cohesion and cohesive resources,</b>	The group of students <b>produces short</b> and clear-cut <b>written texts</b> to <b>narrate about present situations and future desires</b> , using appropriately <b>basic cohesion and cohesive resources, basic spelling conventions</b> and common <b>punctuation</b>	The group of students <b>produces short</b> and clear-cut <b>written texts</b> to <b>narrate about present situations and future desires</b> , not using appropriately <b>basic cohesion and cohesive resources, basic spelling conventions</b> and common	The group of students <b>does not produce short</b> and clear-cut <b>written texts</b> to <b>narrate about finished and unfinished past events, present situations and future desires.</b>

punctuation marks.	basic spelling conventions and common punctuation marks.	marks.	punctuation marks.	
<b>Block 2: Oral production: speaking and verbal interaction</b>				
<b>Indicators</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Learning outcomes</b>				
1. <b>Produces short and comprehensible oral texts</b> , using linguistic (e.g. paraphrases) and paralinguistic (e.g. gestures) procedures, <b>to express the main idea or ideas</b> to talk about the <b>clues and puzzles</b> of TGSER adapted the oral text to addressee (teacher vs. peers) and message.	The group of students <b>produces short and comprehensible oral texts</b> , using linguistic and paralinguistic procedures, <b>to express the main idea or ideas</b> of the <b>clues and puzzles</b> of TGSER adapted to addressee (teacher vs. peers).	The group of students <b>produces short and comprehensible oral texts</b> , using linguistic and paralinguistic procedures, <b>to express the main idea</b> of the <b>clues and puzzles</b> of TGSER not adapted to addressee (teacher vs. peers).	The group of students <b>produces short</b> but not <b>comprehensible oral texts</b> , using linguistic and paralinguistic procedures, <b>to express the main idea or ideas</b> of the <b>clues and puzzles</b> of TGSER.	The group of students <b>does not produce short or comprehensible oral texts to express the main idea or ideas</b> of the <b>clues and puzzles</b> of TGSER.
2. <b>Uses short sentences or groups of words and expressions</b> in face-to-face conversations, using linguistic and paralinguistic procedures, <b>to describe the characters</b> (e.g. <i>Claudia</i> , the group of scientists, etc.), the <b>objects</b> (e.g. tank of water), the <b>places</b> (e.g. school), the <b>tasks</b> (e.g. the search for clues and puzzle solving during the thirty-minute-countdown time) found <b>in the clues and puzzles</b> of TGSER.	The group of students <b>uses short sentences or groups of words and expressions to describe the characters</b> , the <b>objects</b> , the <b>places</b> , the <b>tasks of the clues and puzzles</b> of TGSER.	The group of students <b>uses groups of words and expressions to describe the characters</b> , the <b>objects</b> , the <b>places</b> , the <b>tasks of the clues and puzzles</b> of TGSER.	The group of students <b>uses groups of words to describe the characters</b> , the <b>objects</b> , the <b>places</b> , the <b>tasks of the clues and puzzles</b> of TGSER.	The group of students <b>does not use short sentences or groups of words and expressions to describe the characters</b> , the <b>objects</b> , the <b>places</b> , the <b>tasks</b> of the <b>clues and puzzles</b> of TGSER.

<p><b>3. Knows and applies lexical repertoire to talk about the finished</b> (e.g. <i>Claudia's</i> kidnapping) and <b>unfinished</b> (e.g. the gate has been reopened) <b>past events</b>; the <b>present situations</b> (e.g. the search for clues and puzzle solving during the thirty-minute-countdown time); and the <b>future desires</b> (e.g. how to escape) found <b>in the clues and puzzles</b> of TGSER</p>	<p>The group of students <b>knows and applies lexical repertoire to talk about the finished and unfinished past events, present situations, and future desires of the clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>knows and applies lexical repertoire to talk about present situations and future desires of the clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>knows and applies lexical repertoire to talk about present situations of the clues and puzzles</b> of TGSER.</p>	<p>The group of students <b>does not know or apply lexical repertoire to talk about the past, present and future events</b> of TGSER.</p>
<p>4. Takes part of <b>face-to-face conversations</b> with the teacher and peers to <b>express certainty, doubt and guess</b> of the <b>clues and puzzles</b> of TGSER (e.g. how to look for elements in the periodic table to discover the name of the responsible person who created the gate), interacting with the teachers and peers to giving everyone a chance to speak.</p>	<p>The group of students takes important part of <b>face-to-face conversations</b> with the teacher and peers to <b>express certainty, doubt and guess</b> of the <b>clues and puzzles</b> of TGSER, giving everyone a chance to speak.</p>	<p>The group of students takes part of <b>face-to-face conversations</b> with peers to <b>express certainty, doubt and guess</b> of the <b>clues and puzzles</b> of TGSER, giving everyone a chance to speak.</p>	<p>The group of students takes a little part of <b>face-to-face conversations</b> with peers to <b>express certainty, doubt and guess</b> of the <b>clues and puzzles</b> of TGSER.</p>	<p>The group of students does not take part of <b>face-to-face conversations</b> with the teacher and peers to <b>express certainty, doubt and guess</b> of the <b>clues and puzzles</b> of TGSER.</p>