

Videogame-Based Tasks within a TBL Framework: Shaping English Vocabulary Learning
in Fourth Graders

Santiago Torres Diaz

Thesis Director

Prof. Diana Martinez Cifuentes

Faculty of Humanities

Licenciatura en Inglés y Francés

Universidad Pedagógica Nacional

Languages Department

Bogotá, Colombia

2026

Table of contents

Abstract	4
Chapter 1. The Problem	5
1.1 Contextualization	5
1.2 Characterization	6
1.3 Diagnostic test	7
1.4 Statement of the problem	8
1.5 Rationale	10
1.6 Research question	11
1.7 General Objective	11
1.8 Specific objectives	11
Chapter 2: Literature review and theoretical framework	12
2.1 Literature review	12
2.1. Theoretical framework	19
2.1.1. Vocabulary acquisition	19
2.1.2. What is a video game?	21
2.1.3. Task based learning	24
Chapter 3: methodology	27
3.1. Approach	27
3.2. Type of research	28
3.3. Data Collection Instruments	29
3.3.1. Field diary	29
3.3.2. Artifacts	30
3.3.3. Interview	30
Chapter 4: Pedagogical Instruction.	31
4.1. Curricular outlook	31
4.2. Classroom outlook	32
4.3. Language outlook	32
4.4. Learning outlook	32
4.5. Pedagogical intervention	33
Chapter 5: Data analysis	39
5.1. Category 1: Daily vocabulary	40
5.2. Category 2: Performance in communicative situations	52
Chapter 6: Conclusions	62
6.1. References	64
6.2. Annexes	69
6.2.1. Annex 4: Lesson plans	70
6.2.2. Annex 5: Field Diaries	81

To my mom, who always has supported me and fought with me. To my family who was the safe place in the gloomiest days. To my friends who were with me in those all-nighters. To my girlfriend whose love is the fuel that boosts me to do everything.

Abstract

Teaching English has many problems. Around the world, a lot of amateur and experienced teachers try to solve each one of those difficulties without having success due to the students: who are always changing over time and evolving along with their necessities and the society that is around them. The objective of this research is to analyze how videogames can improve and enhance English learning thanks to its hobby nature and the interest that many people in any country have in videogames. Taking the previous declaration, the posed question is how videogames can enhance English learning through its literary and didactic approach, and its attractiveness. To achieve this, it is necessary to explore the literary influence that is present on the videogames to make their origin more understandable. Then, it is important to talk about how people interact with videogames and in which way they are affected by them. Finally, all the information will be analyzed to prove the potential that videogames have in the current society's education to improve it and make it more interesting for each generation. This research is valuable because with this document, the teachers will be able to be closer to their students and teach them all the expected contents in a better way, solving one of the many problems that teaching English has.

Chapter 1. The Problem

1.1 Contextualization

This research was implemented in the school La Merced IED. It is a public educational institution located in Bogotá, in a neighborhood called “Puente Aranda”. This school is in a spot that is connected to all the industrial and commercial places of interest, more specifically in Puente Aranda location, Gorgonzola neighborhood. La Merced was the first official school founded in Nueva Granada in 1832, and its main purpose was giving education to women only.

It is a big school that is surrounded by political buildings, companies and big stores. Currently, it is being restored and expanded due to the old structures that are part of the school and the desire to make it attractive and optimal for new and actual students. In the past, La Merced was a school only for girls because of its religious origin and hierarchy and this has been kept in the current times. As a visitor, the influence of a woman’s mind is noticeable in the environment: order, rules, propaganda and various signs, attitudes and customs.

In their mission and vision, the school wants their students to develop critical, creative and proactive thinking, to make them autonomous and empowered citizens that look after social transformation in terms of cultural, social and technological areas of Colombian society. This will allow “Colegio La Merced” to be recognized as a social change agent that makes a meaningful impact throughout Colombia. To achieve this, “La Merced” built its pedagogical model around a constructivist concept that promotes the independence of the students’ learning process using social interaction and language practice.

Related to the English presence in the institution, British Council has been part of it since 2018 working with English as a second language. However, the number of hours that they invested in this was low. For this reason, a plan was created for increasing the number of periods per week: from one period to two periods in I and II Cycles, and from 3 periods to 4 periods in Cycle 3 and in fifth, sixth and seventh grade. (IED La Merced, 2023).

1.2 Characterization

The population that participated in this research was a fourth-grade classroom. It was composed of 25 students aged 8 to 10 years old. They live in places that are considerably separated from the school, considering the industrialized context that surrounds the institution. Their classroom has a TV with all the necessary equipment to do activities that require internet or video, and it also has a considerable space that they can use to execute proposed activities by the assigned teacher. In the school, empowerment and autonomy are promoted among the students, and it can be perceived by watching the dynamic that they have in the class. This autonomous and free attitude is perceivable in class: they are very energetic and support the activities that are successful in captivating their attention. Nevertheless, all their energy can be negative sometimes, so it has to be considered as something with positive and negative implications.

Due to the inadequate effort invested in English in “Colegio La Merced”, their education in the foreign language lacks content and progress. Their English level is below the expectations of the grade that they are currently belonging, and some things like listening exercises or pop quizzes are very difficult for them due to the low level of intensity demanded by the teachers. One example of this statement is the excessive and constant accompaniment in each of the activities, which comes to overshadow their

autonomy and flourishing spirit of independence. For the students of this class, the videogames are something interesting and fun, everyone has played a videogame and most of them have enjoyed the experience due to the access to technology that they have in their houses and even in school. This was mentioned by them in the first class that was made with the group, as it is shown in Annex 1. Unfortunately, when the possibility of relating videogames with education was mentioned, they think that they are distracting because of their “just for fun” nature, making it difficult thinking how videogames can be related to education. As it is shown in Annex 2, only two girls in the group think that videogames are not fun, they are not interested at all in this media, but they are eager to discover how they can work in an educational context.

1.3 Diagnostic test

The diagnostic conducted on fourth-grade students aimed to assess their proficiency in English language skills, specifically focusing on vocabulary and grammar. These two categories were selected because of their important role in communication and also because of the results that were obtained in the proficiency test that will be described later on this paper. Other competences like reading and writing are important but, as Wilkins (1972) states: “Without grammar very little can be conveyed; without vocabulary nothing can be conveyed.” (p. 111). For this reason, it is possible to say that grammar and vocabulary are the cornerstones of English learning, so if teachers want to work on other competences in the future, working and improving the areas previously mentioned is vital in order to build a well-established process. The purpose was to identify key areas of improvement to create future instructional strategies which foster English learning. To do a proper diagnosis, a basic English proficiency test was created according to the level standards of the students

established by the “Secretaría de Educación” (2020) and the institution that supports the bilingual program: British Council. Those entities created levels for the students to measure their improvement and their skills in the language. The diagnosis test was composed of basic questions related to parts of the body, simple present and simple past exercises, and basic information about them. In the tests, it was visible that the students had problems with the topics that were established.

The first question required students to talk about themselves, including basic personal information, preferences, and people around them (family and friends) using the verb to be and the present simple. Overall, students showed a lack of knowledge answering the exercise incomplete or using a mix of Spanish and English. The second question asked students to complete a body image using vocabulary related to parts of the body. Answers were provided, although not fully completed. The third question involved completing the gaps using prepositions of place based on some images included in the test. In general, this section showed a better level of completion compared to the previous ones. However, some mistakes were visible. The fourth question required students to write about their last weekend. This task presented the highest level of difficulty in the test, with limited and incomplete responses. Finally, the fifth section asked students to complete gaps using present simple auxiliaries and comparative adjectives. Students showed some difficulty at first, but they were able to complete it after brief guidance and explanation, as it is illustrated in Annex 3.

1.4 Statement of the problem

Vocabulary proficiency forms the backbone of effective communication. It provides the basis of language, without a well-developed vocabulary, it is challenging to convey

ideas clearly or comprehend others. Without enough vocabulary, students struggle to express themselves clearly and effectively, making their ability to explain their own ideas, ask questions, or engage in restricted conversations. This often leads to frustration or misunderstanding. For example, knowing the right words allows learners to build sentences with accurate and well-argued ideas, create and actively participate in conversations, and understand real-world situations in their school or their house. For this reason, it can be stated that a lack of vocabulary creates significant barriers to fluency. Learners with a limited vocabulary are likely to use repetitive language, and this can lead to misunderstandings or communicative frustration. Also, they may struggle with academic or professional tasks, such as reading and comprehending complex texts from the area that they are working on that normally need a wide lexicon in order to be understandable. Alshumrani (2024) argues that “vocabulary knowledge is a multidimensional construct that involves knowledge of several related aspects that need to be mastered for proficient language use.” (p. 4). Therefore, developing a good vocabulary level is necessary to have an overall English performance in any context.

According to “*Estandares Basicos de Competencias en Lenguas Extranjeras: Inglés*” (2006), it is possible to say that the results obtained in the diagnostic test were below the expectations that are established for the grade that the students belong to in order to appropriately use of target language for communication in the real-life contexts. For fourth grade students, the level that they are supposed to be is A2, but unfortunately, they don’t match the requirements. Regarding vocabulary, learners at this level are expected to describe people in their surroundings, as well as physical traits. Also, they are supposed to talk about their preferences: talking about what are the things that they do and how they

feel in short texts (p.21). Nevertheless, in the diagnostic test they could not do any of these exercises: most of them were not able to produce short texts or short sentences, to identify words from certain images and to use some specific grammar content in order to complete the exercises.

Consequently, the fourth-grade students from “Colegio La Merced” require an intervention that improves the vocabulary area and catches the attention of the group, so they can work properly with the contents and exercises that the teacher who belongs to the institution proposes. As Motevalli (2020) states “motivation is essential to encourage students to learn in the education system” (p. 64). In order to take advantage of the attitude and willingness that the students have, this proposal will look after these characteristics of the group by incorporating videogame narratives as a strategy for teaching vocabulary, capturing their attention and, in this way, supporting their progress in learning English as a second language.

1.5 Rationale

The analysis of the importance of employing video games to support English language learning is relevant considering the evolving landscape of education and the pervasive influence of digital technology. Therefore, video games, as interactive and immersive digital platforms, have become key factors in the lives of modern learners. Understanding their possible contribution to language development, particularly in relation to learning English, is essential for several reasons.

Firstly, video games offer a dynamic and engaging environment that can captivate learners' attention and promote a more enjoyable learning experience. Likewise, the use of

these elements can help transform the traditionally perceived challenges of language learning into interactive and rewarding activities. This change in approach may not only increase students' motivation but also create a positive attitude towards language acquisition.

All things considered, video games give the possibility to improve the vocabulary of students in “Colegio La Merced”. According to Rashid, Lan and Hui (2022) “vocabulary is among the most critical language-learning skills. This is the foundational strength for all other talents. Vocabulary is the students' fundamental way of using English efficiently” (p. 1549). In order to improve this area, this project aims to give students tools and knowledge to thrive in their English classes in an interactive and appealing way with videogames, using their motivation as a core resource to enhance their vocabulary and consequently, to enhance their performance in class.

1.6 Research question

- How do videogame-based tasks within a TBL framework shape English vocabulary learning processes in fourth graders at Colegio La Merced IED?

1.7 General Objective

- To examine how videogame-based tasks within a TBL framework shape English vocabulary learning processes in fourth-grade students at Colegio La Merced IED.

1.8 Specific objectives

- To describe the vocabulary learning patterns that emerge in fourth graders when videogame-based tasks are implemented within a TBL framework.

- To identify the relationship between students' affective connection to videogame universes and their engagement with English vocabulary learning tasks.
- To interpret the role of TBL task design in mediating vocabulary learning and student engagement across different video game-based learning experiences.

Chapter 2: Literature review and theoretical framework

2.1 Literature review

This study considers previous research on the use of videogames in educational settings to enhance the learning process. This literary review addresses key concepts such as *Video games*, *Vocabulary learning*, *Vocabulary acquisition* and *English language*.

For example, an author of a doctoral thesis called Zhao (2017) talks in his paper “Videojuegos, Educación y Desarrollo” about the value that videogames have in human development, not only on the educational process and he does it analyzing their history, their classification and which is the content that is captured there. This content could have facts about the current state of society, like culture diversity, political issues, international relationships and stereotypes, or a common psychological phenomenon such as suicide or depression, which at first sight outside a videogame it could be boring or dull for kids, but with some action, animations and objectives, the message arrives in a better and more efficient way.

His research and analysis are useful to understand the nature of videogames as a pedagogical tool that helps children and adults to improve their abilities and knowledge in a new way. It concludes that video games provide a lot of positive things in terms of

socialization, teamwork, role assignment and understanding of the world; making an important part of contemporary society and the current transformation that will eventually happen. However, it also recognizes the negative elements that it has: possible addiction and excessive usage of violence, but it argues that “the violence is just a narrative technique to provoke strong feelings against itself” (p. 248) and “the control between hobby and addiction depends on parents, children and the society by itself”. (p. 246) In this proposal, videogames will be involved only using the narratives that compose them and this will be useful for engaging the students in this technological tool looking forward to their English learning.

Also, Galeano and Rodriguez (2016) suggest that gamification proves to be a highly effective strategy in facilitating English language acquisition due to its ability to engage, motivate, and immerse learners in meaningful and challenging activities. By incorporating game mechanics and dynamics into educational contexts, students are not only encouraged to actively participate but are also provided with an environment that fosters cognitive, social, and emotional development. The utilization of video games, as suggested by the literature, offers a unique and authentic context for learning vocabulary in English. The compelling narratives within these games generate curiosity and interest, capturing the attention of learners and making the language acquisition process more enjoyable. This engagement is crucial, as it creates a motivating force that drives students to interact with the language in a playful and dynamic manner.

Furthermore, the criteria proposed for selecting and designing educational video games underscore the importance of purposeful interactions, appropriate difficulty levels, and the freedom to make mistakes without fear of punishment. These elements contribute to

a positive learning setting in which students are able to experiment, face challenges, and learn from their errors as a fundamental part of the learning process. In fact, Galeano and Rodriguez (2016) say in their magister research that “most of the research that has been conducted over the last few years indicates that video games promote the development of certain attention skills, spatial concentration, problem solving, creativity, etc., so it can be concluded that, as a whole, from a cognitive point of view, video games that as a whole, from a cognitive point of view, video games represent some type of help in the intellectual development” (p. 22).

Videogames have been a very influential medium for a long time and among the world. For that reason, two scholars in Indonesia called Winaldo and Oktaviani (2022) worked on an article called *“Influence of video games on the acquisition of the English Language”*, based on quantitative-qualitative research. They applied some questionnaires to non-English speaking video game players who were part of the English Education cohort from 2018 in Teknokrat Indonesia. They analyzed the information using five questions related to the reciprocal influence between video games and the process of learning English, the genres of video games that they prefer and the importance of English for carrying out the gameplay inside a video game, so they can analyze it using a qualitative perspective with several pie charts where it is possible to see the obtained results that were presented in percentages. In conclusion, they found that videogames have a huge impact on improving English proficiency due to the repercussions that they have in terms of enthusiasm and the indirect process of learning that they experience each time they encounter an appealing storyline or challenging puzzles. However, they recognize that as useful as a videogame could be, current schools and colleges are not adapted enough to run

a videogame teaching method focused on English learning. Despite this, the videogames utility for English learning is acknowledged as a future possibility.

As it was previously mentioned, only the narratives of video games are used, so the problem of not having enough prepared facilities will not be an issue, while it preserves the essence of engaging storylines and the possibility of creating classroom challenges based on them, resulting in increased student motivation in their English learning process.

Gunel and Top (2022) wrote an article called “*Effects of Educational Videogames on English Vocabulary Learning and Retention*”. It is mixed methodology research that talks about using videogames as a complementary material assisted by the teacher to enhance English learning. They created a videogame focused on English vocabulary acquisition and then, they executed it within a group of 96 students: 48 were placed in the control group, whereas the other participants formed the intervention group. The authors divided the experiment in three parts with three tests: a test applied before the students had the opportunity to try the videogame (pre-test), another one applied after they had the opportunity to play it (post-test) and a lexical assessment to evaluate the impact of the videogame on the development of English lexical knowledge. In conclusion, they saw that the experimental group that learned through the videogame had significantly better results than the other group which learned using traditional teaching methods. Nevertheless, some results indicate that teacher guidance is necessary to have good results. This is because some students who played the video game without any assistance showed non-satisfactory results. For this reason, the authors concluded that videogames improve English learning, vocabulary retention, and the attitude and motivation to learn among the students.

Qiao, Woodward and Alam (2024) developed quantitative research called *“Effectiveness of educational video games in English vocabulary acquisition: One case in China classroom context*, that aimed to know the difference between Rote Memory learning (RM) and Educational Videogames Learning (EVGs) in English vocabulary learning using a “Snake” game addressed with educational purposes. They took 30 students from a junior high school that were divided into two groups to participate in this experiment: one with RM and the other with EVGs. The research was executed through a pretest and a posttest to test the results of each learning method. At the end, they run a questionnaire to recognize the attitude of the students towards a new method like the EVGs. According to the data, they perceived that EVGs surpass RM in pronunciation of the words, and it has a similar performance on recognition of the content. Despite that, there is a superiority of RM in spelling, but this can be complemented with the increase of motivation and learning pleasure caused by the EVGs.

Camacho and Ovalle (2019) ran an action research study with a mixed method approach called *“The Influence of Video Games on Vocabulary Acquisition in a Group of Students from the BA in English Teaching”* in which eighth semester students from the University of Tolima participated. For this experiment, they used two videogames: Scribblenauts and Age of Empires. These videogames were played by the students for three to four hours weekly to acquire vocabulary through a journal which they used to write all the new learned knowledge. Then, this vocabulary was discussed in one hour of assisted work with one of the researchers to analyze the reactions and the students’ progress. Also, a pre-exercise test and a post-exercise test were applied to document all the process and at the same time, the improvement of each student. In the end, they concluded that video games

have positive effects on the students, improving learning with a decrease in classroom pressure and the ease to connect with the topics presented in the games.

Kurniawan and Rahmawati (2024) made a research article called "*The Role of Video Games in Enhancing English Vocabulary Language Learning*" where 135 first-year Mechanical Engineering students from Universitas Muhammadiyah Kalimantan Timur (UMKT) were selected as the population for this proposal because they had English as an introductory subject and because of how involved they are in the videogames. In this group, they analyzed the role of video games on English vocabulary language learning using a questionnaire composed of closed-ended questions and specific questions related to students' experience with videogames connected to vocabulary learning. All the created questions were made for knowing how much time they spent with video games individually or with someone, preferred types of video games and how the video games affect English skills and English learning. The conclusions that were obtained argued that students that were involved with video game activities tend to improve speaking, reading and vocabulary acquisition and this is more perceivable in terms of multiplayer games because they mentioned that the vocabulary used in this type of game is usually connected to real life situations; encouraging interaction and communication. Nevertheless, it was also possible to mention that there was a larger number of male students that were involved in these activities, rather than the female part of the population that was significantly lower in comparison. This research gives a valuable reference for the current project, and it is possible to introduce video games with all the value that they have for educational purposes in a completely female population; giving the possibility of showing how video games interact only with this type of public.

Islam, Awais, Naveed (2025) developed a research named “*Video games and vocabulary learning in EFL: a comparative study of gamers and non-gamers*” where they analyzed 50 English as a Foreign Language (EFL) students who were divided in “Gamers” and “Non-Gamers”. This study sought to explore the impact of video games on EFL vocabulary learning. To accomplish this, a combination of qualitative and quantitative data collection methods was employed. For the quantitative component, a standardized test assessing both receptive and productive vocabulary skills was administered. After this, the results between both groups were compared. For the qualitative approach, they implemented interviews and focus groups about what are the perceptions that they have about video games as a language learning tool and their preferred learning strategies. Also, they applied an observational analysis where students were observed interacting with video games to analyze their language input and comprehension strategies (p. 196) In the results, all the gamers showed a wide lexical inventory, being able to recognize all the proposed vocabulary from different video games and having success in the questions. Also, they were confident in the observation exercises, showing that involving this scenario in the learning process is a great benefit and very positive for real-life situations where they must use it.

Non-gamers had some difficulties recognizing the vocabulary and using it in context, making that the results showed different answers in certain questions and having problems at the moment of real-life interactions because of their traditional vocabulary, ending in a struggle not only in informal English, but also in academic English. As a conclusion, this research showed how video games can act as educational tools that enhance English vocabulary learning because of the capacity that it has to mix interactivity

and using language in context, making that students learn academic and informal expressions as a result.

To summarize, the value that video games have for improving English vocabulary acquisition has been verified along several documents and papers but having numerous problems with accessibility or the female part of the population. Due to this, the current proposal wants to contribute with striking tasks that can be applied to any school population, so students can improve their vocabulary in an interactive way that can work with the requirements that institutions demand.

2.1. Theoretical framework

2.1.1. Vocabulary acquisition

Vocabulary is defined by Stahl (2005) as knowledge; not simply definition but an understanding of how a word fits into the world. Therefore, vocabulary is all words we know and use daily to communicate. In the process of learning English, vocabulary refers to learning the words that a person needs to understand and use to communicate in speaking, listening, reading and writing. This is why vocabulary is the first and foremost important step in learning and language acquisition. At the same time, in the field of education vocabulary is relevant in English language teaching, because one of the main problems in students is that they cannot understand others or communicate their own ideas. According to Schmitt (2000) “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p.11).

Another important point of view is Richards and Renandya (2002), who state that “vocabulary is a core component of language proficiency and provides much of the basis

for how well learners speak, listen, read and write” (p. 255). This statement highlights the importance of vocabulary, since it enables people to communicate and share their thoughts, ideas, feelings, emotions, and desires. This means that vocabulary plays a key role in communication, because without a strong lexical inventory, it will be more difficult to express oneself or understand the English language. Also, the potential for wider knowledge in the English language can be known by dominating this skill.

Nation (2001) also talked about vocabulary, but he decided to focus specially on learning vocabulary in another language. He states that setting the goal of learning all the vocabulary that exists in a different language is ambitious: not even native speakers are able to do it. For this reason, it is important to establish some learning goals that allow the learner to use the language in any way that it wants to (p. 6). In the short term, learning well-chosen vocabulary could be positive for a learning process.

Also, he mentioned that words are possible to be analyzed in three stages at the moment of language learning: form, meaning and use. The form aspect is divided by two: written form, where the spelling of a word plays an important role for learning it and how the similarities between the mother-tongue of the learner and the objective language makes the process easier or more difficult in the case of having an absence of them, and spoken form, where students are able to recognize the word when it is heard and also to produce it in order to express a meaning (p. 40 – 45) Meaning is the concept or idea that the word represents and how it can be associated with other words (synonyms and antonyms) and use is the correct usage of the word in terms of grammar and collocations; giving the possibility to the student to use them properly with other words in complex structures by understanding when is it appropriate to use them, how often is it possible to use them, what

structures are correct for this words and which other words can match with them in a communicative context.

Figure 1.

Stages of understanding a word. Taken from Nation (2001)

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognisable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	constraints on use (register, frequency ...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

2.1.2. What is a video game?

It started as a minimal technological sample of the potential that a computer had back then, but nowadays it is a complex creation permeated by cultural contexts and ideologies that allows it to be divided into genres and platforms. Its capacity to capture almost any idea that a person can have in his mind is amazing, and the strength of the videogame's phenomenon within the last years has been an exponential growth that does not stop due to the constant requests of their target audience. Sanford and Madill (2007) concluded that videogames are one of the new literacies that offer powerful learning in cultural literacy dimensions, understanding cultural literacy as an ability to understand the

similarities and disparities in the values, beliefs and particularities between one different culture and another's culture. This key characteristic allows video games to be a bridge that connects people in a friendlier way, making changes in the traditional concepts that are imbued into society.

2.1.2.1. Video Games in an educational context

The integration of video games in the educational environment has shown to be an innovative and flexible method of promoting learning experiences. Also, the use of video games for educational purposes makes them interesting because they offer a learning experience focused on a specific objective. It is evident that as with other activities in life, we can learn from video games. In addition, frequent use of games in educational settings helps game-based learning emerge as a recognized field of study (Hung et al., 2018). This approach refers to the potential of games to improve the learning process through the active participation of learners in experiences that are attractive and interactive.

Gee (2003) talks about video games as well and how they can affect learning in a positive way. He develops his idea with the questions "Is playing video games a waste of time?". This question allows Gee to talk about how video games compose their own semantic domain: one that is full of content, symbolisms and meanings due to their rich worlds, different content related to real life situations pictured in an interactive way. Thanks to this interactive nature, it establishes its own semiotic domain that allows experiencing the world in different and new ways, joining new social groups and gaining different resources that can help us with future problems. These three things are involved in active learning.

That is why video games are so beneficial for learning: they show real-life situations and real-life contexts using specific challenges related to different domains like fantasy role-playing or life simulation, mentioning examples like Tomb Raider, Pikmin and Tropic. However, these possibilities can be limited. It argues that it is necessary that students use video games in a critical and active learning perspective so they can obtain all the benefits from them because of the entertainment nature. This makes some people think that these tools are only useful for developing certain skills but generally, they are a waste of time. In fact, Gee mentions the view that “While it may be good for his hand-eye coordination, it’s a waste of time, because there isn’t any content, he’s learning” (p. 20).

One important concept that is worth mentioning in order to understand the value of video games is the concept of Game-Based Learning (GBL). According to Andres Bello University (2024), GBL is an educational methodology that uses games as a main tool for teaching and learning. Games, either digital or analogical, are designed or adapted with specific educational purposes to take advantage of the interactive and attractive nature for involving the students in the learning process, promoting cognitive, social and emotional skills.

The advantage that using this methodology has been developing multiple skills, giving the students the capacity to experiment with the proposed knowledge and enhancing learning through motivation and commitment. With this, students can retain knowledge easier with different activities that can be adapted to different levels or student types. However, something important to highlight is the difference between GBL and Gamification. University of Waterloo (n.d.) mentions that “gamification is the integration of game elements into conventional learning activities in order to increase engagement and

motivation” (par. 3). On the other hand, “GBL involves designing learning activities so that game characteristics and game principles inhere within the learning activities themselves” (par. 4). These two concepts look after motivation in the learning process. Nevertheless, they are commonly confused because of the game's content usage that each one involves.

Gunel and Top (2022) defined “vocabulary learning in students who play games is higher than the ones who are subjected to traditional teaching methods such as directing students to learn through memorization and recitation techniques” (p. 334). These conventional methods often lack the interactive and attractive features that video games present. Instead, these video games allow the learner to improve while learning in a dynamic, contextualized space environment in which new vocabulary is presented or practiced in a meaningful way to improve comprehension and retention. This aspect of games has two relevant parts: one part is that games make learning more enjoyable, and the other part is where the learner's internalization of the new words is developed, and how they apply them in the appropriate context in real life situations.

In this way, combining verbal and visual elements can promote more active learning, as students make mental connections between words, images, and the content being presented. This process helps learners retain information more effectively by linking new knowledge to existing concepts through meaningful visual support (Oxford & Crookall, 1990). Based on this, students who learn vocabulary through video games are likely to achieve better results than those who rely on more traditional approaches, such as memorization.

2.1.3. Task based learning

Task-based learning (TBL) is a language teaching approach where learners develop the language by completing real-life tasks that require meaningful communication.

Therefore, it is important to focus on grammar rules or vocabulary and promote the use of language in problem solving and communication. As Sholeh, Salija and Nur (2020) mention, “task-based learning is an approach that includes students in constructive communication and interaction that allows them to gain grammar knowledge via authentic language use” (p .138).

In order to start talking about task-based learning, it is necessary to explain what “task” means. According to Willis (1996) “a task is a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meanings not producing specific language forms” (p. 36). Tasks should be designed in a way that allows students to use the target language freely. However, the teacher still plays an important role by observing from a distance, encouraging communication in the target language, and guiding students toward achieving the intended outcome of the task.

Now, having understood what “task” is, it is important to mention that TBL has a cycle divided in three moments: pre-task, task and language focus. In the pre-task stage, “the teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare”. (p. 38). The pre-task explains the main activity, giving all the necessary things to develop it in the task phase. In the task stage, “students do the task, in pairs or small groups” (p. 52). One of the most important considerations is that in the task, the teacher role changes into a supportive one. As Willis (1996) mentions, “the teacher is a facilitator, always keeping the key conditions for learning in mind. Facilitating learning involves balancing the amount of exposure and use

of the language and ensuring they are both of suitable quality (...). In a broader sense, it is a course guide.” (p. 40 – 41). The teacher’s objective is to promote the usage of the target language through proper collaboration and communication among peers. In the language focus stage, students can analyze their tasks and use language in a deeper way. This phase is useful for the students to practice with additional support from their partners and the teacher.

Chapter 3: methodology

The methodology section of this research serves as the blueprint for this investigative journey, highlighting the systematic approach employed to address the identified gaps and questions regarding the integration of video games into English language education. This section describes the procedures and data collection methods implemented in the study. Their clear presentation helps ensure the reliability and validity of the results, contributing to a more comprehensive understanding of the effects of video games on listening and grammar skills among English learners.

Approach

The approach selected for this research was a qualitative one, which was chosen since the aim is to recognize the experiences and opinions of the population participating in this research and using them to achieve the objectives presented in this document. Qualitative research in the influence of videogames for education holds immense significance as it delves into the interactions between learners and virtual game environments. Unlike quantitative approaches that may measure learning outcomes in a more standardized manner, qualitative research in educational gaming explores the processes of engagement, motivation, and knowledge acquisition. Through methods such as interviews and observations, researchers can reveal how learners navigate, interpret, and manage acquired knowledge from video game experiences. This qualitative perspective allows for a deeper understanding of the reality that surrounds the students from the school and the potential educational benefits from videogames, identifying factors that contribute to effective learning within gaming contexts. Moreover, it provides insights into the design

elements that enhance educational profits, giving an alternative to educators of creating gaming interventions to specific learning objectives. In essence, qualitative research in educational video games serves as a valuable tool for shaping the future of technology-enhanced learning, ensuring a more informed and complete approach for integrating video games into educational settings.

Type of research

Action research was selected to develop this document. According to Raja and Sasikala (2021) “Action research has the power to bridge these differences in the learning environment where a teacher can reflect on the classroom strategies and create an exciting growth-oriented environment replacing the routine process and avoiding stagnation” (p. 1). According to Kemmis and McTaggart (1988, as cited in Altrichter et al., 2002), “Action research is a form of collective, self-reflective inquiry that participants in social situations undertake to improve: (1) the rationality and justice of their own social or educational practices; (2) the participants’ understanding of these practices and the situations in which they carry out these practices.” (p. 1).

Action research has huge importance in the research landscape, particularly in fields where practical solutions and improvements are sought. Tripp (2005) establishes that action research involves a process of planning, acting, observing, and reflecting, often within a real-world setting. For the planning stage, it is essential to detect a problem that the learning process of a certain context has and having settled this problem, suggesting alternatives or tasks that can solve it. In this project, detecting the problems that students have in terms of vocabulary acquisition and deciding how video games can help to enhance this situation, designing the activities with the selected video games and preparing

everything for the next step. For the action stage, the idea is executing the previously created activities with the students to give a solution to the problem. Here, the students participated in the proposal related to video games and vocabulary in an active way through carrying out the activities in class. For the observation stage, all the results that were taken with the selected data collection instruments must be analyzed with the aim of checking the consequences of the research. In the project, field diaries and photos from the results of the activities work as the backup for this phase. For the reflection stage, it is necessary to use all the data collected for the purpose of determining the effectiveness with a critical focus.

This approach allows researchers to actively engage with people interested in the research or the analyzed problem, implement interventions, and assess their impact in a dynamic and ongoing manner. The significance of action research lies in its ability to bridge the gap between theory and practice, promoting collaboration between researchers and practitioners.

Data Collection Instruments

Field diary

It is an instrument normally used in qualitative studies. It is a descriptive diary in which the researcher writes during his fieldwork. In the diary the researcher writes his/her observations, reflections and experiences. Also include descriptions of the environment, participants' interactions, emotional reactions, and reflections during the research.

According to Newbury (2001), “the reason for keeping a research diary is to facilitate the research process through recording observations, thoughts and questions as they happen, for later use by the researcher, and to stimulate reflective thinking.” (p.2). Thanks to this

tool was used to write down how the students interact with the video games, their emotional reactions, their level of participation and the difficulties they experience when learning English through this methodology. Also, the diary in this research can reflect some areas of development and improvement, especially when implementing an innovative methodology such as the use of video games.

Artifacts

An artifact is normally understood as the result that is obtained with established activities that were developed by research objectives (participants) made in qualitative research. According to Czerwinski, (2017) it is “a set of symbols shared among people, data for the study, talk or lived experiences or cultural objects, participant data, a product or commodity interpreted by people, meaning making or sense making, textual play and pleasure, symbolic representations of reality” (p. 57). With this tool, it was possible to obtain all the results from the tasks that were planned for the project, making it possible to know if the proposal is in fact, useful or not for the educational context.

Interview

It is a common data collection instrument which is used to obtain information about the participants' experience in a specific research. According to McLeod (2024), it is “a data collection technique where a researcher engages in direct conversation with individuals to gather information about their thoughts, experiences, and behaviors. It helps researchers understand subjective perspectives and obtain qualitative data” (p. 1). This tool was used to know what was students' opinion about video games in educational context and their value for obtaining useful vocabulary to improve their English skills.

Chapter 4: Pedagogical Instruction.

In this chapter, the project made for improving student's vocabulary skill through videogames with task-based learning will be described in terms of curricular, classroom, language and learning outlook.

Curricular outlook

As Stabback (2016) states, "the curriculum represents a conscious and systematic selection of knowledge, skills and values: a selection that shapes the way teaching, learning and assessment processes are organized" (p. 6). Therefore, understanding the curriculum as a variety of topics allows this study to improve vocabulary learning and retention using different video game' narratives integrated with the curriculum's established topics. In order to improve learning and retention, all the designed tasks aim to attract students' attention using colorful, striking and engaging content that comes from video games narratives and, at the same time, explaining all the required objectives that the curriculum demands. Due to this, the learning process will be enhanced, and the students will take on a more active role that enables them as engaged learners who interact with the language and all its contents, rather than mere passive holders of knowledge who just store information that will be eventually forgotten.

All this study is executed through tasks that involve the presentation of diverse vocabulary using different video games' elements and characters, different activities related with English speaking and writing production, and also students' interaction and participation throughout the course.

Classroom outlook

One of the main problems that affect the classroom is the lack of vocabulary and the pronunciation of the words that the students currently know and the ones that they learn. In order to solve these problems, all the designed tasks seek to improve the work that students develop in class. In addition, it is necessary to highlight that all the tasks are preceded by an explanation where all the students participate and help to build the knowledge that is presented throughout the session, having the possibility to interact with English in a controlled environment in order to promote the use of the language.

Language outlook

According to Altun (2023), “language has a significant impact on how we see ourselves, communicate with others, and negotiate the complex dynamics of our social fabric, whether in personal or societal circumstances” (p. 362). For this reason, the importance of language is evident, and this is even more important in a foreign language class, where the students are constantly working in order to learn a new way to communicate themselves using their native language: Spanish. However, learning English will not be only used for improving their language proficiency, but also for completing the objectives that their teacher demands in their daily school life.

Learning outlook

According to Sugunasiri (1971), second-language learning goes through three levels: mastery of the target language’s phonological and grammatical structures, development of automaticity in language use: related to fast response and being able to carry on a smooth conversation, and the acquisition of cultural expressions that challenge

English basic vocabulary and structures, which allow learners to understand different English advanced expressions in several social contexts. (p. 105-106). Therefore, this project aspires to improve students' English learning by creating activities that promote English usage within individual performance and collaborative performance as well. For this reason, all the tasks are related to common English topics: present simple, comparative exercises, adjectives, objects, parts of the body, animals and common elements from places vocabulary. All this vocabulary is taught using video games narratives and worlds, making all the learning process more appealing and in consequence, fostering participation, motivation and English vocabulary learning.

Pedagogical intervention

All this proposal is designed with the Task-Based Learning approach (TBL). This means that each class is made considering the three stages of this approach: pre-task, task and language focus.

This pedagogical intervention was structured in four units, each unit was related to one video game: Super Mario Bros, Sonic the Hedgehog, Kirby and Roblox. The activities introduced specific vocabulary that was worked throughout the designed activities. Dewey (1913) mentions that "a child's character, knowledge and skill are not reconstructed by sitting in a room where events happen. Events must happen to him, in a way to bring a full and interested response" (p. 8). Each pre-task was based on showing all the vocabulary that was to be learned through images and videos in a striking presentation that was showed by the teacher, who encouraged all the students to participate while he showed all the session's contents, using the whiteboard and TV as support tools.

The first unit was oriented to Super Mario's video game. In this unit, students learned vocabulary related to parts of the body, clothes, colors and a few words related to the universe. In the pre-task, one presentation was used. It had images related to Super Mario Bros' world. When the images were presented, they reacted to the characters, giving comments about their styles, colors and aesthetics. Due to the Super Mario Bros movie that had been released at that moment, all the students instantly remembered the movie in this stage of the class. Then, all the vocabulary was shown with the images. A lot of questions were given to the students in order to find out if they recognized the vocabulary. Some of the students recognized the words "star" and "planet", but the remaining vocabulary was unknown for them. For this reason, this vocabulary was a mix between new content (clothes, unique video game items) and previously learned content that students had forgotten. The students received instructions for registering all the vocabulary in their notebooks. After the pre-task was done, all the students were ready for the task. In this, all the students must form groups of four or five members. Then, they had to create a poster related to the Super Mario Bros video game. They had all the creative freedom to modify the characters and the scenarios as much as they want, but they have pointed out all the things that they use with the word that belongs to each object.

In the language focus part, the students must present their poster to their classmates, showing all the vocabulary that they used in English and explaining what was the idea that they tried to picture in the product. In this activity they used English with their partners, allowing the practice of the foreign language in a controlled classroom context and also speaking in public.



Image 1: sample of a Super Mario Bros. task.

The second unit was oriented to Sonic the Hedgehog's video game. In this unit, students learned vocabulary related to accessories, basic jewelry, nature, weather and machines. The pre-task in this class was also developed using a presentation with images that picture the vocabulary, so students could interact with it through the teacher's guidance. In addition, a video of a Sonic video game trailer was used in order to show the vocabulary in the video game context and how it interacts with the characters and the map. Compared to the Super Mario pre-task, there was more unknown vocabulary, such as animal related vocabulary, accessories and machines. After the pre-task was done, all the students must take a piece of card stock that the teacher had prepared for the class. In this task, they had to design a level that could be in Sonic's video games using all the vocabulary that they had learned in the lesson. The difference in this activity is that the students were immersed in a more individual exercise, where they built their own product, facing the challenge of working on their own. However, in the language focus stage, they showed their level to their partners, explaining how it worked and also what elements from the class it had. Thanks to this, all the students talked and participated individually, having the capacity to practice and using the recently acquired tools.

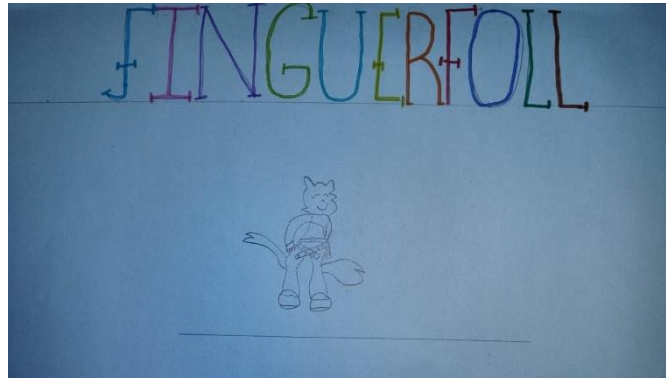


Image 2: sample of Sonic the Hedgehog task.

The third unit was oriented to Kirby's video game. In this unit, students learned vocabulary related to occupations, nature elements and general tools. One interesting thing that happened in this class was that the pre-task presentation was made of pink and pastel shades and this was especially useful to attract the attention of the students. As soon as they saw the presentation, they had a positive reaction mentioning that Kirby's main character was "too cute". In this activity, all the vocabulary was explained with the prepared presentation but also, it was supported with some mimic and gestures, so the students were involved in a more interactive way. In order to do this task, students were previously instructed to bring some used magazines that they could have in their house or, if they had the possibility to do it, they could also bring some printed images. Considering the previous materials, the idea was that the students must create its own version of Kirby, giving its own idea of a unique power that Kirby can have thanks to his absorption power. After drawing their original Kirby version, in the language focus moment, they had to go around the classroom talking between themselves showing the character that they had designed and discussing which one was more powerful. Here, students had the possibility to practice the

vocabulary and to argue in a peaceful and controlled way with their partners, making the activity engaging and dynamic.



Image 3: sample of Kirby task.

The fourth unit is based on Roblox video game. This video game is different from the others because it is not a video game by itself. It is an engine that allows the creation of "experiences" that have different thematic and are focused on different objectives. Due to this, an experience based on farm building was selected. In this session, students checked vocabulary related to farm animals and general animals. One of the differences that this unit had from the others is that students perceived "Roblox" more as a video game, rather than the three previous video games. For this reason, their interest in this unit was bigger and more intense, and because of this, their level of commitment to the designed activities. In the pre-task activity, a presentation was used to explain the vocabulary like in previous classes. Furthermore, this presentation was supported with a short activity where students had to mention which place a specific animal belongs to. The idea of this short activity was activating the students for the task phase.

In this task, students used their notebooks, animal images, colors and pencils. The idea is that all students had to create a farm in each notebook that included all types of

animals, not only classic farm animals. Thanks to this, some students understood the activity in a funny way, imagining how weird animals such as cheetahs, lions or whales could be on a farm. Due to the level of detail that the task demanded, this activity had a higher level of silence and concentration compared to the other activities, and it was visible in the results of the activity that the students were more involved in this moment; even they asked for the name of the Roblox experience so they could play it in their own houses.

In the language focus, students had to stand up from their desks so they could show their farm, read the animals' names and also recreate the distinctive sound that each animal produces. Thanks to this dynamic, all the students could use new English vocabulary along with their partners in an amusing and relaxed way.



Image 4: sample of Roblox farm task.

Chapter 5: Data analysis

In this chapter, all the data collected is analyzed through an analysis type called interpretative analysis. According to Hatch (2002), “Interpretation is about giving meaning to data. It’s about making sense of social situations by generating explanations for what’s going on within them” (p.180). The interpretive focus is perfect to analyze this information because of the nature of the instruments that were used to gather all the data (field diaries, interview, artifacts). The method explained by Hatch consists in gathering data that would be studied and interpreted through different documents, or “memos” as he names. Through this process, interpretations would be made that would be supported or challenged with the previous information. To start with the analysis, it is necessary to mention that the information is divided in two categories that are composed of sub-categories and indicators in order to make the data as specific as possible.

Table 1: Categories of analysis

CATEGORY	SUB-CATEGORY	INDICATORS
Daily vocabulary	Word acquisition	Number of words that students have acquired
	Context of usage	Identifying the situations where students can use their vocabulary
	Accuracy	Correct usage of words in a communicative context
Performance in communicative situations	Comprehension	Students comprehend the contents that they use in class
	Confidence to participate in class	Students' willingness to participate in class activities
	Motivation - Attitude	Students maintain a good attitude in class that allows videogames as an English learning tool

Category 1: Daily vocabulary

Throughout this proposal, students interacted with different and new vocabulary and content. This was acquired and therefore used in the different activities that were executed in class. In the different pre-tasks that were developed in class, the lack of vocabulary that the students presented was evident. This was due to the basic vocabulary that most of the students didn't know, such as the parts of the body vocabulary.

On the first academic contact that was made with the students, a preview test was designed to find out the English level that all the students had before the execution of the tasks. Fortunately, all 26 classroom students had the chance to take the test, so the census obtained was accurate. After checking the tests, it is possible to see the lack of answers in the results.

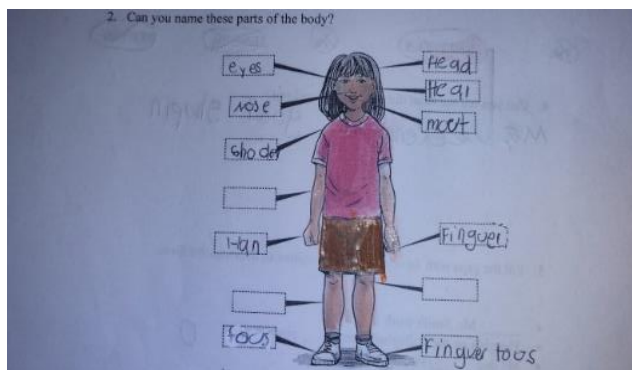


Image 5: question # 2, diagnostic test.

According to the Ministerio de Educación (2006), a fifth-grade child must be capable of describing a person or their physical characteristics and writing short stories. For this reason, the test is made of some topics: prepositions of place, parts of the body, a basic

notion of writing about their weekend using past simple and a basic description of them using present simple. From all the students' tests, none of them successfully completed it; they used Spanish on some questions, they barely wrote answers in the open questions, or they left some blanks among the text. It can be clearly seen in the diagnostic test on the “Fill the gaps” exercise related to it (Image 5). This showed that the students don't have the level expected by the institution that created and promotes the English learning plan for the students at the school.

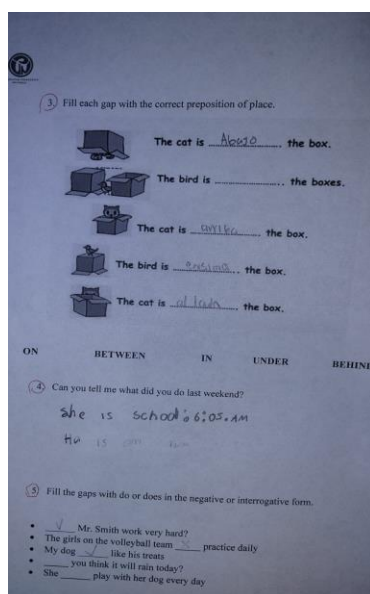


Image 6: questions #3, 4 and 5, diagnostic test.

Considering all the things that were mentioned, the opportunity of using the task-based learning project appeared. The idea of all the tasks is teaching the students vocabulary in a different and funnier way fusing the concepts of the videogames with English learning process. It is expected that this can make the knowledge more durable and consistent.

It all started with the first task that was related to Super Mario Bros., a video game created by Nintendo in 1985. Here, the students had to create a poster related to the Super Mario Bros universe and characters. In this language focus, students had to present the result to the entire class. All the students tried to use as many words as they remembered in the presentation. However, not all the vocabulary was memorized, and that is why students committed several mistakes in the language focus phase. In the next fragment, a case of confusion between words related to parts of the body vocabulary is mentioned.

One of the students drew the character Mario in her poster. At the moment of description, she used the word “beard” pronounced like /ber/ to talk about his moustache. Also, she tried to talk about the gloves that the character possesses but she forgot the word, making her laugh nervously.

Field Diary 1.

This was a sample of a mistake that was common among students in the presentation. It is noticeable that there were problems incorporating and using the vocabulary fluently. However, this was not for everyone. Other students were successful using the vocabulary in the presentations. They did not use complete sentences with it, but they were able to identify words and the object or part of the body that they represented.

Interview transcription – Student “2” comment about videogames for English learning

After the activity, in the post-task exercise that was made on a different day, the students showed all the content that they caught from the class. The types of vocabulary that were addressed by the pre-task are: parts of the body vocabulary, clothes vocabulary and specific gaming environment vocabulary (pipe, power-up, super star, etc.). It was observable that they tried to use as much vocabulary as they could when they did the poster, but they did it with some spelling errors. These were treated with the teacher checking the work of each group and pointing out all the mistakes that could have emerged.



Image 8: presentation of the exercise

Although the students did not include all the vocabulary that was presented in the pre-task, some vocabulary specially stayed in them; like parts of the body vocabulary and two words of the video-game vocabulary (mushroom and power-up). It was so meaningful that they even used the words in the socialization process but with some pronunciation problems that they already showed on the task day. For this reason, after the socialization lapse, a short pronunciation intervention was done with the participation of all the students following instructions from the teacher. This demonstrates that the students have the skills

to use new vocabulary in their educational context, but they still need assistance from a teacher to clarify some things related to pronunciation.



Image 9: sample of Super Mario Bros.' Pre-task.

The second task was focused on the animated cartoon character Sonic the Hedgehog, the icon from the Japanese company SEGA Corporation that is based on some colorful hedgehogs that fight against an evil genius characterized for creating robotic creatures that take over the environment with their presence. The main characters are equipped with special abilities like flying, special punches and super speed. The concept of this character was used to create a slideshow that could present the vocabulary related to colors, objects from this unique world like emeralds and rings, basic notions of biomes like volcano, desert or forest, and special parts of the body vocabulary specifically connected to Sonic's world (spikes, tail, fur, quills, fists, etc.).



Images 10 & 11: extracts from the Sonic pre-task.

After the presentation of the vocabulary, the students received the command of creating a character that could be related to Sonic's universe using the acquired information. Unfortunately, the results obtained from this task were not as positive as the ones that were taken from the Super Mario Bros' exercise. According to some students, "this videogame was not interesting" and "the only good part about Sonic is Tails" (one of the side characters) (Field Diary. September 27, 2024).

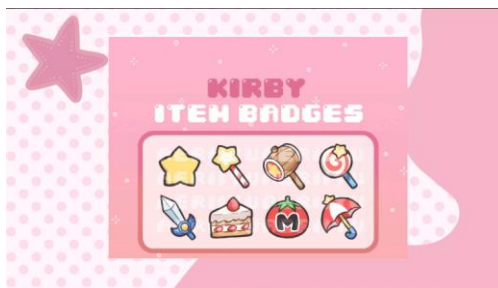
If we take the results and the comments from the students, the universe of Sonic is not so striking in order to explore English vocabulary in class, and from this, we can consider that the bond of some students related to some videogames narrative is important for using these types of fictional universes. However, it is possible to confirm that they learned some parts of the presented word stock because in the socialization class, they "started to play between each other moving parts of their bodies alluding the words tails, rings and knuckles, but this last one with bad pronunciation" (Field Diary. October 4, 2024). Despite the usage of the previously mentioned words, the ineffectiveness of the Sonic the Hedgehog narrative to present new content for an English student's lexicon was evident, and this because "from all the vocabulary that was expected to be used by them, only three or four words appeared in all the exercise" (Field Diary. October 4, 2024). Even

if the exercise did not have a meaningful impact in terms of increasing lexicon, the few words that they learned stayed with them along the post-task, showing that videogames are a powerful tool to make vocabulary learning more meaningful. Finally, some content was obtained from the students, making this task profitable and useful to improve some of the future tasks and chosen video games to present in class.

“Había algunas actividades profe donde me sentía super bien, pero en otras me sentía muy perdida...”

Interview transcription – Student “6” commented about her experience with the designed tasks.

On the third task, another Nintendo’s legendary product was used to create a pedagogical intervention. Kirby is a popular character that had its first appearance in 1992. It consists of a cosmic pink mass with the ability to absorb elements and enemies with his mouth to take their abilities for himself. This ability was the key for creating the activity for this task. A slideshow was created to show the vocabulary to all the students, and this slideshow was especially effective due to the friendly and adorable aspect of this character and its entire universe that drew the attention of the entire classroom.



Images 12 & 13: extracts from Kirby Slideshow.

Considering Kirby's concept and abilities, food and video-game vocabulary were taught to all the students like words related to common objects and food (egg, tomatoes, candy, lollipop, hammer, magic wand, sword, etc.). For this opportunity, the students would have to make their own version of Kirby with an ability that they have to assign to it. The idea of this activity involves the creativity of all the students with an infinite concept like Kirby's ability; something that was reinvigorating and exciting for the group. At the end of the exercise, the results of the dynamic in class and the amount of vocabulary that was taken by the learners ended in a lot of unique designs that were detectable on each girl's desk.



Image 14: results of Kirby's design activity.

In the feedback exercise, the students used most of the vocabulary related to food (tomato, ice cream, sauce, pan, strawberry, etc.) but few words related to video-game vocabulary (potion, weapon and magic wand). These words “sounded easy to remember and easy to use, according to the students” (Field Diary. March 28, 2025), and at the end of the activity, a lot of students had improved their performance in the post-tasks compared to the first two that were described before. A lot of vocabulary was implemented by the girls, and even if they cannot talk in fluent English due to their early age stage, they tried to talk

more in English, improving their performance related to vocabulary usage and English usage in class.



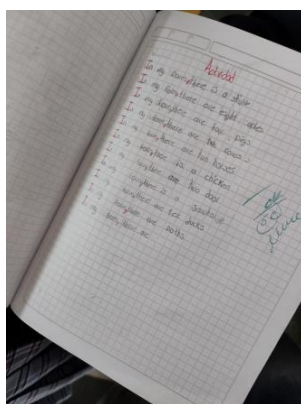
Image 15: presentation of Kirby's task.

On the last task, the selected videogame was Roblox. Roblox is a graphic engine and videogame universe created by David Baszucki and Erik Cassel in 2006. Some of the most interesting and attractive features from this videogame are the infinite possibilities that people have of finding a game that can suit their needs and preferences and the easy access for all the people; it is not necessary to have a powerful device to play, so it has a lot of public around all the ages. Thanks to its familiar and childish appearance, Roblox is a funny and nice game that is approved by children and parents, making it one of the most preferred virtual experiences. For this lesson, the vocabulary was oriented to animals' vocabulary to improve the students' comprehension about wildlife.



Images 16 & 17: extracts from Roblox slideshow.

In this opportunity, the activity was creating their own farm using the vocabulary presented on the slideshow and using “there is – there are” to describe all the animals and things they decided to add. In the next session, all the students presented their products with outstanding quality and dedication.



Images 18: results of the Roblox task.

After checking all the exercises, it was perceived that all the students tried to use more vocabulary than just the common animals that they already knew. Many students “didn’t mention animals like a dog, a cat or a bird. They ventured in the activity using different animals like zebra, monkey, bee, or unicorn, showing that these vocabulary elements were retained in an easier way compared to the other elements previously worked on” (Field Diary. April 25, 2025). All the exercises were complete, creative and

meaningful; showing that the vocabulary was learned successfully. Something that is worth mentioning is that some students did a small research of words like “barn” or “stable” to complement their exercises. At the end, the girls used a lot of new vocabulary in a good way, making the activity deep and valuable for them and for their educational process.



Image 19: presentations of Roblox task.

In the Kirby and Roblox task, noticeable progress was perceived. The main characteristic of the vocabulary taught is that it is related to things that are around the students: animals, parts of the body, occupations, technology and places. For this reason, the students talked about their farms and their custom character with ease. However, the problem related to only mentioning words to describe the final product was still present, but not in the same amount as in previous lessons. In the Kirby task, this was due to the cute and friendly appearance of the character, connecting since the beginning of the class with all the group. In the Roblox task, this was due to the role that Roblox has in students' life; even they screamed excited when the teacher mentioned Roblox at the beginning of the class.

All the students described their farms with good attitude and disposition. None of the girls refused to do it. They used the vocabulary with few mistakes and almost no Spanish usage compared to other classes.

Field Diary 4

On one occasion, when the class in which the project was executed ended, their normal English class continued. In this class, they had to review the present simple and verb to be. Here, the teacher brought an exercise where there were some characters who had different characteristics and clothes to practice these two grammar tenses. Once the teacher started asking what they saw in the images, they started to use the vocabulary that was learned in the project classes. All the group was screaming different words related to the parts of the body and the clothes that the characters had. This showed that the students retained some of the vocabulary up to a point that they could use it even in their daily routines outside of the proposal environment; making it evident that they recognize when they have to use the learned vocabulary and improving their English proficiency level.

In one of the teacher Leidy classes, the students started to use the vocabulary that was shown in class, making the class more fluent and generating a positive reaction on the teacher.

Field Diary 2

Category 2: Performance in communicative situations

This category aims to identify how the motivation of the students behave at the moment of applying for the project. In this category, words like connection, motivation, compatibility and attitude emerged along the exercises. Talking about the importance of

motivation is very important because, as Hawthorne (2021) mentioned in her article: “they take initiative, show resilience, harness their curiosity, and care for and respect their work”. (par. 4). Making a class attractive for the students enables a better way of teaching and, on the students’ side, understanding. For this reason, one of the most important things that it is necessary to consider when planning a class is finding a way to make a class interesting and appealing for the pupils.

On Super Mario’s activity, it was possible to see that all the students reacted in a positive way to the plan of using the character in a class. This was because the class was planned around the time that the movie of this video game reached cinemas worldwide, and all the students were in love with the adventures of the colorful plumber and his friends. While the class was happening, all the students were talking about the characters and the experience that they had with the movie. This was very helpful with the development of motivation as a concept but “it was necessary to caution the girls because the class lost order and discipline” (Field Diary. September 13, 2024), so it is worth mentioning that the quality of energy and motivation that is obtained with these types of activities is good, but it needs some control coming from the teacher. All the class passed with a lot of energy and attitude from the students, and the explanation went smoothly but with some discipline related comments. At the time of doing the activity, they made it with dedication and enthusiasm but sometimes the energy was not so useful. For this reason, some students did a good job, but others delivered something incomplete as it is possible to see in image 1 and 2. Finally, on the post-task comments and reflection, all the students mentioned that “they had a great time doing the activity and attending the class, expecting what would be the next class about”. From this activity, something very valuable is noticeable. Taking

advantage of the current context of the students is positive for a class. Trending topics have more influence on our students than we may think sometimes. However, this is not always the case, and this would be clear in the second activity.

On Sonic's activity, the idea of having a trending video game from the students' context was tested again, considering the success that this had in the last class. The movies of the blue character were popular among the students and with the imminent arrival of the third movie, the expectations of the results were high. Unfortunately, this was not the case. At first glance, in the pre-task exercise, the students showed excitement and enthusiasm for watching the hedgehog in a class, but when the class was happening, "the attention of the students was slowly getting lost, and some of them were disconnected from the class" (Field Diary. September 27, 2024). Due to this, the activity of creating a character related to Sonic's universe was not as successful as the Super Mario's poster, and this was remarkable thanks to the lack of quality and content that was present on the students' products, as it is shown on image 16.

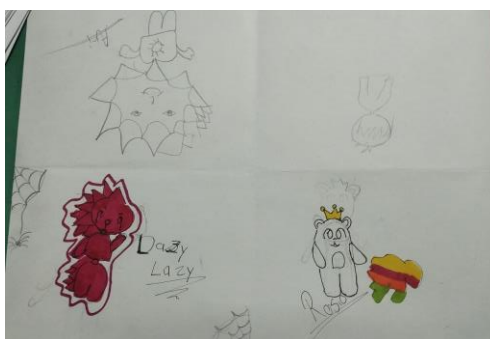


Image 20: sample of the Sonic task.

In the development of the activity, the students worked but in an interrupted way: talking with their partners, leaving their desks and asking their partners about the activity.

Something interesting was a student that did not do the activity diligently; because only some traces and pencil sketches were in the material. After socializing all the results, the students said that “this video game was not interesting”, (Field Diary. September 27, 2024), highlighting why attention and motivation were slowly fading away. They mentioned that they liked the characters, but they were not so attractive as Mario’s characters. As a conclusion of the contrast between the results of the first and second activity, it is good to use a popular concept in class, but it is necessary to analyze the influence of this concept and how popular it is, in order to improve the capacity of making the students interested on the class in a higher and more efficient way. In this activity, the idea of using trending topics stopped, and instead, other concepts were considered related to visual appeal and the capacity to work in an academic context.

Also, there were students who used almost no new vocabulary in their presentations. At the moment of presenting the Super Mario or Sonic task, they started to laugh and they made silence when they tried to name something and then, saying it in Spanish or with a mix of Spanish and English. This shows that one of the things that influences the performance in terms of vocabulary in class is the embarrassment level that some students have in class; making them even forget almost the entire vocabulary that was addressed in the lesson. This happened with few students in the language focus stage.

Nevertheless, one positive thing about this is that none of the students who suffered from embarrassment had a negative reaction like crying or refusing to participate; they tried to do it even if it was difficult, and this was because of the appealing nature that the activities had thanks to the chosen video games. In terms of Super Mario and Sonic tasks, it was due to the movies that were in the cinema back then. These movies were successful,

even among the young population. For this reason, one of the comments that the students made when one of the two games were mentioned was not oriented to the “Video game” nature that the two franchises possess, it was oriented to the movies that they know that exist and they watched.

Throughout the lesson, some students were talking about the movie (Super Mario) in Spanish. However, they mentioned some of the words that we checked in class in a casual conversation when the class was concluding. It could have been said as a joke, but it demonstrates that some of the vocabulary was successfully delivered and therefore, some progress was made in this first session.

Field Diary 1.

On Kirby’s tasks, it was clear that the students felt very comfortable and motivated during the session. The plan was focused on drawing a character from Kirby’s universe, and from the beginning, the girls showed great enthusiasm. Kirby, with its colorful, simple but cute design, seemed to connect naturally with the students’ preferences and with the type of things that they consume on social media daily. In the Kirby task, the most common comment that was made in class was related to the appearance and aesthetic of the character. It is very interesting to see how something that is striking for the students or something that catches their attention makes such a strong influence in the attitude and performance that they had in class, even if it is just a visual asset.

“Ayyyyy profe, que lindooooooo. ¿Cómo se llama esa cosita? Yo la he visto en alguna parte.”

“Profe, esa cosita es muy tierna para que saque fuego por las manos. ¡Mejor que saque helado!”

Field Diary 2 – Quotes from some students



Image 21: sample of Kirby's slides.

After the food and videogame objects' vocabulary was taught, the students talked a lot between themselves with loose ideas, saying that “Kirby is beautiful, and it was a positive thing that the teacher brought that for class” (Field Diary. April 4. 2025). A good and comfortable environment was tangible after the explanation, where the students got motivation and engagement with the class, even if they did it in a disordered way; this was very useful to execute the activity designed for this pre-task activity. At the moment of starting the activity, they reunited with their partners and, doing the exercise in an individual way, was the boost that they needed to work in their characters with passion and enthusiasm. It was so positive that they began to mention some of their favorite objects and how they were going to combine this object with the character. Thanks to this, it is possible to say that the exercise was deep, and it achieved a deep connection with all the students.

Finally, when the moment of presenting all the characters arrived, they decided to stand with initiative in front of the group to show their final product. However, “they presented the character in Spanish but using some of the words that they learned in English, letting visible the vocabulary that they gathered along the lesson”. (Field Diary. April 11, 2025). Also, some of the students didn’t work so hard in the drawing, for this reason some of the results are simple and without many elements from the class.



Image 22: samples of Kirby’s task results.

After the presentations finished, it was possible to say that all the students enjoyed this activity due to the comments that they made, the attitude that they have in class and the motivation that they showed in class. For this reason, Kirby allows us to see that choosing a good concept can be a powerful tool to attract students’ attention in an efficient way.

In the Roblox task, the interest that the group had in this video game was clear. When the intervention related to it started, as soon as they heard the name, they started to ask if they were going to play in that class. Also, some students started to mention their experiences with the game and all the different “experiences” that they had played in the past, in a try to show the expertise that they had with this video game.

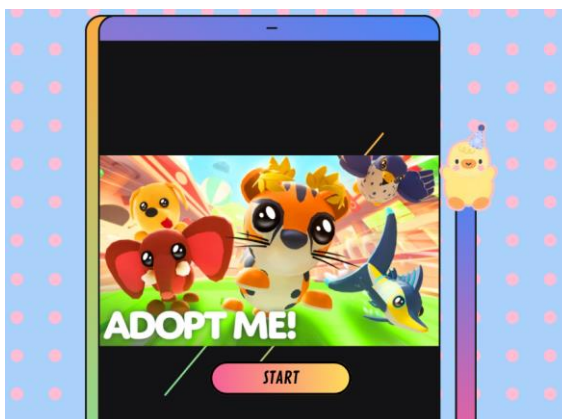


Image 23: sample of Roblox pre-task.

Throughout the lesson, they were attentive and also, they stayed focused thanks to the video game that was involved. In addition, they also were attracted to the explanation because of the different images in the pre-task presentation, even saying that “they had seen that animal in another Roblox game”, demanding to know what the name of the used experience in the proposal was, as it was mentioned before.

“¡PROFE! ¿VAMOS A JUGAR ROBLOX? ¿VAMOS A IR A SISTEMAS?”

“Una vez se me puso el juego en inglés y yo no entendía nada, pero mira que esa palabra que está ahí creo que si la vi”

“Profe, una pregunta: ¿esa granja toca hacerla en el cuaderno o toca hacerla en Roblox?”

Field Diary 4 – Quotes from some students

After that comment, all the students started to mention the experiences that they had played before” (Field Diary. April 25, 2025). After this brainstorm activity was carried out. During this stage, students paid attention to the explanation of animals’ vocabulary, as well

as to the introduction of the structures “there is” and “there are”; something that was very useful at the time of presenting their activities. In the development of the pre-task, it was possible to see that some students had got some common animals’ vocabulary before the class, and this was vital to enable their participation in the pre-task exercise. Unfortunately, the entire vocabulary was composed of “dog”, “cat”, “lion” and “cow”, so their participation was not as meaningful as it could have been.

The students worked very well and were very focused during the activity, despite the amount of energy that they usually have that makes them talk with their partners and leave their desks. They listened to the instructions and followed the steps. Also, they wanted their farms to look nice, and some students liked the activity so much that they asked to take it home and they wanted more time to finish it and make it better. This showed that they were very interested and wanted to do their best and for this reason, their request was accepted by the teacher to see what could be done.

In the next session, many students wanted to present their farms in front of the board. Students showed their drawings and explained the animals that they had chosen using a simple concept: “In my farm, there is/there are”. Also, they used the vocabulary that they had learned in the pre-task activity, and they even tried to say complete sentences in English that involved the animal sounds, and some girls even made some jokes moving or dancing with moves that allude to animal movements. It was a nice moment, because the girls were able to continue improving their confidence by speaking in front of their classmates and showing all their effort.



Image 24: one student presenting the Roblox activity.

As a result of the video games used in the different classes, the interaction of the students with the class increased, and so their results in the activities and their disposition for the class. All things considered, it is possible to say that the capacity that video games have for increasing the comprehension of contents and the shown interest and attitude in class is evident; as it shows that videogames can be useful in the English classroom, especially regarding how well they fit and positive attitudes they promote in students.

Aprendí algunas palabras y aprendí de juegos también. Incluso teacher, cuando llegué a mi casa busqué los nombres de los juegos y si salían algunas palabras en internet de las que tú nos mostraste y entenderlas fue wooow

Interview transcription – Student “3” commented about her experience with the designed tasks.

Chapter 6: Conclusions

The primary aim of this project was to determine the possible value that video games have for English vocabulary learning within a task-based learning approach. In “Colegio La Merced”, the fourth-grade students that participated in this research initially presented a significant lack of vocabulary. This was affecting their entire performance in English classes. However, when the classes were taking place, it was possible to see a significant improvement in their vocabulary; acquiring basic vocabulary that they were supposed to know according to the grade English standards but also acquiring more vocabulary that was not included in them. As a consequence, the students managed to recognize elements from their surroundings and daily lives in English, leading to a deeper understanding of English as a foreign language. In addition, not only did their linguistic performance improve, but their motivation and classroom participation also increased. This led the students to take more risks in practical activities, to be more proactive in explanation moments and to contribute to a smoother flow of the lessons.

Talking about the patterns that the fourth graders presented along the research, it was possible to see that they have a positive reaction towards the classes that involve videogames that have something attractive for them. Making them connect with the aesthetics of a character, the different characters of a franchise or even a common videogame that they are used to listening about is effective for teaching vocabulary within the students. However, the activities were sometimes not enough by themselves, so it was necessary to support the pre-task with some dynamic activities that emerged during the class time. For this reason, it is necessary to support all the possible tasks with some

dynamic and physical activities, so the students can be more active and therefore, having more disposition for the English knowledge previously selected.

Talking about the relationship between students and videogames, it is a strong bond that involves all the time that they spend on technology on a daily basis. Hence, the proposal effectively worked between them. Nevertheless, something that is worth to mention is that it could be a positive thing to select videogames that are involved with contemporary characters that, in this case, could be the ones from Miniso, Free Fire or the AI generated characters called “Italian Brainrots”; because of all the influence and popularity that have earned among today’s youth.

Related to the role of TBL in vocabulary acquisition and student engagement, the balance between the pre-task phase and a custom activity caused the students to learn new vocabulary that is present in their surroundings while they were getting more involved into the dynamics of the class: making the classroom context fresh and different for them. In addition, creating more spaces related to the videogame usage and playing time could be good for future researches.

To summarize, videogame-based tasks within a TBL framework shape English vocabulary acquisition processes in an effective way in fourth-grade students at Colegio La Merced IED.

References

Altun, M. (2023). *The power of language: Exploring its significance in shaping perceptions, beliefs, and relationships*. International Journal of Social Sciences & Educational Studies, 10(3), 362–366. <https://doi.org/10.23918/ijsses.v10i3p362>

Alshumrani, H. A. (2024). Unveiling vocabulary teaching and learning beliefs of teachers and learners in an EFL context. Asian-Pacific Journal of Second and Foreign Language Education, 9, Article 20. <https://doi.org/10.1186/s40862-023-00242-0>

Camacho, D., & Ovalle, J. (2019). *The influence of video games on vocabulary acquisition in a group of students from the BA in English teaching*. ERIC. <https://files.eric.ed.gov/fulltext/EJ1237366.pdf>

Centre for Teaching Excellence, University of Waterloo. (s.f.). *Gamification and game-based learning*. <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/gamification-and-game-based-learning>

Czerwinski, A. M. (2017). Artifact selection. In M. Allen (Ed.), *The SAGE Encyclopedia of Communication Research Methods* (Vol. 1, pp. 57–59). SAGE Publications. <https://doi.org/10.4135/9781483381411.n23>

Dewey, J. (1913). *Interest and effort in education*. Houghton Mifflin. <https://archive.org/details/interesteffortin00dewe>

Galeano, J. D. & Rodríguez, L. E. (2016). *El uso de las técnicas de gamificación en la adquisición de vocabulario y el dominio de los tiempos verbales en inglés..* Recuperado de: <http://hdl.handle.net/20.500.12209/369>

- Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. Palgrave Macmillan. <https://www.researchgate.net/publication/220686314>
- Gunel, E., & Top, E. (2022). *Effects of educational video games on English vocabulary learning and retention*. <https://www.researchgate.net/publication/360886563>
- Gunel, E., & Top, E. (2022). *Effects of educational video games on English vocabulary learning and retention*. ERIC. <https://files.eric.ed.gov/fulltext/EJ1342982.pdf>
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. SUNY Press.
- Hawthorne, H. (2021). *Understanding the Importance of Motivation in Education*. <https://www.highspeedtraining.co.uk/hub/motivation-in-education/>
- Hung, H.-T. (2018). *Digital game-based language learning: A review*. <https://es.scribd.com/document/844062091/hung2018-1>
- Islam, M., Awais, M., & Naveed, M. (2025). *Video games and vocabulary learning in EFL: A comparative study of gamers and non-gamers*. <https://www.researchgate.net/publication/393281976>
- Kemmis, S., & McTaggart, R. (1988). *The action research planner*. Deakin University. <https://www.academia.edu/113947814>
- Kurniawan, A., & Rahmawati, Y. (2024). *The role of video games in enhancing English vocabulary language learning*. *Riwayat: Educational Journal of History and Humanities*. <https://jurnal.usk.ac.id/riwayat/article/view/44142>

- McLeod, S. (2024). *The interview method in psychology*. Simply Psychology.
<https://www.simplypsychology.org/interviews.html>
- Ministerio de Educación Nacional de Colombia. (2006). *Estándares básicos de competencias en lenguas extranjeras: Inglés*.
<https://www.calameo.com/read/004368186a6ed0b31f261>
- Motevalli, S., et al. (2020). *Motivating students to learn: An overview of literature in educational psychology*. <https://www.researchgate.net/publication/348545543>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press. <https://www.cambridge.org/core/books/learning-vocabulary-in-another-language>
- Newbury, D. (2001). *Precolonial Burundi and Rwanda: Local loyalties, regional royalties*. <https://www.researchgate.net/publication/269654711>
- Oxford, R., & Crookall, D. (1990). *Vocabulary learning: A critical analysis of techniques*. TESL Canada Journal. <https://www.researchgate.net/publication/265540311>
- Qiao, Y., Woodward, A., & Alam, M. (2024). *Effectiveness of educational video games in English vocabulary acquisition: One case in China classroom context*.
<https://www.researchgate.net/publication/380130801>
- Raja, B. W. D., & Sasikala, V. (2021). *Action research in education*. National Council for Teacher Education (NCTE).

Rashid, M. H., Lan, Y., & Hui, W. (2022). The importance of vocabulary in teaching and learning in applied linguistics. *Linguistics and Culture Review*, 6(S2), 1548-1557.

Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.

Sanford, K., & Madill, L. (2007). *Recognizing new literacies: Teachers and students negotiating the creation of video games in school*.

<https://dl.digra.org/index.php/dl/article/view/309>

Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge University Press.

Secretaría de Educación de Bogotá. (n.d.).

https://www.educacionbogota.edu.co/portal_institucional/index.php/node/7703

Sholeh, M. B., Salija, K., & Nur, S. (2020). *Task-based learning (TBL) in EFL classroom: From theory to practice*. *International Journal of Humanities and Innovation (IJHI)*, 3(4), 138–143.

Stabback, P. (2016). *What makes a quality curriculum?* UNESCO.
<https://unesdoc.unesco.org/ark:/48223/pf0000243975>

Sugunasiri, S. M. (1971). *Bilingualism and second language learning*.
<https://utoronto.scholaris.ca>

Tripp, D. (2005). *Action research: A methodological introduction*.
<https://www.researchgate.net/publication/237316452>

Universidad de La Merced. (n.d.). *Proyecto Educativo Institucional (PEI)*.

<https://www.colegiolamerced.edu.co/pei.html>

Vinculación con el Medio UNAB. (2024). *Aprendizaje Basado en Juegos (Game-Based Learning)*. Universidad Andrés Bello. <https://vinculacion.unab.cl/wiki/aprendizaje-basado-en-juegos-game-based-learning/>

Willis, J. (1996). A framework for task-based learning. Longman.

Wilkins, D. A. (1972). *Linguistics in language teaching*. MIT Press.

<https://archive.org/details/linguisticsinlan0000wilk>

Winaldo, M. D., & Oktaviani, L. (2022). *Influence of Video Games on the Acquisition of the English language*. Journal of English Language Teaching and Learning, 3(2), 21-26

Zhao, Z. (2020). *Videojuegos, educación y desarrollo*.

<https://dialnet.unirioja.es/servlet/dctes?codigo=136735>

Annexes

Annex 1: Videogames students support.

Colegio Instituto Educativo la Merced

3. ¿Sientes que la temática de los videojuegos para el aprendizaje es entretenida?

☒ Si ☐ No

¿Por qué?

Porque aprendemos mas ingles

Si Porque de pronto si aprende mas
Pero es mejor aprender en el colegio

4. ¿Sientes que es posible aprender con los videojuegos?

Annex 2: Students' negative answer towards videogames utility.

pero es mejor aprender en el colegio

4. ¿Sientes que es posible aprender con los videojuegos?

☐ Si ☒ No

¿Por qué?: Porque de pronto no enseñan cosas que ni sabemos X

11. ¿Crees que los videojuegos podrían ayudarte en el colegio?

☐ Si ☒ No

• Treinta minutos
• Una hora
• Dos horas
• + de tres horas

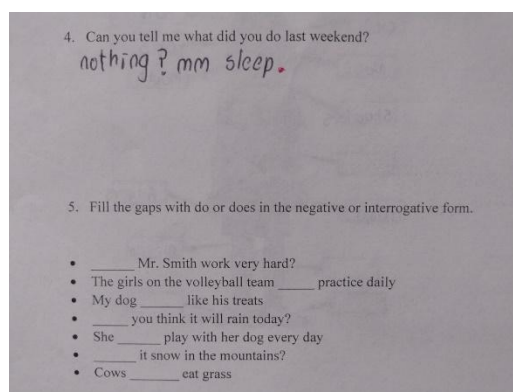
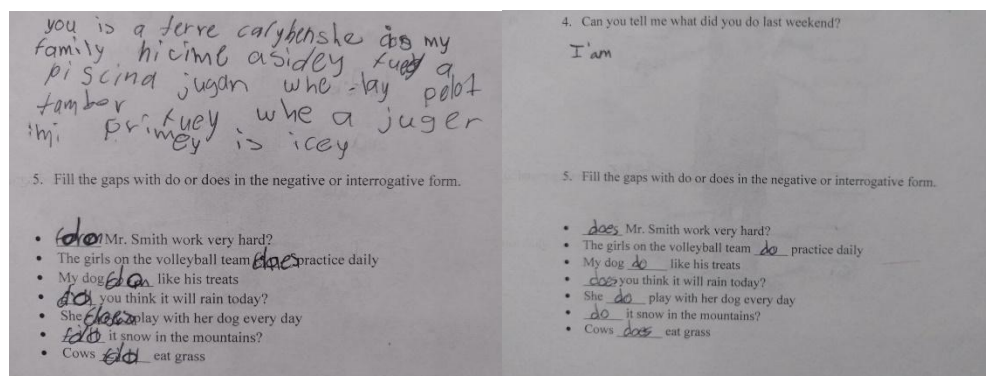
¿Por qué?

No porque pienso que es solo para el rato



¡Muchas gracias! Con tu ayuda, ¡estamos un paso más cerca de hacer el aprendizaje un poco más divertido!

Annex 3: Students result in “Fill the gaps” exercises.



Annex 4: Lesson plans

UNIVERSIDAD PEDAGÓGICA NACIONAL LANGUAGE DEPARTMENT

Duration: 1 hour and 40 minutes.

Sessions: 2

Grade: 4th Grade

Date: September 10 – September 13

Teacher: Santiago Torres Díaz

Pedagogical Objective: To expand students' English vocabulary through Super Mario Bros. videogame, promoting communicative use through the collaborative creation and oral presentation of a group poster.

Session Stage	Activity Description	Progress Indicator(s)	Resources
Pre-task	The lesson begins with the projection of the designed presentation related to Super Mario Bros. content to activate students' prior knowledge of the video game and engage their attention. Through guided questions such as “What characters do you know?”, “What places appear in the game?”, “What actions do the characters do?”, “What is the name of this object in English?” and “Have you ever seen this before?”, oral participation is encouraged and thematic vocabulary introduced with categories: characters (Mario, Luigi, Princess Peach, Bowser, Toad), places (Mushroom Kingdom, castle, pipe, world), objects (coin, star, mushroom, shell, flag), actions (jump, run, save, defeat, collect), parts of the body (moustache, hands, elbows, shoulders) and clothes (overall, gloves, shoes, hat). For each term, a visual support image is provided and pronunciation is modeled, inviting students to repeat so they can practice the pronunciation and get used to the target vocabulary.	• Students associate new vocabulary with familiar images and contexts related to Super Mario Bros. universe.	TV. Board. Video game presentation. Markers.
Task	Students will be organized into groups of three or four to carry out the main activity of the session: creating a poster in English to promote The Super Mario Bros. Movie. Each group will receive a large sheet of cardboard, colored markers and some vocabulary written in the whiteboard. Groups must design their poster including as many elements as possible that can be related to Super Mario Bros.	• Students use Super Mario vocabulary to describe characters, places, and objects in English. • Students work collaboratively to produce a creative English-language material.	Cardboard Markers and colors. Vocabulary reference list.

	narrative. The teacher will circulate around the room providing guidance on correct vocabulary use, spelling, and pronunciation, encouraging teamwork, creativity and the use of English as the language of communication within each group.		
Language focus	Once the posters are finished, each group will come to the front of the class to present their work to the rest of the students. During the presentation, group members must describe their poster orally in English, pointing out the characters, places, objects, and actions that they have decided to include, and explaining why did they use everything that appears there. Students will be encouraged to use the target vocabulary during class and to express themselves with confidence, even when making mistakes. After all presentations, the teacher will provide whole-class feedback, highlighting strong vocabulary use, creative designs, and each team's communicative effort. Any pronunciation or spelling situations will be addressed, and words that presented greater difficulty will be reinforced and reexplained if it is necessary; consolidating the learning of the session.	• Students present their poster orally using Super Mario-related vocabulary in English. • Students demonstrate understanding of the learned vocabulary by explaining their work to the group.	Completed posters. Vocabulary reference list.

Duration: 1 hour and 40 minutes.	Sessions: 2
Grade: 4th Grade	Date: September 17 - September 20
Teacher: Santiago Torres Díaz	
Pedagogical Objective: To expand students' English vocabulary related to the environment and the Sonic the Hedgehog video game universe, promoting communicative use through the individual creation and oral presentation of an original character or element that could belong to Sonic's world.	

Session Stage	Activity Description	Progress Indicator(s)	Resources
Pre-task	The lesson begins with the projection of a designed presentation related to Sonic the Hedgehog content to activate students' prior knowledge of the video game and engage their attention. Through guided questions such as "What characters do you know?", "What places appear in the game?", "What actions do the characters do?", "What is the name of this element in English?" and "Have you ever seen this before?", oral participation is encouraged and thematic vocabulary is introduced. The teacher presents two interconnected vocabulary categories. The first focuses on environment and nature elements, which are central to Sonic's world: forest (trees, leaves, flowers, grass, vines), water (waterfall, river, lake, wave, drop), sky (clouds, wind, thunder, lightning, sky) and earth (rocks, hills, caves, sand, cliffs). The second category covers Sonic universe elements: characters (Sonic, Tails, Knuckles, Amy, Dr. Eggman), places	• Students associate new vocabulary with familiar images and contexts related to the Sonic universe and the environment. • Students identify and name environment elements and Sonic characters, places and objects in English.	TV. Board. Sonic presentation. Markers.

	(Green Hill Zone, Emerald Hill, Mystic Cave, Chemical Plant, Starlight Zone), objects (ring, chaos emerald, power-up, spring, checkpoint) and actions (spin, dash, jump, fly, glide). For each term, a visual support image is provided, inviting students to repeat and practice the target vocabulary.		
Task	Each student will individually carry out the main creative activity of the session: designing an original character or element that could belong to the Sonic the Hedgehog universe, drawn on a piece of cardboard. Students will receive a sheet of cardboard, colored markers and pencils, and a vocabulary reference list that is going to be in the whiteboard so all the student can see it. Students must design their creation incorporating as many vocabulary elements as possible from both categories — environment and Sonic universe — making thoughtful decisions about which words to represent visually. The teacher will circulate around the room providing guidance on vocabulary use, spelling, and creative decisions, encouraging the use of English as the language of communication throughout the activity.	• Students use environment and Sonic universe vocabulary to design and label an original creation in English. • Students make intentional vocabulary choices to build a character or element coherent with the Sonic world. • Students produce a creative individual material that integrates both vocabulary categories.	Cardboard. Markers and colors. Vocabulary reference list.
Language Focus	Once all creations are finished, each student will come to the front of the class to individually present their character or element to the rest of the group. During the presentation, students must describe their creation orally in English, explaining what it is, what Sonic universe elements it is related to, and why did they make the choices they did. Students will be encouraged to use the target	• Students present their creation individually, using environment and Sonic-related vocabulary in English. • Students demonstrate understanding of the	Completed cardboard creations. Vocabulary reference list.

	vocabulary from both categories and to express themselves with confidence, even when making mistakes. After all individual presentations, the teacher will provide whole-class feedback highlighting strong vocabulary use, creative designs, and each student's communicative effort. Any pronunciation or spelling situations that arose will be addressed, and words that presented greater difficulty will be reinforced and re-explained if necessary, consolidating the learning of the session.	learned vocabulary by explaining their work clearly to the class. • Students justify their creative choices using the target vocabulary from both categories.	

UNIVERSIDAD PEDAGÓGICA NACIONAL
LANGUAGE DEPARTMENT

Duration: 1 hour and 40 minutes.	Sessions: 2
Grade: 4th Grade	Date: September 24 - September 27
Teacher: Santiago Torres Díaz	
Pedagogical Objective: To expand students' English vocabulary related to fantasy elements and superpowers, promoting communicative use through the individual creation of an original Kirby version with a unique ability, drawn on a notebook sheet, and its oral presentation to classmates around the classroom.	

Session Stage	Activity Description	Progress Indicator(s)	Resources
Pre-task	The lesson begins with the projection of a designed presentation related to	• Students associate new vocabulary with	TV. Board.

	Kirby content to activate students' prior knowledge of the video game and engage their attention. Through guided questions such as "What powers can Kirby have?", "What is the name of this ability in English?", "What does this power do?" and "Have you ever seen this before?", oral participation is encouraged and thematic vocabulary is introduced. The teacher presents two interconnected vocabulary categories. The first focuses on fantasy elements: mythical places (enchanted forest, crystal cave, floating island, ancient temple, sky kingdom) and fantasy objects (wand, spell, potion, amulet, portal). The second category covers superpowers: elemental powers (fire, ice, thunder, water, earth), physical powers (super strength, flight, invisibility, super speed, giant size), special abilities (copy, inhale, beam, sword, stone) and nature (cloud, flowers, tree, petal, time). For each term, a visual support image is provided, inviting students to repeat and practice the target vocabulary.	fantasy and superpower images and contexts related to the Kirby universe. • Students identify and name fantasy elements in English.	Kirby presentation. Markers.
Task	Each student will individually carry out the main creative activity of the session: designing an original version of Kirby with a unique power drawn on a notebook sheet. Students will have their own notebook sheet, colored pencils, and a vocabulary reference list that is going to be on the whiteboard so all students can see it. Students must design their Kirby version incorporating as many vocabulary elements as possible from	• Students use fantasy and superpower vocabulary to design an original Kirby version in English. • Students make intentional vocabulary choices to build a Kirby with a creative and coherent ability. • Students produce an individual creative material that integrates	Notebook sheet. Colored pencils. Vocabulary reference list.

	both categories — fantasy elements and superpowers — in order to make each version as unique as possible. They should also write labels in English directly on the notebook sheet identifying the elements they have included. The teacher will circulate around the room providing guidance on vocabulary use, spelling, and creative decisions, encouraging the use of English as the language of communication throughout the activity.	both vocabulary categories.	
Language Focus	Once all creations are finished, students will walk around the classroom to present their Kirby version to their classmates in a discussion exercise style. Students will talk between themselves in order to compare their Kirby versions and checking which one could be stronger. During the presentation, students must describe their creation orally in English, explaining what power their Kirby has, what fantasy elements it uses, and why they made the creative choices they did. Students will be encouraged to use the target vocabulary from both categories and to express themselves with confidence, even when making mistakes. After the discussion exercise, the teacher will bring the class back together to provide general feedback; highlighting strong vocabulary use, creative designs, and each student's communicative effort. Any pronunciation or spelling situations that arose will be addressed, and words that presented greater	• Students present their Kirby creation individually to classmates through a discussion exercise, using fantasy and superpower vocabulary in English. • Students demonstrate understanding of the learned vocabulary by explaining their work clearly to their peers. • Students justify their creative choices using the target vocabulary from both categories.	Completed notebook sheet creations. Vocabulary reference list.

	difficulty will be reinforced and re-explained if necessary, consolidating the learning of the session.		
--	---	--	--

UNIVERSIDAD PEDAGÓGICA NACIONAL
LANGUAGE DEPARTMENT

Duration: 1 hour and 40 minutes.	Sessions: 2
Grade: 4th Grade	Date: October 1 – October 4
Teacher: Santiago Torres Díaz	
Pedagogical Objective: To expand students' English animal vocabulary, promoting communicative use through the individual design of farm inspired on a Roblox experience with animals uncommon to a common farm context and its oral presentation in front of the class.	

Session Stage	Activity Description	Progress Indicator(s)	Resources
Pre-task	The lesson begins with the projection of a designed presentation related to Roblox's Farm Together! experience to activate students' prior knowledge and engage their attention. Some screenshots of the game are shown so students can connect the activity to a familiar digital context. Through guided questions such as "What animals do you see on this farm?", "What is the name of this animal in English?", "Where does this animal usually live?", "Have you ever seen this animal before?" and "Is this animal a common farm animal?", oral	• Students distinguish between common farm animals and uncommon farm animals in English. • Students associate new animal vocabulary with visual images and contexts related to Farm Together! • Students identify and name animals from different habitats in English.	TV. Board. Farm Together! presentation. Markers.

	participation is encouraged and thematic vocabulary is introduced. The teacher presents animal vocabulary organized into two contrasting categories. The first covers common farm animals that students already know: livestock (cow, horse, pig, sheep, goat), poultry (chicken, duck, turkey, goose, rooster) and farm companions (dog, cat, rabbit, donkey, mule). The second — and central category for the activity — introduces uncommon farm animals: wild animals (lion, elephant, giraffe, zebra, gorilla), ocean animals (shark, octopus, dolphin, whale, jellyfish), jungle animals (jaguar, toucan, anaconda, sloth, parrot), desert animals (camel, scorpion, vulture, rattlesnake, armadillo) and arctic animals (polar bear, penguin, walrus, arctic fox, reindeer). For each term, a visual support image is provided, pronunciation is modeled, and students are invited to repeat and practice the target vocabulary.		
Task	Each student will individually carry out the main creative activity of the session: designing their own Farm Together! -inspired farm that features animals that would not commonly be found on a real farm, drawn on a notebook sheet. Students will have their own notebook sheet and colored pencils, and a vocabulary reference list that is going to be on the whiteboard so all students can see it. Students must design their farm incorporating as many uncommon animals as possible from the vocabulary categories introduced	• Students use uncommon animal vocabulary to design and label an original farm in English. • Students make intentional choices about which animals to include, showing awareness of what makes them unusual for a farm context. • Students produce an individual creative material that integrates	Notebook sheet. Colored pencils. Vocabulary reference list.

	during the pre-task, making thoughtful decisions about which animals to include and how to arrange them on the farm. Students should also write labels in English directly on the notebook sheet identifying each animal and, if possible, a short description of where that animal normally comes from. The teacher will circulate around the room providing guidance on vocabulary use, spelling, and creative decisions, encouraging the use of English as the language of communication throughout the activity.	animal vocabulary from multiple habitat categories.	
Language Focus	Once all farm designs are finished, each student will come to the front of the class to individually present their Farm Together! farm to the rest of the group. During the presentation, students must describe their farm orally in English, naming each animal they included, explaining where that animal normally comes from, and justifying why they chose to place it on their farm. Students will be encouraged to use the target animal vocabulary and to express themselves with confidence, even when making mistakes. After all individual presentations, the teacher will provide whole-class feedback highlighting strong vocabulary use, creative farm designs, and each student's communicative effort: consolidating the learning of the session.	• Students present their farm individually in front of the class, naming and describing each uncommon animal in English. • Students demonstrate understanding of the animal vocabulary by explaining where each animal comes from and why it is unusual on a farm. • Students justify their creative choices using the target vocabulary from multiple habitat categories.	Completed farm drawings. Vocabulary reference list.

Annex 5: Field Diaries

GENERAL INFORMATION	
Date: September, 13th - 2024	Educational Journal No.: 2
Teacher in training:	Santiago Torres Diaz
Grade level:	Fourth-grade
Description of any new developments and/or adjustments made during the session.	During the poster presentation activity, some students had difficulties using the vocabulary correctly and fluently. Several groups were able to identify the words and connect them to the correct body parts or objects, but they did not always use complete sentences. Some pronunciation problems also appeared during the presentations. Students asked for help with words such as mushroom and villain. For this reason, a short pronunciation review was conducted at the end of the activity. Different and difficult words were written by the teacher on the board, modeled the correct pronunciation, and students repeated them together. In addition, spelling mistakes found in the posters were corrected through teacher feedback.
Reflections and lessons learned by the teachers in training (Based on personal experience / participant observation)	The activity showed that students can remember and use new vocabulary when it is connected to meaningful experiences and visual support. One student said: <i>“Me acordé de cuando hicimos muecas para entender las palabras y con eso, se me quedó “moustache” y “mushroom”, que esa es porque me gusta la pizza de champiñones y cuando llegué a mi casa, se la dije a mi mamá jajaja...”</i> (Student A) This suggests that games, gestures, and personal connections help vocabulary retention. However, students still need guidance with pronunciation and confidence when applying vocabulary in new tasks. Also, another student mentioned: “did not feel able to help her partners because she did not understand how she can use the vocabulary learned in an activity like a poster” (Student B). This highlighted the importance of giving clearer examples and additional support during collaborative tasks.

Categories of analysis applied. (Key findings)	★ Vocabulary learning: Most students remembered body parts vocabulary and words such as mushroom and power-up. ★ Vocabulary use: Students tried to use the learned vocabulary in their posters, although some spelling mistakes appeared. ★ Pronunciation: Several students needed support pronouncing some words correctly. ★ Student confidence: One student reported difficulty helping her group because she was not sure how to use the vocabulary in the poster activity. ★ Teacher support: Pronunciation practice and feedback helped students improve their use of the vocabulary.
Evidence of application	Image 7. <i>Students presenting their vocabulary poster during the task activity. (Sample of the Super Mario Bros. ' posters).</i>  <i>Note. Photograph taken by the teacher-researcher during the English class, September 13, 2024.</i> Image 8. <i>Presentation of the exercise.</i> 

	Note. <i>Photograph taken by the teacher-researcher during the English class, September 13, 2024.</i>
--	---

GENERAL INFORMATION	
Date: September 27th, 2024	Educational Journal No.: 3
Teacher in training:	Santiago Torres Diaz
Grade level:	Fourth-grade
Description of any new developments and/or adjustments made during the session.	Students were asked to create a character related to Sonic's universe using the vocabulary from the lesson. During the activity, some students showed low interest in the topic and participation was lower than expected. Their comments suggested that the theme was not very appealing to them, which affected their engagement with the task.
Reflections and lessons learned by the teachers in training (Based on personal experience / participant observation)	This activity showed that students' interest in the topic can influence their participation and learning process. Some students expressed negative opinions about the videogame, such as: <i>"This videogame was not interesting"</i> and <i>"The only good part about Sonic is Tails"</i> . (Student c) This suggests that selecting topics that are closer to students' preferences may increase motivation and participation in classroom activities.
Categories of analysis applied. (Key findings)	★ Student motivation: Several students showed limited interest in the topic. ★ Engagement: Participation was lower compared to previous activities. ★ Topic relevance: Students responded better to themes they found more attractive or familiar. ★ Vocabulary application: Students used some of the learned vocabulary, but motivation affected the development of the task.

Evidence of application	Images 10. <i>Extracts from the Sonic pre-task.</i>  <i>Note. Presentation created by the teacher</i>
-------------------------	--

GENERAL INFORMATION	
Date: October 4, 2024	Educational Journal No.: 4
Teacher in training:	Santiago Torres Diaz
Grade level:	Fourth-grade
Description of any new developments and/or adjustments made during the session.	During the socialization activity, students remembered and used some vocabulary from the Sonic unit. They played with words such as (tails, rings, and knuckles) while interacting with their classmates. However, pronunciation problems were still present, so support was provided to the students when necessary.
Reflections and lessons learned by the teachers in training (Based on personal experience / participant observation)	The activity showed that students can retain vocabulary when it is connected to playful experiences. However, the Sonic theme did not generate the same level of interest as previous activities. One student commented: <i>“Había algunas actividades profe donde me sentía super bien, pero en otras me sentía muy perdida...”</i> (Student D) This situation suggests that students' interest and familiarity with a topic influence their participation and vocabulary learning.

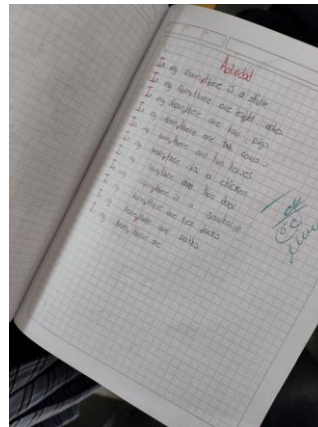
Categories of analysis applied. (Key findings)	★ Vocabulary retention: Students remembered and used words such as tails, rings, and knuckles. ★ Pronunciation: Some pronunciation difficulties remained during the socialization process. ★ Student engagement: The Sonic narrative was less engaging for several students. ★ Learning preferences: Students responded better to activities connected to topics they found familiar and interesting.
Evidence of application	<i>Pre-class activity from the previous session; no photographic evidence</i>

GENERAL INFORMATION	
Date: March 28, 2025	Educational Journal No.: 5
Teacher in training:	Santiago Torres Diaz
Grade level:	Fourth-grade
Description of any new developments and/or adjustments made during the session.	Students created their own version of Kirby and assigned a special ability to the character. The activity generated high participation and creativity. During the feedback stage, students used a large amount of food vocabulary and some video-game vocabulary. In this lesson, students created and presented their own farms using animal vocabulary and the structure (there is/there are)
Reflections and lessons learned by the teachers in training (Based on personal experience / participant observation)	Kirby's activity showed that students participate more when they can use their imagination and make personal creations. One student mentioned that the vocabulary "<i>sounded easy to remember and easy to use</i>". (Students in general) Compared to previous activities, students used more English words and showed greater confidence during the post-task activities and presentations. Also, another student mentioned: "<i>Ayyyyy profe, que lindooooooo. ¿Cómo se llama esa cosita? Yo la he visto en alguna parte.</i>" (Student B)

	This situation suggests a high level of interest and engagement with the character presented during the lesson. The student's curiosity motivated her to ask questions and interact with the content.
Categories of analysis applied. (Key findings)	★ Vocabulary acquisition: Students remembered and used a wide range of food vocabulary. ★ Student engagement: Creativity and personal choice increased participation. ★ Language production: Students attempted to use more English during the activities. ★ Task performance: Post-task results showed improvement compared to previous lessons. ★ Grammar application: Students used there is and there are to describe their farms and animals.
Evidence of application	Image 14. <i>Results of Kirby's design activity.</i>  <i>Note. Student creative product developed as part of the English lesson. Photograph taken by the teacher-researcher.</i> Image 15. <i>Presentation of Kirby's task.</i> 

Note. Students presenting their work during the socialization stage. Photograph taken by the teacher-researcher.

Image 18. *Results of the Roblox task.*



Note. Work completed by a student during the intervention session. Photograph taken by the teacher-researcher.