

**IMPROVING INTEGRATED SKILLS THROUGH GAMIFICATION IN THE EFL
CLASSROOM**

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Abstract

The current social environment that surrounds the student's perspectives and preferences causes an effect in the way to eventually interact with their learning processes, because it changes the development of acquisition of the information. One element of modern life which influences the most is technology, and this is why many different 21st century skills are focused on this kind of concepts. Gamification is one of them, and proposes that the use of the concepts of games could trigger motivation improvement, better performances, and better cognitive achievements, encouraging social interaction and independencies, and improving competitiveness between students through the learning process. Furthermore, the perspective of Role-Playing Games would be one of the many possible dynamics to adjust Gamification to an educational environment by structuring the proposal in disposal of the different integrated skills and enhancing their competitiveness through their learning process in an EFL classroom. This pedagogical proposal was changed from a research project due to the global pandemic emergency (Covid-19), and it is expected to be taken for a future implementation.

Keywords: Gamification, Integrated skills, Role-Playing Games, EFL classroom.

Table of Contents

CHAPTER I: THE PROBLEM	4
Context – Target population	4
Statement of the problem	6
Rationale	8
Objectives	9
CHAPTER II: THEORETICAL FRAMEWORK AND LITERATURE REVIEW	10
State of the art	10
Theoretical Framework	14
Gamification	14
RPG (Role-Playing Games)	19
Integrated Skills	21
CHAPTER III: METHODOLOGICAL DESIGN	24
Proposal of Pedagogical and Didactic Innovation	24
Curricular Vision	25
Vision of Language	26
Vision of Learning	27
Vision of Classroom	27
CHAPTER IV: PEDAGOGICAL INSTRUCTION	29
Proposal of pedagogical and didactic innovation	29
CHAPTER V: CONCLUSIONS AND IMPLICATIONS	65
Implications and conclusions	65
Limitations	67
Further research	68
REFERENCES	69
ANNEXES	73

CHAPTER I: THE PROBLEM

In this chapter, it is described the general and specific background of the school Domingo Faustino Sarmiento E.I.D. Initially, the external and internal contexts of the institution will be described. Moreover, the population will be introduced based on their cognitive, socio-affective aspects, cultural and linguistic characteristics in the specific terms given from the research and analyzed the results in the diagnosis. However, it is important to mention that this characterization process was made in 2019, before the beginning of the global pandemic crisis. So, it was necessary to change this project, which was initially a research, into a pedagogical proposal. To summarize, the results of this previous context will reveal the problem statement and the objectives designed for the purpose to create this pedagogical proposal.

Context - Target population

The school chosen for this project at the beginning was the Colegio Técnico Domingo Faustino Sarmiento E.I.D. It is located in Rionegro neighborhood, placed in the 12th locality called Barrios Unidos, Bogota's northwest. The school has four branches, but the investigation has been accomplished at the secondary branch which is for elementary grades, and is located at 91A Street # 60 - 01. The neighborhood is considered as a growing industry of automobile maintenance and vehicle parts selling that also represent the economy of the people in this neighborhood and most of the locality as well; all of this information is based on the data stated on the official Bogotá City Hall's website. Furthermore, the neighborhood also has several commercial sites focused on gastronomy, fruit and vegetable sale around the parish, which is the landmark that characterizes the neighborhood. In addition, the

neighborhood is bounded by residential areas mixed with commercial areas as malls, supermarkets, and coffee shops that mostly complement the description of the local context.

Based on the information presented in the Institutional Project of the school, it is important to describe the most remarkable aspects due to the development of the institutional contextualization. First, according to the school's Manual de Convivencia (2019), the institution had changed its name as Técnico Domingo Faustino I.E.D because of the modification of its own institutional project, which is related to a technical degree that certificated the students by the "Servicio Nacional de Aprendizaje" (SENA). On the other hand, based on the mission described, the school Técnico Domingo Faustino I.E.D promotes contextual interaction and teamwork at the same time as the improvement of the aptitudes and skills to generate creativeness, and criticism inside of an entrepreneurial environment by supporting their life projects in a democratic society.

An observation was conducted in Branch B where fifth graders and high school students are placed. This proposal dealt with students from the course 502, who are 10 to 14 years old. The classroom was conformed by 16 boys and 13 girls. More than the 60% of the participants were living in Rionegro, but around the 25 % were living in the Suba locality and around the 15% of them were living in different places in Bogotá. Furthermore, the students' family nucleus information reveals that 10 of the students were living in a nuclear family context, 14 students were living in a similar nuclear family environment but replacing one of the two parents figure or in some situations with the father absence. Furthermore, in some other cases a lower number of students were living with other family members. It is important to highlight the economic support of single parents and external members of the parents' nucleus because they were mainly led by women.

Moreover, in relation into the academic description, the student's survey results revealed that the participants had more than one favorite subject that disclosed to their personal interests. From the 29 students in the classroom, most of the personal preferences were completely diverse, because only 10 students chose English class, but with other subjects at the same time. Nevertheless, the students were mostly interested in some subjects like technology and physical education. Certainly, it was evident that these attributes surround these classes can be used in favor for the second language learning process, since the characteristics that involved the class of technology and physical education are connected to the general frame of development in Gamification dynamics projected by this proposal.

In addition, to exemplify the characteristics mentioned above it is important to describe that the field diaries and the surveys that were performed by the students evidenced a pattern related to perform entertaining activities such as sports and playful activities, but alternatively they also had a strong taste for video games and watching audiovisual entertainment (i.e. Television, YouTube, and Tick Tock), which was identified as a major influencing factor. To conclude based on the observations founded in the field diaries, a pattern within the teamwork was also identified, which was specifically added in the survey, since the students responded mostly positively towards teamwork and described how useful it was for each of them.

Statement of the problem

Based on the diagnosis and the results of the skill assessments used during the contextualization process (see annex 1-8); it is conceivable to found that the students mostly have difficulties or issues with the whole integrated skills. Problems related with the elemental grammatical structure, very limited vocabulary, pronunciation, hesitation,

misunderstanding the sound of vowels and consonants, and misspelling indicate a considerable lack of learning from the whole integrated skills. These learning disadvantages were related to their limited resources as books, didactic material, and nor even a teacher focused on the English subject and they seemed to be foundations of a possible evolving handicap for the students.

According to the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (2006) fifth graders need to be able to identify, recognize, understand and memorize basic concepts like descriptions of places, moods, personality and appearance, structure of a story, and personal interests through the whole integrated skills in order to accomplish the target level, which is basic A2. Nonetheless, most of the participants did not reach this category, and the ones that found themselves in the best learning scenario in this context are closely better to be categorized in A1 level.

The assessments results revealed an outcome with a variable of 5% of students that seemed to handle in a consistent manner the exercises proposed by the assessment tests and reflected the level that they were supposed to have. For instance, in terms of writing the students tended to have spelling errors, likewise errors related to lack of vocabulary. And in the worst cases, the use of Spanish to answer the questions formulated in English with the material previously seen in their English class. Alternatively, the results related to grammar skills also were associated to problems described above, so that, it denotes a huge lack of English basic terms, expressions, meanings and structures in most of the students. Although, during the listening comprehension test, the students were more receptive to the exercises and 80% of them had correct answers, which exposed a favorable factor for this skill. On the contrary, the develop of the speaking skill test illustrated a lot problems related to their

capabilities to express ideas, concepts, create sentences based on a structure and also keep a kind of coherence in their speech. The percentage of students who approached or matched with the expectations of the level proposed for their grade was 10%, which corresponded to 90% of students who did not reach the characteristics of A2 level.

Additionally, the Common European Framework (2015) mention that students on A2 level are able to understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly (pg. (p. 37). But in this case, the students demonstrated a low of generative language proficiency in their integrated skills which can be identified in their assessment tests.

As a conclusion, the criteria of evaluation and promotion of the school is related to the concepts described in the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (2006), so it is important to highlight the enhancement of the students to improve their development of their integrated skills in order to achieve their English level accuracy according to their current grade. So, this proposal identifies the need to work the whole integrated skills by using Gamification as a way to improve their skills dynamically, progressively and simultaneously.

Rationale

Currently, in Colombia as in many other countries, it has become essential to accomplish an accurate English learning development. In order to find the best way to teach English as a foreign language, different studies have been issuing with many different aspects that could enhance this process. Most of them are related to the current learner's context, and reveal that today's learners are very close to technology. This suggests that nowadays students

are immersed to communication environments where the interactions are diverse, because they interact by texting, reading, recording (audio and video), and listening. For this reason the improvement of the integrated skills seems to be the most accurate methodology for this proposal, because the current communication and interaction is fully composed by an active use of the whole skills integrated during real-life situations.

According to one study conducted by Basler & Dostal (2015) mentioned that students spend averagely eight to ten hours in a day playing games, either online or offline; in this regard, this would give positive effects to students, if there is a way to bridge this singular context to embrace games in the learning process, and applying Gamification could be a useful system.

Subsequently, it is important to mention that Gamification had intrinsic and extrinsic motivation delineated the desire to act, such as learning content, as well as to respond or to expect for specific rewards which came from self – determination theory (SDT) proposed by Ryan and Deci in 1985 (2018, p. 5). Following this idea, it is important to mention that this self – determination theory could be adjusted to enhance the performance of the learning process by taking into account the whole integrated skills, because it will demand proactive participation in order to keep the normal course of action in a predetermined game situation.

Based on the fact that technology influences the students' routines, it is also remarkable to notice that the students spend most of their free time in interacting with different forms of technological entertainment systems. And the most common these days are video games, they could be found in many different accessible platforms. Based on the last idea, in 2009 Bunchball Company founded in the result of this dynamic method, described by Rahmani,

Eka (2020) developed Quest to Learn, a game to Gamify learning environment for sixth graders with the purpose to see if the product could foster the children's skill in preserving information. Therefore this is why this proposal takes into account the current need to avoid isolated skill learning structure, in order to implement an accurate methodology by using the integrated skills, regarding to the modern interactions of communication. Moreover, it is also relevant to mention the connection of this methodology into an innovative approach like Gamification, because this approach focuses on the implementation of contemporary concepts, like video games mechanics and principles in pedagogical environment.

Objectives

- To design a pedagogical and didactic innovation proposal by applying Gamification principles to improve fifth grade students integrated skills.
- To promote the development of integrated skills by using the concept of Role-Playing to support and personalize the implementation of Gamification principles.

CHAPTER II: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter presents the state of the art and theoretical framework. First, in the state of the art, there is a review of some national and international studies to support the theoretical constructs that underpin the current proposal. Secondly, the theoretical framework presents a detailed explanation of each one of the constructs namely Gamification as a pedagogical strategy in the EFL classroom, Gamification and gameful design for communicative skills and Integrated Skills Approach in EFL Classrooms: A Literature Review.

State of the Art

Under the considerations of previous research conducted to the same introductory approaches and strategies, it should be clear that the most recent research in this regard should be taken into account.

The first research paper selected was entitled, Gamification as a pedagogical strategy of the dynamics that make up video games by Esquivel (2019), a student from the Universidad Pedagógica Nacional. This is a qualitative action research that exposed the idea about how to determine the impact of using gamification, as a pedagogical strategy in fostering engagement with the purpose of improving interaction in an EFL classroom in Bogotá, Colombia. This research study followed a qualitative research paradigm which was carried out in a public school with 30 students from fourth and fifth grade between the ages of 8 and 11 years old. This research project exposed that gamification had a positive influence on students in different aspects like agentic, behavioral, and emotional engagement which also influenced significantly the attitude and performance towards interaction. Consequently, the results showed that gamification had a great impact on

students' engagement and explained how gamification principles and mechanics contribute to create a learner involving experience, which also embraced skill development during the participants learning process.

Additionally, the results revealed that interaction improved notoriously throughout the implementation of game mechanics, game principles, and activities which were intended to increase learner-learner and learner-group interaction with a communicative focus. It is clear that this project supports the theoretical basis for the development of the proposal of this research work, since in one way or another it collects in general way information relevant to the improvement of the skills that make up the learning of a foreign language, among these we can find Integrated Skills.

Furthermore, the second project selected to support this pedagogical proposal is called "The Use of a RPG as a motivational tool in teaching organic chemistry" by Vargas (2012), a student from the Universidad Nacional de Colombia. In this research project it is exposed the implementation of a RPG dynamic as a motivational tool in teaching organic chemistry in higher education from a Colombian public school. This research study was carried out with 29 students from eighth grade between the ages of 17 and 19 years old. Additionally, the problem situation was raised in the classroom, under Role Play methodologies, problem-based learning and cooperative learning that fostered interest and motivation in the students who were part of this work. This project gives facts about how RPG facilitates the development of professional competences and occupational profile Technologist Process Management.

And finally, this project concluded that the use of the tool successfully raised the motivation, participation and learning discipline, as students actively engaged and improved the relationship with the teacher and the subject. In this case, this project is useful as an example of implementation of Gamification by describing the effects and handicaps during the implementation of this approach. However, it is important to mention that this pedagogical proposal is focused in the integrated skills, which is a new alternative in the use of the Gamification approach in the EFL classroom.

Additionally, it will be used the research project called The use of gamification to enhance the English as a foreign language by Díaz and Bajaña (2020) this project exposed Gamification a new language technique and strategy that have been provided to help encourage foreign language learners. This strategy described the use of online games that were implemented to university students between the ages of 20 and 25 in Ecuador. The most significant thing about this study was that the result showed that the young people surveyed and researched accepted its effectiveness. To achieve it, the platform was applied to 20 students of different levels of English knowledge. The application of interactive games within the platform “Hot Potatoes” had very good and notorious results that give room to the conclusion that its application is an entertaining and dynamic tool that helps to improve the motivation and learning of English as a foreign language in university students.

Therefore, the conclusions evidenced that when the individual in charge of teaching applies Gamification in the educational context, commonly uses this playful activity so that the students body learns through the organization and use of the rules like a game, thus helping the students to get involved in their learning by proposing them a different way of learning. Subsequently, is important to notice that the application of these concepts as game

organization and game rules could improve considerably the motivation during the learning process in an EFL classroom. Nevertheless, this project is structured around a unique game, and this proposal is focused in three different cycles composed by diverse game concepts. Hence this project provide the information related to the improvement and encouraging of the students' communicational interaction, do not provide information related to a long term implementation of Gamification, which is one of attributes of this pedagogical proposal.

Furthermore, the international project called Gamification and gameful design for communicative skills by Dichev, Dicheva, Angelova, and Agre (2014), This paper describe how be able to demonstrates that Gamify learning improve students motivation and engagement, the educators have to understand the related aspects studied in games, motivational psychology and pedagogy. This will help them to identify the factors that drive and explain desired learning behaviors. This article presents a survey of the main approaches employed in Gamification and the emerging new directions in the context of the relevant motivational psychology and pedagogy. The emphasis is on the motivational factors that influence learning and understanding of behavior change. Also provides an analysis of and guide to relevant works related to gamification along with outlining emerging trends, and from the other, to provide foundation for evaluation and identification of areas of possible improvements. Moreover, the pedagogical precepts that compose and are executed by the Gamification are described in this document, which allows analyzing the usefulness of this strategy in the classroom.

Finally, this paper called Integrated Skills Approach in EFL Classrooms: A Literature Review by Pardede (2017) exposed the integrated-skills approach, which incorporates listening, speaking, reading, and writing, which it has become a new trend in

EFL contexts, because this author described that is an effective approach to develop students' communicative competence and the ability to use English to increase accessibility to social, vocational, educational, or professional opportunities. Also, described that differently from the traditional segregated language skills approach which presented a language skill in isolation from the others, the integrated-skills approach presents all language skills in conjunction with each other so that the learners do not only know the language they are learning but also are able to use it in natural communication. This article reviews current studies and ideas related to the integrated skills approach in order to provide a more vivid understanding of its implementation in EFL contexts.

Additionally, it explains the importance of the four language skills (listening, speaking, reading, and writing) as the mode or manner in which language is used for communication. Suggesting that anytime a person communicates using a language, the individual interacts with the combination of these skills. To summarize, the channel of communication integrates how a person listens, speaks, reads and writes. Thus, language skills are a means of communication that configures how an individual gets information as the input of language, and by employing speaking and writing he makes language output based on the language inputs.

Ultimately, the conclusions revealed that, if integrated skills' teaching is implemented in a right way, could be a support to the student-teacher relation. Additionally, it also mentions that regarding to English program employing the integrated language skills teaching approach, it could improve the good understanding of discourse, the interaction of using textbook flexibly and readiness in the implementation of student-centered learning. In despite, this pedagogical proposal enhances the characteristics of integrated skill by using

the Gamification principles, which could be considered an amplification of the communicational challenge during learning process. And last but not least, this strategy to implement Gamification with the integrated skills is basically a new concept to be taken into account for a further possible implementation.

Theoretical Framework

Integrated Skills

Based on the results of the target population assessment tests, it is accurate to use the integrated skills approach, since most of the student's lack of accomplishment on every single skill (speaking, writing, reading, and listening), which is normally implemented through a "Communicative Language Teaching" methodology. There are also new grammar patterns to be learned in the context of interactions. Students will involve this approach through different activities to practice English including listening tasks, role playing, and stimulating discussions. However, at least for this pedagogical proposal, it will be used to achieve the level required for their current context, which is described in the first part of this document. This approach suggests that it could be useful to interact with the different skills at the same time, because it is basically the system currently used for interacting in a real social context.

The integrated skills approach teaching strives for instruction language as a means of communication to serve the purpose it was originally created for, which can be motivational and realistic as well (Pardede, 2017). However, it is know that language instruction is naturally divided into discrete skill sets, typically reflecting speaking, listening, reading, and writing, and usually arranged in this order (Hinkel, 2010). But, according to Hinkel, based

on the principles of Bloomfieldian linguistic analyses, the structural division of language teaching in the four skill areas has the learning objective of imitating the native speaker. So, it was a common practice to use the discrete skills approach in EFL classrooms, but subsequently at the end of the 70's by the emergence of the communicative language teaching some linguists (Corder, 1978; Stern, 1993) supported the idea that to be a competent language user, the learners should develop receptive and productive skills in both spoken and written dissertation. Thus, enhance to integrate all the different skills (Writing, Listening, Reading and Speaking) by using series of activities or tasks which use any combination of the four skills in a continuous and related sequence (Carol,1990).

To conclude is important to mention the eight advantages of a teaching integrated skills structure suggested by Kebede (2013). First, language skills integration offers more purposeful and meaningful learning at all proficiency levels. Second, it contributes to constant teaching and to better communication. Third, it brings variety into the classroom, which enables teachers to enrich classroom instruction by integrating language skills cooperatively. Fourth, it makes language learning comes nearer to the way we do in real life. The language skills integration enables students to learn to manage the language and to easily transfer the acquired knowledge of the other areas. Thus, it promotes language learning and affects the new language knowledge of learners positively. Fifth, language skills integration helps students develop their communicative competence (grammatical/linguistic competence, strategic competence, sociolinguistic competence, and discourse competence). Sixth, it provides exposure to authentic language learning environment so that students can interact naturally with the intended language. Seventh, it assists students to develop their critical thinking so that they can analyze, synthesize and

evaluate information better. This enables them to learn language skills in a better way and be successful academically. Seventh, it creates motivation in students by avoiding a routine practice of forms of the language that often creates dullness in students. Eighth, it provides student-centered and humanistic approach to language teaching in a classroom.

Moreover, Pardede (2017) suggests that if integrated skills' teaching is very well implemented, it is not only effective by improving students' language skills and/or language components, but also strengthen the students and teachers' relationship. Therefore, this approach could be well developed by using gamification, since both use interconnected tasks or activities, which endorse the versatility in the implementation of the four skills in a simulated environment, which provides reinforcement in communication and teamwork.

Gamification

First, Gamification is the implementation of game mechanics in a non-game environment, or the act of making something game-like. However, the most important for this proposal is to define the role of Gamification and what actually means with its implications in the educational field and its possible contribution to strengthen the different kind of language abilities. And this is practical to define clearly goals like a scorekeeping and scorecards, more frequent feedback, higher degree of personal choice of methods, and consistent coaching. As we dive deeper into our journey together, we will learn about how these factors boil down to specific motivation (Chou, 2014). For this proposal, Gamification will be considered as a system of “abstracted reality” that guides its players by using “rules, interactivity and feedback” and as an application of game-based dynamics to an educational effort (Kapp, 2012). The above definition denotes an intrinsic relationship with the

application model of modern video game mechanics and structures. In terms of the mechanics there are some characteristics like Character, The Story Develop and Rewards system, which will be described later.

To start a project related about Gamification dynamics, it will be significant to understand the manufacturing steps that configure the bases for application. On the one hand, (Kapp, 2014, Page 5) describes that it is important to implement the elements of the kind of game, player, aesthetic look and experiential feel of the game based on the purpose created to give sense to the whole dynamic. Based on that, to explain the development of these concepts which describes Gamification as a pedagogical strategy, it is necessary to start with a description of the principal concepts.

The terms most relevant to this research work are directly related in its principles and mechanical elements.

Table 1. *Game Principles*

Game principles	
Instructions – Game Reality	Guidelines to understand the didactic procedure.
Goals - Driven Games	Progress setting for the players.
Levels - Stages	Common course of action to follow the game structure.

It is important to define the concepts described in the Table 1, because they give the sense for the whole didactic performance. First, the Game Reality defines the parameters of

simulated environment outside the natural conception of the exposed students' environment. In pedagogical terms, it reduces and simplifies the concepts you are teaching in scale and complexity, and compacts them into the world of the game (Kapp, 2014, p. 2).

Secondly, the intervention of the concept of goals, we must bear in mind that there will be goals based on the context of the game and others that will be set by the player depending on their progress. They could be defined as a point of reference for the game process, but subsequently to the learning process as well. To attain goals, players must follow different types of rules. "Operational rules" tell players how to advance through and succeed in a game (Kapp, 2014, p. 2-3).

Finally, regarding the levels, it is important to take into account a development that keeps the student's attention and participation fixed, without neglecting the general dynamics and aesthetics of the initial proposal. Consequently, they could be considered as the transition points to change the concept of their own propose during a determined course of action, and change into another totally new, but connected to game nature already suggested. Games may feature three different kinds of levels: "game levels," in which the player accomplishes a different set of evolving goals in each level; "playing levels", where the difficulty of accomplishing the same goals increases; and "player levels," which mark a player's progress through the game by offering steady advancement from one level to the next (Kapp, 2014, p. 3).

Table 2.*Game Mechanics*

Game mechanics	
Player Types	The categorization of the participants and role.
Feedback system - Achievements	Imaginary rewards that encourage the engagement experience.
Facts, Concepts and Procedures	Elements that make sense in the environment proposed.

To introduce the concepts of the second table related to the mechanics, it is important to start with the player notion. The player is a figure that retains certain attributes or, in this proposal, being an avatar (creation of the player in the likeness of himself or at the disposal of his tastes). The player concept is basically the link between the real world and the simulated reality during the didactic proposal. We will have three player concepts, which are described as the “achiever” has one goal: to win, to come out on top in the technical sense. The “explorer” spends extra time feeling out and learning the game environment. The “socializer” devotes attention to forming relationships with other players (Kapp, 2014, p. 3).

Secondly, in terms of Feedback system – Achievements, it is essential to understand that they are not behavioral dynamics, since what we seek to obtain through Gamification is the fulfillment of achievements, which are presented as rewards that only generate motivation in the participants. These connected concepts are the parameter system to recognize the effect of the Player actions in the game, and also learning process. So, a

sequence of events deliberately crafted to generate a feeling of flow and to hold the players interest (Kapp, 2014, p. 3).

Finally, when a pedagogical proposal is using video game mechanics implies taking into account precise aspects such as roles. On one hand, we need to take into account firstly the teacher in a creative and guiding perspective, which would be not only the one who provide the material, rules, and activities, because it is also the guide for the students during the whole interaction with the game and learning process. On the other hand, in the case of the students, they will be the ones who must have a proactive attitude. However, the roles already mentioned before only could be possible through the following dynamics of “elaboration,” or associating new information with earlier information; “organizing” facts into logical clusters; associating a word with an image; repeating content; incorporating information into stories; sorting information into different groups or matching terms to their definitions (Kapp, 2014, p. 5).

As a result, the definitions already described from both tables, which specifically describe how to could be improved the use of the vocabulary, the use of grammar, the students’ pronunciation, the students’ fluency, to interact with the concepts (by writing, listening, reading and speaking), using the whole integrated skills throughout these game strategies. Nevertheless, the aspects already mentioned about the integrated skills will be defined later in this theoretical framework.

Role-Playing Games (RPG). This concept in the pedagogy is considered as a method which improves learners’ sense of engagement and participation. RPG (Role-Playing Games) is also described as a good way to help learners to feel immersed in a situation

more easily, enhancing their motivation, and therefore improving their learning outcomes (Peterson, 2010; Shapiro & Leopold, 2012). Based on these two definitions described above, this project will generally be developed. Additionally, the concept of RPG (Role Playing Game) is deeply related the concept of Gamification in a learning process. Based on the definition made in the previous section of RPG, it is useful to know how the dynamics of a video game in an EFL classroom are spliced, therefore it is key to define the dynamics of Gamification that are usually used in these contexts..

Correspondingly, to define the Modern RPG (Role-Playing Games) concept it is necessary to understand how reaches into the earliest games of simulation: systems of deciding fictional events randomly within a statistical model. Second, it isolates the elements of the fantasy genre that inspired enthusiasts to want more than just to read about the exploits of heroes, but to experience them, to visit fantastic worlds. Third, it traces how the practice of role-playing integrated with fantasy and gaming cultures to allow access to those sorts of adventures: to approximate the freedom of a character in a story within the framework of a simulation (Peterson, 2012). However, some detailed studies on this type of games, which are currently in video game format, show specific and significant contributions to the learning and acquisition of a second language.

To exemplify the above, a recent study describes that: Overall, the largely positive findings in this investigation suggest that MMORPGs (Massively multiplayer online role-playing games) play an important role in increasing the quantity and quality of L2 interaction among EFL learners (Chotipaktanasook & Reinders, 2018). Also, it is important to mention that a role-playing game (RPG) used to demonstrate the broad range of social forces, institutions, and structures in a semester-long series of in-class and homework assignments.

RPGs and other simulation games have been frequently suggested as a useful teaching methodology because of their unique ability to allow students to observe and analyze society from a new perspective (Simpson & Elias, 2011). Taking into account the information collected in the contextualization, it is important to understand that nowadays these kind of technological games phenomenon is normally surrounding the students' context and reveals a closer relation between the role-playing method and the actual kind of video games.

Figure 1

Constructs of the pedagogical proposal



Regarding the information already provided from this theoretical framework, the figure one (1) expose how they will work together as a strategy to improve the students' learning process. The Gamification will be the base concept that configures the implementation of this proposal by giving the principles and mechanics. These principles and mechanics are founded on of the video games structure, and for this proposal will be part of the activity design and development. However, it is important to clarify that the principles and mechanics can be applied successfully when there is a subcategory of the Gamification working on the whole structure. As it is mentioned in the description of Gamification there are many different ways to implement this approach like telltales, platform gaming, shooters, etc. But in order to find the most accurate way to connect Gamification with the integrated skills, this proposal suggests the use of RPG (Role-Playing Games), because it is a dynamic game structure that allowed the participants to constantly interact mainly with communication. And finally, this whole structure is designed to interact with the integrated skills, which were selected for this proposal to help the students improve their English level (A-2) by achieving the different ability features that will be encrypted in the activities.

CHAPTER III - Methodological Design

This chapter presents the mainly theoretical features that expose the meaning of a proposal of pedagogical and didactic innovation. Additionally, characteristics such as the vision of curriculum, vision of language, vision of learning and vision of classroom that established the parameters to follow for the elaboration and implementation of the different cycles that structure this pedagogical proposal.

Proposal of Pedagogical and Didactic Innovation

This section, will define the concepts of pedagogical proposal and didactic innovation. First, according to Navarro, and Flores (2018) the proposal is the result of the alternatives analysis and the decision will be by the best option, which depends on taking into account innovation and compliance with the requested requirements. Nevertheless, it is important to take into account that these alternatives must be analyzed and evaluated objectively with the institutional support and the teacher's self-awareness to determine which could be the doable for the possible students' context. So, it will be useful to understand the explanation of the concepts of innovation and didactic, in order to understand how they work in the pedagogy and for this proposal.

In terms of the first concept, agreeing to Béchard (2000), pedagogical innovation corresponds to a change that he defines as, "an intentional action that aims to introduce something original into a given context, and it is pedagogical as it seeks to substantially improve student learning in a situation of interaction and interactivity." Consequently, in an educational context, pedagogical innovations are often designated as everything which is not lecturing, the method still used by most of teachers. Thus, It

is a transformation, an actual change and not only the idea or the plan to change. This transformation can be brought about by different actors and carried out at a local or global level (Charlier, and Peraya, 2003).

Furthermore, the concept of didactics according to Chevallard (2007) is the diffusion of knowledge in any institution, such as a class of pupils, society at large, etc. More particularly, didactics is the scientific study (and the knowledge resulting thereof) of the innumerable actions taken to cause (or impede) the diffusion of such and such a body of knowledge in such and such an institution. Therefore, the notion of didactics not only cares for the knowledge isolated, because the praxis is part as the union of a type of tasks (such as solving quadratic equations, blowing one's nose, composing a fugue) and a technique – a way of doing – which purportedly allows one to carry out at least some tasks of the given type – those in the 'scope' of the technique. This eventually exposes that didactics are fully composed and complex structures of different knowledge implementations.

Curriculum vision

The vision of curriculum for this pedagogical proposal was designed by the conception of a context already studied, and the particular details that eventually denote weaknesses to relate to the fifth graders learning process. Consequently, it is important to understand that “the limitations, distortions, defects, and dangers” of current curriculum theory and practice and to envision some methods which may improve them (Nickel, 2002). Regarding that the students presented inconvenient to accomplish the A-2 level, this curriculum is designed concerning the implementation of activity sequences, where students

would have the opportunity to practice and achieve the aptitudes in content and applied integrated skills.

Likewise, to complement the application of the integrated skills in this vision of curriculum, it will be necessary to explain the role of Gamification. In academic settings, gamification serves as the skeletal framework of a curriculum that applies game-like aspects without jeopardizing the rigor of a curriculum. Through utilizing incentives driven to develop intrinsic motivation for increased student production, gamified methods tap into the game-like mentality for students, thereby keeping aspects of fun and game play present in the background of academic learning (McFarland, 2019).

Consequently, it will be necessary to study the best possible strategies to assess the different problems found during the characterization of the students. Accordingly to this, this curriculum requests to be accurate to the participants needs, both taking into account individual needs and those they share as a group. Thus, the fact of gamifying the curriculum can help teachers entice future student-players to continue learning their subject matter through a gameful curricular platform that is not afraid of mixing challenging academic learning with fun and play (McFarland, 2019).

Vision of language

The vision of language embraced in this proposal by the implementation of the integrated skills for the development of communication, concerning about with the connection for the most accurate way to interact with a second language. Since in real life the skills often occur together, they should also be linked in teaching, it was argued (Richards, C Jack., 2005). Therefore, in a real situation of communication the different skills

in a language are employed in combinations, because when someone receive information by Reading or Listening as input of language, it is common to interact by Speaking or Writing as an output to complement the normal rules of interaction or communication. Consequently, Chomsky (2012) mentioned that the most striking aspect of linguistic competence is what it may be called the creativity of language; that means the ability of the speaker to produce new sentences that are immediately understood by the others although they have no physical resemblance to sentences which are well known. Moreover, this creativity in an EFL classroom mostly belongs to the vision of language defined in the curriculum, so in that way it could be possible to adequate different exercises or activities that could improve the linguistic competence of the students.

Vision of learning

In this proposal, learning is understood as the development of the individual regarding to their personal aspirations, beliefs, influences and motivations. According to Freire (1998) it is impossible to talk of respect for students without taking into consideration the conditions in which they are living and the importance of all the knowledge derived from life experience, which they bring with them to school. I can in no way underestimate such knowledge.

Subsequently, it is important to know the curricular needs and motivations of the student populations for whom the gamified framework is created. One framework may not be effective for all student populations which is why teachers should consider the types of incentives to offer student-players (McFarland, 2019). Thus this proposal works into the personalization of its structure by taking into account the students' needs as the cornerstone,

since from them is where the proposal finds the context, possible activities, and, of course, the accurate learning process to be followed.

To assemble the concept of individual for this study, it is also indispensable to organize these features in consequence of the language teaching and learning. Furthermore in the language teaching, students are in a dynamic of a language class and some specific lessons proposed by the language teacher that affords the information connected to language structure and skills they need to improve. To make the collaboration successful, there should be a coordination of objectives and assignment between the language and content teachers (Brown, 2001; Alemayehu, 2008).

Vision of the classroom

Due to the characteristics of this pedagogic and didactic proposal, Classroom is conceived as the conception of a simulated environment, because it is part of the idea of Gamification to create a scenario of interaction with the possibilities to get improve. Hence, it is important to clarify that technology is just a tool, and the classroom must be adequate considering the conditions of the school by using as much creativity as possible. Some educators may feel more comfortable manipulating various technologies or have better tech access with their student-players than others, depending on school resources and the student populations with which they work (McFarland, 2019).

Besides, it is important to have a connection between their immediate contexts and provide enough characteristics to improve the students' communication and interaction. Based on this, it is important to understand about how learners learn a language, the kinds of

classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2005).

Subsequently, the main aspects of the students' immediate environment will be adjusted to the dynamic in the classroom. However, the classroom will be exposed as a particular simulated environment that will have features of a Gamification to extend the students' setting. The classroom will be exposed as a dynamic space that could change into different ways, sometimes they could sit in lines or sitting in a circle, sometimes the classroom could be a specific place, as an example, like a store, but always will be connected to communication.

CHAPTER IV - PEDAGOGICAL INSTRUCTION

Proposal of Pedagogical and Didactic Innovation

This pedagogical and didactic proposal aimed to improve the integrated skills by using different features of Gamification to adequate the learning process into a dynamic perspective in an EFL classroom. To design this proposal, it was necessary to understand that it is useful to have a structural idea of implementation for multi diverse tasks that could improve the integrated skills at the same time as in a real interaction context. Based on this, the Gamification suggests that it is possible to implement the principles and mechanics from video games to disclose a constant practice of certain knowledge in a way of integral learning.

Therefore, the proposal was divided into three stages in order to develop the cycles and lesson plans using activities based on Gamification to achieve the general improvement of the integrated skills. Each stage aimed to a main objective that is connected to a concept of game, but the secondary objectives, which are employed in an implicit way, are related to specific achievements of the language.

Subsequently, the achievements related to the whole game are designed to stimulate significant experiences to achieve the improvement of the students in their integrated skills. These simulated experiences are composed by dynamics of roles, leitmotifs (music that connect the listener to a specific moment, situation or a developing action), items (related to the nature of the story in the game) and power ups (items related to the advance of in roles of the participants). Moreover, the language content was structured in this proposal according to the fifth graders English level as well as the institution structure of the classes.

From the first to the final cycle, there are four lesson plans designed each. Every cycle is composed and divided by four sessions of one hour and a half each.

Table 3
Cycles of the pedagogical proposal

CYCLES	LESSON	TOPICS	OBJECTIVES	VOCABULARY/ USEFUL LANGUAGE	GAMIFICATION ASPECTS	INTEGRATED SKILLS
1. Identifying the crewmates.	<p>Lesson plan 1: Welcome to the space crew-I.</p> <p>-2 Sessions, each one of 90 minutes.</p>	<p>Can you describe your face?</p>	<p>-To understand the vocabulary we use to describe how our face is composed.</p> <p>- To make a physical description of a face.</p>	<p>VOCABULARY</p> <ul style="list-style-type: none"> * Physical descriptions (face). * Adjectives. * Colors and sizes. <p>USEFUL LANGUAGE</p> <ul style="list-style-type: none"> *Sentences basic structure, * Questions for describing people: -What...look like, how long, and what color. * Have/has. 	<p>PLAYER TYPES</p> <ul style="list-style-type: none"> * Single player <p>ACHIEVEMENTS</p> <ul style="list-style-type: none"> * Successful avatar's face creation. <p>FACTS, CONCEPTS AND PROCEDURES</p> <ul style="list-style-type: none"> * Recruitment for a new crew. * Space adventure (Leitmotif). * Headquarters (Leitmotif). 	<p>-SPEAKING.</p> <p>- READING.</p> <p>- LISTENING.</p>
	<p>Lesson plan 2: Welcome to the space crew-II.</p> <p>-2 Sessions, each one of 90 minutes.</p>	<p>Can you describe your body?</p>	<p>-To understand the vocabulary we use to describe how our body is composed.</p> <p>- To make a physical description of a body.</p>	<p>VOCABULARY</p> <ul style="list-style-type: none"> * Physical descriptions (body). * Adjectives. * Colors and sizes. <p>USEFUL LANGUAGE</p> <ul style="list-style-type: none"> *Sentences basic structure, *Questions for describing people: -What...look like, how old, how tall, how long, and what color. * Have/has. 	<p>PLAYER TYPES</p> <ul style="list-style-type: none"> * Single player <p>ACHIEVEMENTS</p> <ul style="list-style-type: none"> * Successful avatar's body creation. <p>FACTS, CONCEPTS AND PROCEDURES</p> <ul style="list-style-type: none"> * Recruitment for a new crew. * Space adventure (Leitmotif). * Headquarters (Leitmotif). 	<p>-SPEAKING.</p> <p>- WRITING.</p> <p>- LISTENING.</p>





1. Identifying the crewmates.

Lesson plan 3:

It's time for a suit!

-2 Sessions, each one of 90 minutes.

Let's take a look at your wardrobe.

-To give opinions by using adjectives.

- To make comparisons.

VOCABULARY

- * Adjectives (Clothes).
- * Colors and sizes (Clothes).
- * Materials (Clothes and accessories).

USEFUL LANGUAGE

- * This, that, these, those and comparative structures.

PLAYER TYPES

- * Multiplayer / Role creation.

ACHIEVEMENTS

- * Successful crew's uniform creation.
- * Get a role in the crew.

FACTS, CONCEPTS AND PROCEDURES

- * Contextualization of the missions to accomplish.
- * Explanation of the rules and roles.
- * Space adventure (Leitmotif).
- * Headquarters (Leitmotif).

-SPEAKING.

- WRITING.

- LISTENING.

Lesson plan 4:

How brave you can be?

-2 Sessions, each one of 90 minutes.

What about your abilities and personality?

-Recognize the most representative aspects of your personality.

- To identify different feelings that describes our mood.

VOCABULARY

- * Adjectives (Personality).
- * Gerunds (feelings).
- * To be verb.

USEFUL LANGUAGE

- * Basic sentence and question structure, short responses and the use of "because".

PLAYER TYPES

- * Single player / Character description.

ACHIEVEMENTS

- * Get the spaceship for the crew.
- * Unblock the first mission.

FACTS, CONCEPTS AND PROCEDURES

- * Space adventure (Leitmotif).
- * Headquarters (Leitmotif).

-SPEAKING.

- READING.

- LISTENING.





Lesson plan 1:
Who's going to help us?

-2 Sessions, each one of 90 minutes.

2. Repairing the spaceship.

What kind of professions do we know that can help us?

- To recognize the different professions in the close context.

- To recognize the different professions in an extended context.

VOCABULARY

- * Different jobs names.
- * Different profession tasks.
- * Unknown Vocabulary (Verbs)

USEFUL LANGUAGE

- * This, that, these, those, the use of "as" and "than".

PLAYER TYPES

- * Multiplayer / Role game.

ACHIEVEMENTS

- * Check the area to find allies.
- * Check the data machine and find allies.

- * Find the scientist.

FACTS, CONCEPTS AND PROCEDURES

- * Space adventure II (Leitmotif).
- * Searching (Leitmotif).
- * Success (Leitmotif).

-SPEAKING.

- READING.

- LISTENING.

Lesson plan 2:
It's time to go shopping!

-2 Sessions, each one of 90 minutes.

Do we know how to buy?

-To identify expressions and questions about shopping.

-To recognize different materials.

VOCABULARY

- * Materials.
- * Adjectives.
- * Machinery.
- * Different supplies (Tools)

USEFUL LANGUAGE

- * Basic sentence and question structure, Who-Where-When, and Time expressions.

PLAYER TYPES

- * Multiplayer / Role game.

ACHIEVEMENTS

- * Get the materials for the engine.

- * Get the materials for the rocket launchers.

- * Success (Leitmotif).

FACTS, CONCEPTS AND PROCEDURES

- * Space adventure II (Leitmotif).
- * Searching and work (Leitmotif).
- * Success (Leitmotif).

-SPEAKING.

- WRITING.

- READING.





2. Repairing the spaceship.

Lesson plan 3:
Meeting the crewmates!

-2 Sessions, each one of 90 minutes.

Meanwhile.
Why don't we talk about us?

-To identify our routines.

-To identify how to describe actions in progress.

VOCABULARY

- * Action Verbs.
- * Likes / Dislikes.
- * Hobbies.
- * Playground Vocabulary.

USEFUL LANGUAGE

- * Basic sentence structure and "to be verb + ing" verbs.

PLAYER TYPES

- * Single player / Character description.

ACHIEVEMENTS

- * Give the materials to the scientist.
- * Get points to level up.

FACTS, CONCEPTS AND PROCEDURES

- * Space adventure II (Leitmotif).
- * Chatting (Leitmotif).
- * Success (Leitmotif).

-SPEAKING.
- LISTENING.



Lesson plan 4:
The Doc got sick!

-2 Sessions, each one of 90 minutes.

What do you suggest for common health problems?

-To identify some common health problems.

-To give some possible suggestions.

VOCABULARY

- * Adjectives.
- * Infinitives.
- * Health Vocabulary.

USEFUL LANGUAGE

- * Can, Could, May for suggestions and request.

PLAYER TYPES

- * Multiplayer / Role game.

ACHIEVEMENTS

- * Get the ingredients for the medicine.
- * Create a medicine or remedy.

FACTS, CONCEPTS AND PROCEDURES

- * Space adventure II (Leitmotif).
- * Searching and work (Leitmotif).
- * Success (Leitmotif).

-SPEAKING.
- READING.
- WRITING.



Lesson plan 1:
An amazing recipe!

-2 Sessions, each one of 90 minutes.

What do you about other countries?

-To ask and describe cities around the world.

-To ask and give suggestions about travel.

VOCABULARY
* Adverbs before adjectives.
* Adjectives.

USEFUL LANGUAGE
* "And, but, thought and however. Can".
Also, Could, May, and To be Verb.

PLAYER TYPES
* Multiplayer / Role game.

ACHIEVEMENTS
* Find a fuel creator.
* Get the ingredients for the fuel.

FACTS, CONCEPTS AND PROCEDURES
* Space adventure III (Leitmotif).
* Searching and work (Leitmotif).
* Success (Leitmotif).

-SPEAKING.
- LISTENING.
- READING.

3. Let's launch the spaceship.



Lesson plan 2:
Let's share some experiences!

-2 Sessions, each one of 90 minutes.

What about you?

-To describe past experiences.

-To exchange information about past experiences and events.

VOCABULARY
* Past participle irregular verbs.
* Past participle regular verbs.
* Unknown Vocabulary.

USEFUL LANGUAGE
* Basic sentence structure, short responses "yes, no answers" and the use of because to explain experiences.

PLAYER TYPES
* Multiplayer / Role game.

ACHIEVEMENTS
* Get the fuel.
* Get points to level up.

FACTS, CONCEPTS AND PROCEDURES
* Space adventure III (Leitmotif).
* Chatting (Leitmotif).
* Success (Leitmotif).

-SPEAKING.
- WRITING.
- READING.



Lesson plan 3:
Are you hungry?

-2 Sessions,
each one of 90
minutes.

**Can you
describe your
body?**

-To definite likes
and dislikes.

-To be agree or
disagree by
ordering some
food.

VOCABULARY

- * Likes-dislikes.
- * Sequence adverbs.
- * Recipients.

**USEFUL
LANGUAGE**

- * The use of have/has
with participle verbst
vs. past verbs and past
time expressions, and
Likes-dislikes.

PLAYER TYPES

- * Multiplayer / Role
game.

ACHIEVEMENTS

- * Create an
inventory food for
the trip.
- * Get the food for
the trip.

**FACTS,
CONCEPTS AND
PROCEDURES**

- * Space adventure III
(Leitmotif).
- * Searching and
work (Leitmotif).
- * Success
(Leitmotif).

- SPEAKING.**
- **LISTENING.**
- **READING.**

**3. Let's
launch the
spaceship.**



Lesson plan 4:
What kind of
plans do you
have for the
trip?

-2 Sessions,
each one of 90
minutes.

**Can you
describe your
body?**

-To describe
plans.

-To plan a trip.

VOCABULARY

- * Space environment.
- * Space/astronaut
activities.
- * Connectors

**USEFUL
LANGUAGE**

- * The use of be going to
and will. Also, Can,
Should, May for
necessities and for
suggestions.

PLAYER TYPES

- * Multiplayer / Role
game.

ACHIEVEMENTS

- * Prepare the
spaceship for the trip.
- * Get the badge of
interstellar traveler.

**FACTS,
CONCEPTS AND
PROCEDURES**

- * Space adventure
III (Leitmotif).
- * Searching and
work (Leitmotif).
- * Success (Leitmotif)
- * Launching (sound
effect)
- * Space adventure
Overture
(Leitmotif).

- SPEAKING.**
- **WRITING.**
- **READING.**
- **LISTENING.**

Cycle 1: Identifying the crewmates

This cycle of the pedagogic and didactic proposal is the introduction into the Gamification concepts in the EFL classroom. It is divided into four (4) lesson plans based on the use of introductory concepts of a simulated environment. In this cycle, the students will gradually interact with the Game principles in an easy difficulty. However, this aspect has been determined based on the target of population described at the beginning of this proposal.

The first and second lesson plans called “Welcome to the space crew I-II” have the objective to introduce the student on their own avatar creation, and subsequently to identify themselves as part of the simulated environment and the Game structure. However, the first part will be focused on the face creation and the second one in the body creation, but the achievements for these lessons are attached to the concept of successfully achieve the creation of their own characters, because they will be with them the whole process. Regarding EFL, the grammar structure proposed are the Simple Present, Questions for describing people: -What...look like, how long, and what color, how old, how tall, the uses of the verb have, and vocabulary related to face and body parts with adjectives to describe them. The integrated skills designated for first lesson are Speaking, Reading and Listening, but for the second one, it will have Speaking, Writing and Listening.

The third lesson is “It’s time for a suit!” introduce the concept of unknown vocabulary related to the Game context, and enhance the motivation to ask about different kind of words that are related to clothes in a conventional way. Additionally, the students will work with

comparisons and demonstratives to handle how to interact with objects in a grammatical way. The integrated skills designated for this lesson are Speaking, Writing and Listening.

Lastly, the last lesson named “How brave you can be?” will expose the most recognizable descriptions related to their personalities. In this lesson the vocabulary will be engaged in the identification and recognition of different kind of moods, feelings and characteristics of personality description. The grammar will be focused in the Present Simple, Short answers, and Clauses with because. The integrated skills chosen for this lesson are Speaking, Reading and Listening.

Cycle 2: Repairing the spaceship

For the second cycle, will be focused on the game dynamics with the beginning of the adventure and featured with different adventures that involve their roles. The other four (4) lessons are designed to be more interactive than the first one that is more introductory. These lessons will have aspects as teamwork, self-reliance, and commitment through a communicative way. In this cycle, the students will relate the Game mechanics in a medium difficulty.

Lesson number one in this cycle is called “Who’s going to help us?” will introduce the interaction with unreal characters that are part of the plot of the whole Game structure. Regarding the grammar the students will work with the Present Simple, Wh questions, and Time expressions. The vocabulary will be related to jobs and professions, but also working with unknown vocabulary associated to the simulated environment. The integrated skills chosen for this lesson are Speaking, Reading and Listening.

The second lesson “It’s time to go shopping!” will give the students the possibility to identify expressions and questions about shopping by using unknown vocabulary associated to recognition of different materials, adjectives, machinery, and different supplies like Tools. Concerning EFL, the grammar structure proposed are Demonstratives, Evaluations and comparisons. The integrated skills chosen for this lesson are Speaking, Writing and Reading.

Thirdly, there is the lesson “Meeting the crewmates” is designed to be a break point to develop their motivation, and therefore improving their learning outcomes. This class has the implicit objective to bring children the confidence to share their routines and identify how to describe actions in progress while the secondary characters interact with them. The grammar structures proposed are the Simple present to introduce the Present Continuous. The integrated skills selected for this lesson are Speaking, and Listening.

Lastly, the last lesson named “The Doc got sick!” will expose how to identify some common health problems and how to give some possible suggestions. This lesson could be considered as a cliffhanger on the Game story to keep the students motivation on top. The grammar will be focused in the Modal Verbs for suggestions and for request. The integrated skills chosen for this lesson are Speaking, Reading and Writing.

Cycle 3: Let’s launch the spaceship

In this cycle, the students will be able to work with different four (4) integrated skills without any hesitation through the principles and mechanics of the Game already suggested. This cycle will just not conclude with the pedagogical proposal, also will end the story created for this simulated environment. This cycle will work as a conclusion with a prologue to the story by engaging the whole learning process successfully achieved during the

implementation of this pedagogical proposal. In this cycle, the students will deal with the Game mechanics in a hard difficulty.

Lesson number one in this cycle is called “What do you about other countries?” will introduce the last quest for the student. They will finally find the way to achieve the final goal and finish the story by asking and describe cities around the world to find the ingredients for the spaceship fuel. Regarding the grammar the students will work with Conjunctions, Modal Verbs, and To be Verb. The vocabulary will be related about Adjectives, Adverbs before adjectives, and some unknown vocabulary. The integrated skills chosen for this lesson are Speaking, Reading and Listening.

The second and third lesson called “What about you?” and “Let’s organize the food for the trip” will give the students the possibility to describe past experiences, exchange information about past experiences and events, definite likes and dislikes, and describe how to agree or disagree by ordering some food. And the students will interact with this sequence of activities while the spaceship is ready to launch. These two sections could be considered as a closure of the “adventure”, cause at the end of the third lesson the final achievement, which is launching the spaceship, will be reached. Concerning EFL, the grammar structures proposed are the Present perfect vs. Simple past, Likes-dislikes, and Present Perfect Questions. The integrated skills chosen for the first lesson are Speaking, Writing and Reading. And for the second lessons are Speaking, Listening and Reading.

Lastly, the last lesson named “What kind of plans do you have for the trip?” will expose a kind of prologue to enjoy the spaceship travel in a simulated environment. This lesson could be considered as a challenge to the students, because it would be necessary to use the whole

integrated skills to develop the activities during this last lesson. The useful structures will be focused in Future with be going to, Future with be will, Modals for necessity and suggestion.

It is necessary to mention that Cycles 1, 2 and 3, as well as its corresponding lesson plans and materials will be included in the following section of this chapter. However, to check and verify the links related to the material of all the lesson plans, See annexes 10-20 at the end of the document. In addition, in the following link it would be also possible to find the information related to the materials.

https://drive.google.com/drive/folders/1zMxPZ1ZiqI3xJCxCC_rYgaF0H7KOqwEX?usp=sharing

Instructional Design

WELCOME TO THE SPACE CREW-1

Lesson plan 1

Language Contents: Sentence basic structures, What-How and have/has, possessives.

Vocabulary: Physical descriptions (face), Adjectives, Colors and sizes.

Objectives:

- To understand the vocabulary we use to describe how our face is composed.
- To make a physical description of a face.

INTRODUCTION PRACTICE 40 MIN

As the first time with the students it will be introduced the topic of the whole structure of the dynamic for this first stage. The introduction of the Space adventure will expose the different activities during the class, and some possible rules.



15 MIN

The teacher will introduce the platform to create an avatar's face and will encourage the student by using an example. During the example the teacher will expose the different characteristics of the platform and how to use it. Moreover the teacher will include some vocabulary implicitly while the example of creation related to the avatar's face. This will be exposed through the projector to the white board for the whole classroom and allow the students to write down the vocabulary related about the activity and use them if they believe necessary at the moment of their turns.

At the end of the example, the student will create their avatar's face by using the platform in the same way like in the example. It is important to repeat this scenery for every single student, because the physical description of all of them is different, so there will be always opportunity to give and explain possible unknown vocabulary.

Finally, the students will have their own avatar's face finished and those avatar's faces will be printed for future purposes. (see appendix 2)

Warm up

The teacher will make presentation by using warm up activity (Prezi presentation) to exemplify the different pronouns using several currently famous characters face description mainly related to the pop culture to endure their attention and active participation. Examples:

- Their heads are...(We bare bears "Osos Escandalosos")
- Her skin is...(Star Butterfly from Star vs The Forces of Evil)
- His hair is...(Wall-e)

(see appendix 1)

20 MIN

wrap up 15 MIN

Students will make a guided participation and they will use their different avatar's face to expose how they understand their physical description. Also, this will be the opportunity for the teacher to check the correct spelling, and pronunciation as a feedback.



WELCOME TO THE SPACE CREW-I

Appendixes:

- Appendix 1



- Appendix 2



LINKS:

- <https://prezi.com/6rut8rxpqagm/let039s-enjoy-together/?present=1>
- <https://avatarmaker.com/>
- **GAMIFICATION LIETMOTIFS:**
- <https://www.youtube.com/watch?v=HkliKM2YTas>
- <https://www.youtube.com/watch?v=wy9r2qeouIQ>

WELCOME TO THE SPACE CREW-II

Lesson plan 2

Language Contents: Sentences basic structure, What-How and have/has.

Vocabulary: Physical descriptions (body), Adjectives, Colors and sizes.

Objectives:

- To understand the vocabulary we use to describe how our body is composed.
- To make a physical description of a body.

INTRODUCTION PRACTICE **40 MIN**

The introduction of the second mission thematic for this week will expose the different activities during the class, and some possible rules.



15 MIN

warm up

The teacher will expose a collage of images that expose different useful expressions to describe someone's body appearance. Also, it will be exposed the normal sentence that students can use in the simple present to make descriptions. Examples:

- She is tall.
- He is bald.
- They are good-looking.

(see appendix 1)

20 MIN

The teacher will introduce another platform to create an avatar's body and will encourage the student by using an example. During the example the teacher will expose the different characteristics of the platform and how to use it. Moreover the teacher will include some vocabulary implicitly while the example of creation related to the avatar's body. This will be exposed through the projector to the white board for the whole classroom and allow the students to write down the vocabulary related about the activity and use them if they believe necessary at the moment of their turns.

At the end of the example, the student will create their avatar's body by using the platform in the same way like in the example. It is important to repeat this scenery for every single student, because the physical description of all of them is different, so there will be always opportunity to give and explain possible unknown vocabulary. (see appendix 2)

wrap up **15 MIN**

Students will make a guided participation and they will use their different avatar's body to expose how they understand their physical description. Also, this will be the opportunity for the teacher to check the correct spelling, and pronunciation as a feedback.



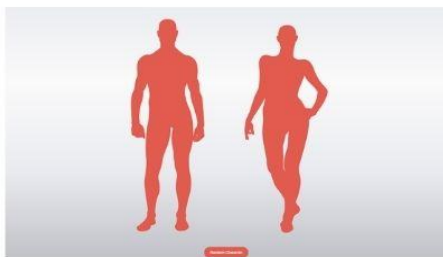
WELCOME TO THE SPACE CREW-II

Appendixes:

- Appendix 1



- Appendix 2



LINKS:

- <https://charactercreator.org/#>

GAMIFICATION LIETMOTIFS:

- <https://www.youtube.com/watch?v=HkliKM2YTas>
- <https://www.youtube.com/watch?v=wy9r2qeouiiQ>

IT'S TIME FOR A SUIT!

Lesson plan 3

Language Contents: This, that, these, those and comparative structures.

Vocabulary: Adjectives (Clothes), Colors and sizes, Materials.

Objectives:

- To give opinions by using adjectives.
- To recognize the use of the "comparisons."
- To identify the use some Unknown vocabulary.

INTRODUCTION

The introduction of the third mission thematic for this week will expose the different activities during the class, and some possible rules.



15 MIN

warm up

The teacher will introduce a video to introduce the context of clothing and how useful are some designs in terms of the different kind of actions that the people do relating clothes. The variety of vocabulary will be exposed and explain by the teacher.

(see appendix 1)

20 MIN

PRACTICE

The teacher will use the avatar's body creation platform to interact with the variety of clothes and accessories by exposing the whole possibilities. During the example, the teacher will expose the different characteristics of clothes and what are they made of.

40 MIN

Moreover the teacher will include some vocabulary implicitly while the example of creation related about clothes names. This will be exposed through the projector to the white board for the whole classroom and allow the students to write down the vocabulary related about the activity and use them if they believe necessary at the moment of their turns.

At the end of the example, the students will create their avatars uniform by using the platform in the same way like in the example. It is important to repeat this scenery for every single student, because the teacher will suggest three different groups based on the concept of a space crew, so they will decide about how every team will look depending of the role. Furthermore, there will be always opportunity to give and explain possible unknown vocabulary.

Finally, the students will have their own avatar's printed and they will keep them in their notebooks for future purposes. (see appendix 2)

wrap up

15 MIN

Students will make a guided participation and identify the different clothes that the classroom teams have chosen. The students will suggest changes and the teacher will possibilities by suggesting other options in the platform and taking into account the purpose of the clothes depending the tasks or roles. Also, this will be the opportunity for the teacher to check the correct spelling, and pronunciation as a feedback.



IT'S TIME FOR A SUIT!

Appendixes:

- Appendix 1



- Appendix 2



LINKS:

- <https://www.youtube.com/watch?v=xvHE-jwiltU>
- <https://charactercreator.org/#>
- **GAMIFICATION LIETMOTIFS:**
- <https://www.youtube.com/watch?v=HkliKM2YTas>
- <https://www.youtube.com/watch?v=wy9r2qeouiQ>

HOW BRAVE YOU CAN

BE?

Lesson plan 4

Language Contents: Basic sentence and question structure, short responses and the use of "because".

Vocabulary: Adjectives, gerunds, to be verb.

Objectives:

- To recognize the most representative aspects of your personality.
- To identify different feelings that describes our mood.

INTRODUCTION

As the first time with the students it will be introduced the topic of the whole structure of the dynamic for this second stage. The introduction of the first mission will expose the different activities during the class, and some possible rules.



15 MIN

warm up

The teacher will introduce a comic book segment to expose the most representative aspects of the personality from some characters. Then there will be some surveys for the students to complete based on the information already given to complement with their own description. (see appendix 1)

20 MIN

PRACTICE

40 MIN

The teacher will project a secondary survey to interact with the students with the purpose to create the ideal crewmate. This will be exposed through the projector to the white board for the whole classroom and allow the students to write down the vocabulary related about the activity and use them if they believe necessary at the moment of their turns. (see appendix 2)

At the end of the activity, the students will be able to have a discussion event to interact with their classmates and the teacher. Based on this, the students will define the ideal personality for a crewmate. Furthermore, there will be always opportunity to give and explain possible unknown vocabulary.

Finally, the students will have their ideal crewmate description printed and it will be exposed in the classroom for the whole semester.

wrap up

15 MIN

Students will make a guided participation will paste their avatar's face in the spaceship to represent the successful accomplishment of the first stage. Also, this will be the opportunity for the teacher to check the correct spelling, and pronunciation as a feedback. (see appendix 3)



HOW BRAVE YOU CAN BE?

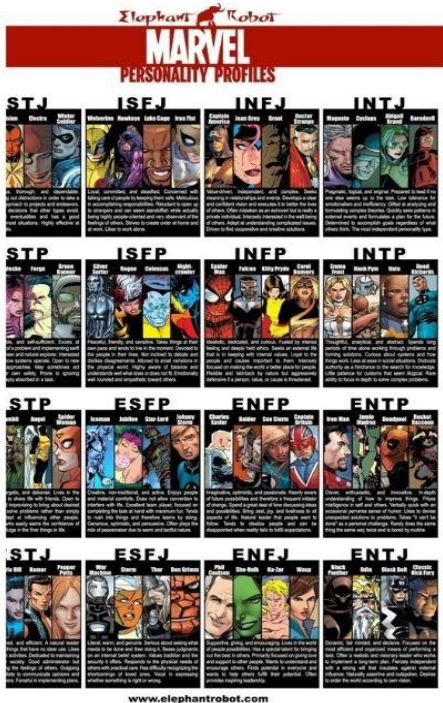
Lesson plan 4

Appendixes:

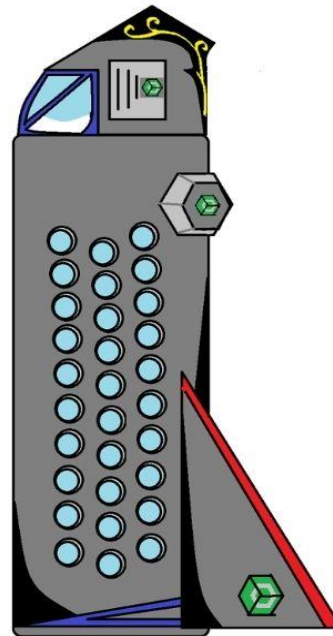
- Appendix 1



- Appendix 2



- Appendix 3



LINKS:

- <https://www.youtube.com/watch?v=HkliKM2YTas>
- <https://www.youtube.com/watch?v=wy9r2qeouiQ>

GAMIFICATION LIETMOTIFS:

WHO'S GOING TO HELP

**Cycle 2: Repairing
the spaceship**

US?

Lesson plan 1

Language Contents: Basic sentence and question structure, Who-Where-When, and Time expressions.

Vocabulary: Different jobs names, Different jobs names, profession tasks, Unknown Vocabulary.

Objectives:

-To recognize the different professions in the close context.

-To recognize the different professions in an extended context.

INTRODUCTION

It will be introduced the topic of the whole structure of the dynamic for this second stage. The introduction of the first mission thematic for this week will expose the different activities during the class, and some possible rules.



15 MIN

WARM UP

At the beginning of this activity the teacher will expose a collage with images related to different common jobs. Then, taking into account the context of the school the teacher will suggest naming the possible jobs that could help to complete the construction of the spaceship. This activity will be focus in the communication and interaction. Besides, it will be also required to pay attention to any kind of question related to unknown vocabulary at the moment that the students try to complete the list. (See appendix 1)

20 MIN

PRACTICE

40 MIN

The teacher will encourage the students to look forward and other kind of professions outside from their closer context. Consequently, the teacher will ask some guided questions to identify the possible jobs that are connected to creation or construction of a spaceship.

Based on the information above, at the end of a primary discussion the teacher will exposed a video about rocket science. Besides, it will be also required to pay attention to any kind of question related to unknown vocabulary and answer to any possible doubt about the topic. (See appendix 2)

WRAP UP

Students will make a guided participation and they will identify all the characteristics that describe a rocket scientist and resume the conception learned about their closer and extended context in terms of the diversity of professions. Also, this will be the opportunity for the teacher to check the correct spelling, and pronunciation as a feedback.

15 MIN



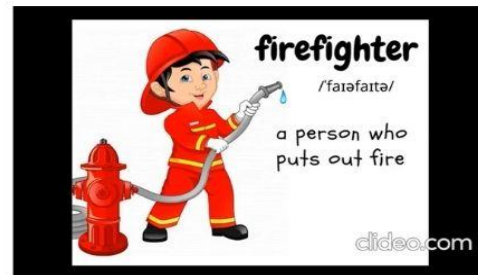
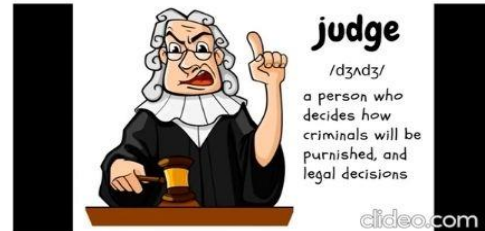
WHO'S GOING TO HELP US?

Cycle 2: Repairing the spaceship

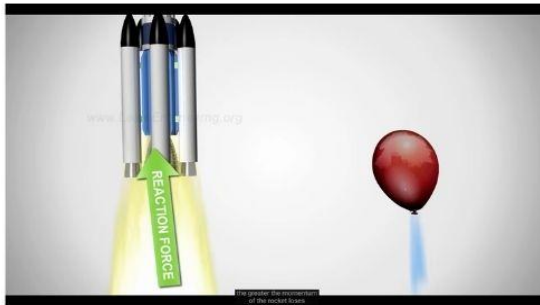
Lesson plan 1

Appendixes:

- Appendix 1



- Appendix 2



LINKS:

- <https://www.youtube.com/watch?v=lg8FIMRyZ24>
- <https://www.youtube.com/watch?v=QQB1lw3zjbc>

GAMIFICATION LIETMOTIFS:

- <https://www.youtube.com/watch?v=62qBpEYRrSM>
- <https://www.youtube.com/watch?v=eQqGKPVOQv8>
- <https://www.youtube.com/watch?v=uKEm-Z7ONDc>



IT'S TIME TO GO SHOPPING!

Cycle 2: Repairing the spaceship

Lesson plan 2

Language Contents: This, that, these, those, the use of "as" and "than".
Vocabulary: Materials, Adjectives, Machinery, and Different supplies (Tools).

Objectives:
-To identify expressions and questions about shopping.
-To recognize different materials.

INTRODUCTION PRACTICE 40 MIN

The introduction of the second mission thematic for this week will expose the different activities during the class, and some possible rules.



15 MIN

Warm up

The teacher will introduce a video to introduce the context of shopping and how useful are some gadgets in terms of the different kind of tasks that the people do in their activities. The variety of vocabulary will be exposed and explain by the teacher. (See appendix 1)

20 MIN

The teacher will create a simulated environment by pretending that the students are in a store. The three teams will have a specific amount of money and a list of items that they have to buy. However, there will be three students that will pretend that they are the sellers. Also, it will be not specifically denoted, but there will be some demonstratives, evaluation and comparisons as part of the structure to develop the activity. (See appendix 2)

The activity will have some props to represent the items that the student need, based on the list that the three teams will have as well. Furthermore, these props will have a little description about their cost, use and durability. At the end of the activity the teacher will check the purchases and recollect the items and will ask if there was any kind of inconvenient, doubt or difficulty.

wrap up 15 MIN

Students will make a guided participation by the checking of the items acquired. The imaginary scientist will receive the items and will congratulate the effort of the student by a video exposed for the whole class. Also, this will be the opportunity for the teacher to check the correct spelling, and pronunciation as a feedback.



MEETING THE CREWMATES!

Cycle 2: Repairing the spaceship

Lesson plan 3

Language Contents: Basic sentence structure and "to be verb + ing" verbs.
Vocabulary: Action Verbs, Likes / Dislikes, Hobbies, and playground vocabulary.

Objectives:
-To identify our routines and the differences between mine and the classmates.
-To identify how to describe actions in progress and its structure.

INTRODUCTION PRACTICE 40 MIN

The introduction of the third mission thematic for this week will expose the different activities during the class, and some possible rules.



15 MIN

warm up

The teacher will introduce a video or exposed through a The Sims 4 video game some normal activities related to the leisure time, because they have to wait to the imaginary scientist to finish the engine and rocket launchers for the spaceship. Also, it will be not specifically denoted, but there will be some characteristics of the simple present and present continuous as part of the structure to understand the activity(see appendix 1).

20 MIN

The teacher will suggest the students that as they will become space travelers, they will need to train by exercise themselves with normal playground activities. However, the teacher will also ask them to pay attention about your classmates, because they also need to be good observers in a space trip. During the playground activities, the student will describe the actions in progress at the same time they are playing by the guide of the teacher.(see appendix 2)

At the end of the activities in the playground, the teacher will ask the three teams to describe their favorite activities. Then, the teacher will ask about the activities that are mostly related to the personality of every single student, like hobbies.

wrap up 15 MIN

Students will make a guided participation and they will get a promotion as part of the crew. The students will receive and additional item to their avatars that they will paste in their notebooks. Also, this will be the opportunity for the teacher to check the correct spelling, and pronunciation as a feedback.



MEETING THE CREWMATES!

Cycle 2: Repairing the spaceship

Lesson plan 3

Appendixes:

- Appendix 1



- Appendix 2



LINKS:

- <https://www.ea.com/es-es/games/the-sims/the-sims-4>

GAMIFICATION LIETMOTIFS:

- <https://www.youtube.com/watch?v=62qBpEYRrSM>
- https://www.youtube.com/watch?v=QbVQGE_evC0&list=RDYDhY0elzq20&index=2
- <https://www.youtube.com/watch?v=uKEm-Z7ONDc>

THE DOC GOT SICK!

**Cycle 2: Repairing
the spaceship**

Lesson plan 4

Language Contents: Can, Could, May for suggestions and request.

Vocabulary: Adjectives, infinitives, and health vocabulary.

Objectives:

- To identify some common health problems.
- To give suggestions for common health problems.

INTRODUCTION

As the first time with the students it will be introduced the topic of the whole structure of the dynamic for this third lesson. The introduction of the last mission will expose with the different activities during the class, and some possible rules.



15 MIN

WARM UP

The teacher will introduce a group of Images/ presentation to variety of common health problems that exist. Moreover, the teacher will interact with the different kind of medicines, and ask about the student about the containers of this medicine (see appendix 1)

20 MIN

PRACTICE

40 MIN

For the main activity the teacher will introduce an imaginary situation. The imaginary scientist got sick, so there is no possibility to finish the construction of the engine and rocket launchers for the spaceship. The teacher will exposed a video about common health problems, and the possible suggestions. Also, it will be not specifically denoted, but there will be some characteristics of modal verbs for suggestions and request, as part of the structure to understand the activity (see appendix 2).

At the end of the presentation the teacher will suggest a useful remedy or medicine suggested by the crew taking into account the symptoms already described by the imaginary scientist.

WRAP UP

15 MIN

Students will make a guided participation and they will list the different suggestions and medicines for the scientist. The students will get at the end of the activity the engine and rocket launcher from the imaginary scientist. Also, this will be the opportunity for the teacher to check the correct spelling, and pronunciation as a feedback.



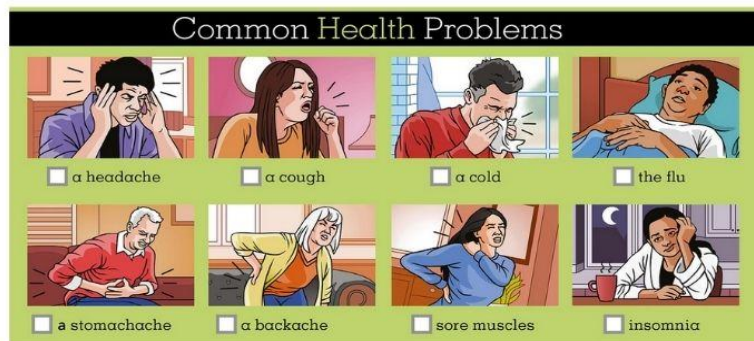
THE DOC GOT SICK!

Cycle 2: Repairing
the spaceship

Lesson plan 4

Appendixes:

- Appendix 1



- Appendix 2



LINKS:

- <https://www.mes-games.com/health.php>
- GAMIFICATION LIETMOTIFS:**
- <https://www.youtube.com/watch?v=62qBpEYRrSM>
- <https://www.youtube.com/watch?v=5UOqrGG-n-0>
- <https://www.youtube.com/watch?v=uKEm-Z7ONDc>

WHAT DO YOU KNOW ABOUT OTHER COUNTRIES?

**Cycle 3: Let's launch
the spaceship**

Lesson plan 1

Language Contents: "And, but, thought and however. Can". Also, Could, May, and To be Verb.

Vocabulary: Adverbs before adjectives, Adjectives.

Objectives:

-To ask and describe cities around the world.

-To ask and give suggestions about travel.

INTRODUCTION PRACTICE 40 MIN

It will be introduced the topic of the whole structure of the dynamic for this third and final stage. The introduction of the first thematic mission for this lesson that will expose the context of the previous lesson to achieve the goals for the next activities during the class.



For this main section the teacher will give the students a list of relevant ingredients for the rocket fuel. This list will have the most relevant products originated from different countries around the world, which will be also related about their cultures and economies.

On the other hand, the teacher will use a world map (could be digital or printed) to stick the countries flags while the students interact with a video game related to countries and continents. (See appendix 2)

At the end, based on the general culture knowledge share some facts or aspects of each country by using the Modal verbs and interact with the students.

warm up

At the beginning of this activity the teacher will explain how to create the rocket fuel. In order to find the ingredients for the fuel they need to collect around the world. However as an introduction the teacher will provide a video related to the most commonly known countries to contextualize the students. At the end they will have a practice exercise to indicate the countries mentioned in the video. (See appendix 1)

20 MIN

wrap up 15 MIN

Students will make a guided participation and they will list the most commonly known things of Colombia, drawing the flag and identify the continent. The students will get at the end of the activity the rocket fuel to be used in the final lesson. Also, this will be the opportunity for the teacher to check the correct spelling, and pronunciation as a feedback.



WHAT DO YOU KNOW ABOUT OTHER COUNTRIES?

Cycle 3: Let's launch the spaceship

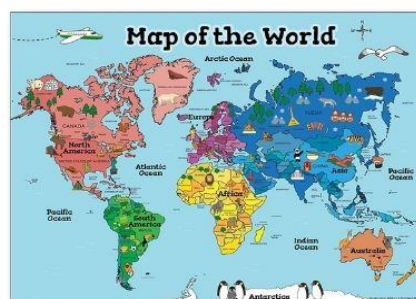
Lesson plan 1

Appendixes:

- Appendix 1



- Appendix 2



LINKS:

- <https://www.youtube.com/watch?v=BzdySBGED7s>
 - <https://www.eslgamesplus.com/esl-countries-vocabulary-game-2-wheel-of-fortune-countries-game/>
- GAMIFICATION LIETMOTIFS:**

- <https://www.youtube.com/watch?v=yiK6Ft8MEck>
- <https://www.youtube.com/watch?v=5UOqrGG-n-0>
- <https://www.youtube.com/watch?v=uKEm-Z7ONDc>

LET'S SHARE SOME EXPERIENCES!

Cycle 3: Let's launch the spaceship

Lesson plan 2

Language Contents: Basic sentence structure, short responses "yes, no answers" and the use of because to explain experiences.

Vocabulary: Adjectives, gerunds, to be verb.

Objectives:

- To recognize the most representative aspects of your personality.
- To identify different feelings that describes our mood.

INTRODUCTION

It will be introduced the topic this second lesson and provide the students a list of irregular verbs to work for the principal activity. The introduction of the second thematic mission for this lesson will describe the best way to understand the grammatical structure to share personal experiences.



15 MIN

WARM UP

At the beginning of this activity the teacher will expose with a video different kid and teenagers around the world sharing their personal experiences (See appendix 1). At the end of the video the teacher will specify some grammatical patterns in the experiences already seen and how the student can use them.

20 MIN

PRACTICE

40 MIN

For this main section the teacher will introduce to the classroom the interviewing concept. Then, the students will take turns to be interviewed by the teacher. Before the interview begins the teacher will share the questions to the students and that will help them to prepare their answers.

Once the students feel ready, the interview will start and the classroom will be conditioned to look like an interview show. Also the teacher will simulate with digital recording recordings an audience (See appendix 2).

WRAP UP

15 MIN

Students will have recognition of a level up. The students will be recognized as official astronauts and will have the boarding pass to their space travel. Also, this will be the opportunity for the teacher to check the correct spelling, structure use and pronunciation as a feedback.



LET'S SHARE SOME EXPERIENCES!

Cycle 3: Let's launch the spaceship

Lesson plan 2

Appendixes:

- Appendix 1



- Appendix 2



LINKS:

<https://www.youtube.com/watch?v=W5OjMfEm8Bw>

GAMIFICATION LIETMOTIFS:

- <https://www.youtube.com/watch?v=yiK6Ft8MEck>
- https://www.youtube.com/watch?v=QbVQGE_evC0&list=RDYDhY0elzq20&index=2
- <https://www.youtube.com/watch?v=uKEm-Z7ONDc>

ARE YOU HUNGRY?

Lesson plan 3

Language Contents: The use of have/has with participle verbst vs. past verbs and past time expressions, and Likes-dislikes.
Vocabulary: Likes-dislikes, Sequence adverbs, and Recipients.

Objectives:
-To definite likes and dislikes.
-To be agree or disagree by ordering some food.

INTRODUCTION

It will be introduced the set out or preparations to their space travel for the last lesson. The introduction of the third thematic mission will expose the context of picnic plan in space.



15 MIN

WARM UP

At the beginning of this activity the teacher will give the vocabulary to the students through a video game. This vocabulary will not just be focus on food vocabulary, because it also will contain some recipient's vocabulary. The students will take turns to answer and take notes about this topic. (See appendix 1)

15 MIN

PRACTICE

50 MIN

For this main section the teacher will explain to the students the use of the expressions like-dislike to identify their food preferences. However, some foods, like specific recipes or dishes, have more than one element that composed them. So, it will be necessary to also explain their composition by using the sequence adverbs.

Moreover, the teacher will create a simulated environment by pretending that the students are in a restaurant. The student will be divided in four groups and the teams will have a menu to choose their food preferences. However, there will be measurer draw on the board to select the most popular food on the menu. (See appendix 2)

WRAP UP

10 MIN

The teacher will give the name of the most popular dish and students will share their experiences based on the structured learned in the previous lesson. Also, this will be the opportunity for the teacher to check the correct spelling, structure and pronunciation as a feedback.

ARE YOU HUNGRY?

Appendixes:

- Appendix 1



- Appendix 2



LINKS:

- <https://www.eslgamesplus.com/food-and-drinks-esl-vocabulary-game-catapult-game/>

GAMIFICATION LIETMOTIFS:

- <https://www.youtube.com/watch?v=yiK6Ft8MEck>
- <https://www.youtube.com/watch?v=5UOqrGG-n-0>
- <https://www.youtube.com/watch?v=uKEm-Z7ONDc>

TO THE INFINITE AND BEYOND!

Lesson plan 4

Language Contents: The use of be going to and will. Also, Can, Should, May for necessities and for suggestions.
Vocabulary: Space environment, Space/astronaut activities, and Connectors.

Objectives:
-To be able to describe plans.
-To understand how to plan a trip.

INTRODUCTION

It will be introduced the last lesson structure activity which will evolve the plan for the space trip and the adventure closure. The introduction of the last thematic mission will expose the context of space context with real and imaginary concepts.



10 MIN

WARM UP

At the beginning of this activity the teacher will introduce the space vocabulary with a video that explains the different kind of activities that an astronaut normally do in their special context. (See appendix 1) The students will take notes about their favorite activities mentioned on the video.

20 MIN

PRACTICE

50 MIN

For this main section the students will share their favorite's activities to do on the trip. However, the teacher will write a list on the board and explain to the students the use of the grammatical structure of the future with be going to and will.

Moreover, the teacher will explain the things that the important things that could be useful in a space trip by using the modals for necessity and for suggestions. The student will be guide to participate and give their own opinions about this topic.

Finally, as a climax for this final lesson the teacher will use digital recordings to simulate a spaceship launching. Then, the teacher will use a space tour simulation created by the Nasa to make the student feel like exploring planets in space.

WRAP UP

10 MIN

The teacher will motivate the student to share their comments about the activity freely. Also, this will be the opportunity for the teacher to check the correct spelling, structure and pronunciation as a feedback.



TO THE INFINITE AND BEYOND!

Appendixes:

• Appendix 1



• Appendix 2



LINKS:

- <https://www.youtube.com/watch?v=jhD8GFwy734>
- https://exoplanets.nasa.gov/alien-worlds/exoplanet-travel-bureau/?cid=0,travel_bureau

GAMIFICATION LIETMOTIFS:

- <https://www.youtube.com/watch?v=yiK6Ft8MEck>
- <https://www.youtube.com/watch?v=5UOqrGG-n-0>
- <https://www.youtube.com/watch?v=uKEm-Z7ONDc>
- <https://www.youtube.com/watch?v=OMY0Z4Rf8D8>
- <https://www.youtube.com/watch?v=AZJUzfb6YM>



CHAPTER V: CONCLUSIONS AND IMPLICATIONS

Assumed from the information exposed in the previous chapters, this pedagogical proposal encouraged the use of Gamification in order to improve the integrated skills in the EFL classroom. In this last chapter, conclusions of the project will be described with its possible implications for possible implementation, the potential limitations and further research recommendations.

Implications and conclusions

First of all, it is important to mention that the use and acknowledgment of technology has been established as a priority in the educational process, because it is part of the regular social standards of interaction, and also for regular job requirements in the current society. However, it is important to mention that in Colombia, several inconvenient with the department of TIC (Las Tecnologías de la Información y las Comunicaciones), which means the informatics and communicational technologies, have been affected the normal development of the implementation of technologies in the different social spectrum, especially in the educational areas in most of the country. Eventually, the pedagogical strategies should be adjusted in this modern perspective, but considering our context, it should be implemented by taking into account the limitations, in order to avoid any kind of segregation.

Moreover, this proposal presents the Gamification as a 21st century approach that covers the needs of integrating technological tools, or at least simulating the use, composition or structure of technological elements with a game concept. This approach has been used currently in different social areas, principally as a tool to implement more

interactive learning processes. However, the implementation in education is in a certain way consider it new, because based on the information described in the theoretical framework, this approach is still in its experimental state in the classrooms. However, taking into account the needs of contemporary society, Gamification can fit properly in the implementation of new technologies and strategies that could considerably improve the students learning process.

On the other hand, it is known that the educational system has now the challenge to introduce multidisciplinary learning and teaching schemes that could handle with the constant society demands related about interaction, communication and information diffusion. Therefore, these aspects should be connected as well to the purpose to enhance the engagement by providing a more active and meaningful learning experience for students. Consequently, it will be necessary that our schools consider implementing this approach guided with our MEN, in order to avoid any kind of exclusion in our educational context.

Based on the information above is how this pedagogical proposal suggests the use Gamification, because it has being useful as a catalyst for different areas of knowledge. So, it also seems to give good results when is settled with the integrated skills that are part of the teaching process of a foreign language. As a consequence, it could be considered it as a tool to be used in the language teaching process, because it is directly related to promoting and encouraging communication, participation and continuous interaction.

In addition, the game principles and mechanics contribute to improving the teaching and learning of a foreign language since they increase the motivation of the students and their commitment to what they have learned. This pedagogical proposal is presented as a role game according to complies with the components, mechanics and dynamics of the

process. It is possible to motivate students by getting involved in the different challenges and activities, both evaluative and focused on the improvement through the different skills.

Furthermore, the Gamification could be considered as an approach that relates diverse challenges and the establishment of specific rules of competitiveness and cooperation among the subgroups and among the student body, mechanics were consolidated that, although it propitiated competition among the participants, also proved to be highly useful in the use of gamification to enhance the English as a foreign language the achievement of individual goals. Incorporation of gamma components as badges, points, rankings and levels, among others, is a tool for students to gain recognition for their work (Díaz and Zajia, 2020).

Finally, it is important to highlight that for each achievement, level and chain of activities that could be designed in a type of proposal like this; there is a high degree of creativeness and dynamic work. Therefore, the students' context and the possible correlations with their learning process may connect with kind of subject at the moment to contemplate implementation or designation of the different lessons. However, it seems that most of the studies, papers or articles analyzed had negative related about the use of Gamification. Although many of the studies analyzed prove to be beneficial for learners, but not all of them are located in a context like Colombia, and the ones who actually does, are not focused in the development of the integrated skill like this proposal.

Limitations

For this section, it will be important to note that there have been various factors that have generated limitations throughout the preparation of this document. Mainly, it is important to note that this document began as a research project, but due to the health crisis caused by COVID-19; this project had to become a pedagogical proposal, since its

application was impossible. Based on the above, it would be advisable to be able to apply this proposal in order to validate its viability as a pedagogical innovation proposal.

On the other hand, it is clear to mention that although it is possible to carry out this proposal leaving aside the nature of technological tools for vulnerable sectors. However, this in a certain way can represent a disadvantage for the students and a challenge for the teacher by having to adapt the activities and materials.

Further research

In conclusion, this proposal suggests that, in order to test its veracity, should be implemented and tested in a research project. So, it will be imperative taking into account different research tools that give the possibility to analyze concrete results and demonstrate how feasible could be for the current academic context.

Furthermore, it is relevant to bear in mind that not only can this approach be implemented with the role-playing mode, but also with different implementation modalities for this approach. Additionally, it is also important to take into account the possibility of implementing Gamification in relation of different aspects of the teaching language or in other learning areas and academic levels.

Finally, it will be useful to interact with diverse materials, since it could be implemented with traditional or handmade material. As it is mentioned on the theoretical framework, this approach does not request to use technology as a priority; however there are two facts to take into account about this. If the design will have traditional materials, it is important to adjust the Gamification principles with creativity to avoid traditional concepts of learning. Furthermore, if the technology would be considered as part of the materials, it needs to be coherent to the idea designed for the participants selected in that possible

implementation.

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Use.

ANNEXES

Annex 1. Speaking test.

ORAL QUIZ SCORING SHEET

STUDENT'S NAME: _____

DATE: _____ SCORE (x2): _____

ABILITY	-	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
Comprehension	0	1	2	3	4	5
Fluency	0	1	2	3	4	5
Grammar	0	1	2	3	4	5
Vocabulary	0	1	2	3	4	5
Pronunciation	0	1	2	3	4	5

GENERAL COMMENTS AND OBSERVATIONS

SUGGESTIONS FOR IMPROVEMENT

Annex 2. Writing test.

Name: _____ Grade: _____

1. Write the verbs according to the images.







2. Do you have a hobby?

3. What do you do in your free time?

Annex 3. Reading test.

Name: _____ Grade: _____

3. Read the following text and answer the questions.

My Daily Routine

My name is Michael. I live in Bogotá and I am a student. I'm 8 years old. I study at Domingo Faustino Sarmiento school in the afternoons. I'm in 5th grade. I get up early and have breakfast with my mother. Then, I do my homework and take a shower to be ready to go to school. I go to school around 12:00 pm. I like to play with my classmates. And finally, I go home around 6:30 pm and play Free Fire for 30 minutes. I'm level 18 and that is great!

2. Check the correct option

1. What is his name?

- a. Mario
- b. Rodrigo
- c. Michael
- d. Mauricio

2. How old is he?

- a. He's 9 years old
- b. He's 8 years old
- c. He's 6 years old
- d. He's 7 years old

1. Check the correct option True or False

1. Michael gets up at Late.

- True
- False

2. Michael goes to school around 12:00 pm.

- True
- False

3. He is level 17 in Free Fire.

- True
- False

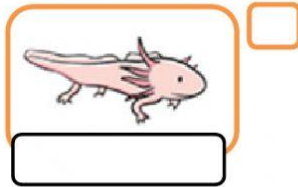
Annex 4. Listening test.



Listening

I. Listen, number and match.

bumblebee bat *Egyptian tortoise* *Mexican walking fish* *red panda*



II. Listen again and choose the correct alternative.

1. These animals are almost extinct because people are polluting their habitat.

- a. Bumblebee bat b. Egyptian tortoise c. Mexican walking fish d. red panda

2. These animals are very small. Many people want to keep these animals as pet.

- a. Bumblebee bat b. Egyptian tortoise c. Mexican walking fish d. red panda

3. These animals are very small. Now, there are only 200 left.

- a. Bumblebee bat b. Egyptian tortoise c. Mexican walking fish d. red panda

4. These animals don't have a place to live because of habitat destruction.

- a. Bumblebee bat b. Egyptian tortoise c. Mexican walking fish d. red panda

Annex 5. Diagnosis sample.

Nombre: Daniel Armando Edad: 10
Rodriguez Castillo

- ¿Dónde vives? ¿Es casa o apartamento?

Apartamento Rionegro

- ¿Con quién vives?

con mi gato mi mamá y mi hermana

- ¿A qué se dedican los miembros de tu familia?

mi mamá en ventas y mi papá guardia

- ¿Cuál es tu clase favorita?

Matemáticas, informática, educación física

- ¿Qué haces en tu tiempo libre?

Origami

- ¿Tienes algún pasatiempo? ¿Cuál?

Jugar Fútbol

- ¿Te gusta realizar trabajo en equipo? ¿Por qué y en qué situaciones?

si me gusta por que me gusta trabajar con personas

Annex 6. Speaking test sample.

ORAL QUIZ SCORING SHEET

STUDENT'S NAME: Samuel Mascoso B.
DATE: 27-08-2019 SCORE (x2): _____

ABILITY	-	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
Comprehension	0	1	2	3	4	5
Fluency	0	1	2	3	4	5
Grammar	0	1	2	3	4	5
Vocabulary	0	1	2	3	4	5
Pronunciation	0	1	2	3	4	5

GENERAL COMMENTS AND OBSERVATIONS

* Poor Vocabulary * Too much hesitation - Bad structures


SUGGESTIONS FOR IMPROVEMENT

- More speaking practice
- Improve the participation during classes


Annex 7. Writing test sample.

Name: Juan Esteban Quintero Grade: 302


1. Write the verbs according to the images.



Play X-box



Book



Eating

2. Do you have a hobby?

Play soccer, watch television

3. What do you do in your free time?

Visit my cousins, Do my homework,
Clean my room

Annex 8. Reading test sample.

Name: Dennis Fernando Rodriguez Grade: 5th

3. Read the following text and answer the questions.

My Daily Routine

My name is Michael. I live in Bogotá and I am a student. I'm 8 years old. I study at Domingo Faustino Sarmiento school in the afternoons. I'm in 5th grade. I get up early and have breakfast with my mother. Then, I do my homework and take a shower to be ready to go to school. I go to school around 12:00 pm. I like to play with my classmates. And finally, I go home around 6:30 pm and play Free Fire for 30 minutes. I'm level 18 and that is great!

2. Check the correct option

1. Where is his school?

a. Maria

b. Mercedes

c. Domingo

d. Sarmiento

2. How old is he?

a. He's 2 years old

b. He's 8 years old

c. He's 6 years old

d. He's 7 years old

1. Check the correct option True or False

1. Michael gets up at late.

True

False

2. Michael goes to school around 12:00 pm.

True

False

3. He is level 17 in Free Fire.

True

False

Annex 9. Cycle 1. Lesson plan 1 Material-Links.

<https://prezi.com/6rut8rxpqagm/let039s-enjoy-together/?present=1>

<https://avatarmaker.com/>

GAMIFICATION LIETMOTIFS:

<https://www.youtube.com/watch?v=HkliKM2YTas> / (Space adventure I).

<https://www.youtube.com/watch?v=wy9r2qeouiQ> / (Headquarters).

Annex 10. Cycle 1. Lesson plan 2 Material-Links.

<https://charactercreator.org/#>

GAMIFICATION LIETMOTIFS:

<https://www.youtube.com/watch?v=HkliKM2YTas> / (Space adventure I).

<https://www.youtube.com/watch?v=wy9r2qeouiQ> / (Headquarters).

Annex 11. Cycle 1. Lesson plan 3 Material-Links.

<https://www.youtube.com/watch?v=xvHE-jwiltU>

<https://charactercreator.org/#>

GAMIFICATION LIETMOTIFS:

<https://www.youtube.com/watch?v=HkliKM2YTas> / (Space adventure I).

<https://www.youtube.com/watch?v=wy9r2qeouiQ> / (Headquarters).

Annex 12. Cycle 1. Lesson plan 4 Material-Links.

GAMIFICATION LIETMOTIFS:

<https://www.youtube.com/watch?v=HkliKM2YTas> / (Space adventure I).

<https://www.youtube.com/watch?v=wy9r2qeouiQ> / (Headquarters).

Annex 13. Cycle 2. Lesson plan 1 Material-Links.

<https://www.youtube.com/watch?v=lg8FIMRyZ24>

<https://www.youtube.com/watch?v=QQB1lw3zJbc>

GAMIFICATION LIETMOTIFS:

<https://www.youtube.com/watch?v=62qBpEYRrSM> / (Space adventure II).

<https://www.youtube.com/watch?v=eQqGKPVOQv8/> (Searching).

<https://www.youtube.com/watch?v=uKEm-Z7ONdc/> (Success).

Annex 14. Cycle 2. Lesson plan 2 Material-Links.

https://www.youtube.com/watch?v=j4VECKzj_g0

GAMIFICATION LIETMOTIFS:

<https://www.youtube.com/watch?v=62qBpEYRrSM> / (Space adventure II).

<https://www.youtube.com/watch?v=5UOqrGG-n-0/> (Searching and work).

<https://www.youtube.com/watch?v=uKEm-Z7ONdc/> (Success).

Annex 15. Cycle 2. Lesson plan 3 Material-Links.

<https://www.ea.com/es-es/games/the-sims/the-sims-4>

GAMIFICATION LIETMOTIFS:

<https://www.youtube.com/watch?v=62qBpEYRrSM> / (Space adventure II).

https://www.youtube.com/watch?v=QbVQGE_evC0&list=RDYDhY0elzq20&index=2/
(Chatting).

<https://www.youtube.com/watch?v=uKEm-Z7ONdc/> (Success).

Annex 16. Cycle 2. Lesson plan 4 Material-Links.

<https://www.mes-games.com/health.php>

GAMIFICATION LIETMOTIFS:

<https://www.youtube.com/watch?v=62qBpEYRrSM> / (Space adventure II).

<https://www.youtube.com/watch?v=5UOqrGG-n-0/> (Searching and work).

<https://www.youtube.com/watch?v=uKEm-Z7ONDC/> (Success).

Annex 17. Cycle 3. Lesson plan 1 Material-Links.

<https://www.youtube.com/watch?v=BzdySBGED7s>

<https://www.eslgamesplus.com/esl-countries-vocabulary-game-2-wheel-of-fortune-countries-game/>

GAMIFICATION LIETMOTIFS:

<https://www.youtube.com/watch?v=yiK6Ft8MEck/> (Space adventure III).

<https://www.youtube.com/watch?v=5UOqrGG-n-0/> (Searching and work).

<https://www.youtube.com/watch?v=uKEm-Z7ONDC/> (Success).

Annex 18. Cycle 3. Lesson plan 2 Material-Links.

<https://www.youtube.com/watch?v=W50jMfEm8Bw>

GAMIFICATION LIETMOTIFS:

<https://www.youtube.com/watch?v=yiK6Ft8MEck/> (Space adventure III).

https://www.youtube.com/watch?v=QbVQGE_evC0&list=RDYDhY0elzq20&index=2 / (Chatting).

<https://www.youtube.com/watch?v=uKEm-Z7ONDC/> (Success).

Annex 19. Cycle 3. Lesson plan 3 Material-Links.

<https://www.eslgamesplus.com/food-and-drinks-esl-vocabulary-game-catapult-game/>

GAMIFICATION LIETMOTIFS:

<https://www.youtube.com/watch?v=yiK6Ft8MEck/> (Space adventure III).

<https://www.youtube.com/watch?v=5UOqrGG-n-0/> (Searching and work).

<https://www.youtube.com/watch?v=uKEm-Z7ONDc/> (Success).

Annex 20. Cycle 3. Lesson plan 4 Material-Links.

<https://www.youtube.com/watch?v=jhD8GFwy734>

https://exoplanets.nasa.gov/alien-worlds/exoplanet-travel-bureau/?cid=0,travel_bureau

GAMIFICATION LIETMOTIFS:

<https://www.youtube.com/watch?v=yiK6Ft8MEck/> (Space adventure III).

<https://www.youtube.com/watch?v=5UOqrGG-n-0/> (Searching and work).

<https://www.youtube.com/watch?v=uKEm-Z7ONDc/> (Success).

<https://www.youtube.com/watch?v=OMY0Z4Rf8D8/> (Launching/Sound Effect).

<https://www.youtube.com/watch?v=AZJUzfjB6YM/> (Space adventure Overture).