DIGITAL NATIVES: A PROPOSAL TO DESIGN A VIDEOGAME-BASED SYLLABUS TO DEVELOP COMMUNICATIVE SKILLS IN CHILDREN

Ronald A. Rojas

To my son Juan Diego,

You are the engine of my life
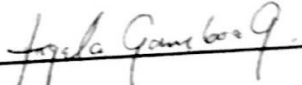
To my family,

For supporting me in good and bad moments

To the infinite lives I lived through videogames,

For the further adventures that will come.

Note of acceptance:

Giselle Sarmiento M

Advisor: Giselle Sarmiento Mercado

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Juror:

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Juror:

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ABSTRACT

Engaging and involving our students while learning English as a foreign language is a topic of great interest for teachers. Different strategies and methods are developed in order to provide learning environments where learners can improve their communicative skills and the use of videogames for learning proposed within this research project is not an exception. Applying the use of commercial videogames is not the same as using educative videogames in classroom. For that reason, it was necessary to design a videogame-based syllabus but using videogames produced for entertaining purposes since it was necessary to provide a real engagement in learners without altering the course of the teaching and learning goals, producing learning activities in which learners can feel self-confidence, commitment and self-awareness with the English learning process while having fun.

Keywords: Communicative skills, videogame-based syllabus, engagement, task-based approach, gamification.

CHAPTER 1

INTRODUCTION

The current research proposal provides information about how videogames may develop communicative skills in learners of cycle three that involves fourth, fifth and sixth grades of a private school in Colombia. For that reason, with the first chapter the reader will find description of the problem that this qualitative research intends to solve. Likewise, the justification associated with the requirements made by the Colombian Ministry of Education in order to accomplish the goals provided with the Proyecto Nacional de Bilingüismo and finally the research question and the objectives proposed with this study.

In the second chapter are described all the important concepts, quotations and definitions related to the theory that will provide support for the research question. With this, the readers will identify the chapter two as a guide that documents the need for the study, based on researchers who also worked previously within the same investigation area related to enhance communicative skills in learners by using alternatives teaching methods such as videogames.

Throughout the third chapter, the readers will obtain information about the methodological design developed within the research such as the type of study, the research approach and the role of the researcher, as well as the setting in which the study took place and its research participants. Finally will find description of the instruments used for the data collection and the procedures taken with them.

The fourth chapter will present the videogame-based syllabus design that was elaborated based on the theory reviewed and the methodological design presented on previous chapters. The reader will find the structure, task-based activities and the content selected that will help to improve the communicative skills in learners thanks to the use of the activities carried with the videogame selected for the piloting of this study.

With the fifth chapter, the readers will deep into responses and evidences related to the research question. Thus, it will be displayed the categories that will provide insights and descriptions found by the teacher-researcher thanks to the data collected during the piloting process, leading in this way to the conclusions described with the last chapter.

Finally, within the chapter six, the reader will finally obtain relevant findings, implications, limitations and descriptions about the present study with the intention to foster further researchers that are looking to immerse in the several English teaching-learning alternatives in order to foster future learners towards an easier and more attractive learning language acquisition.

To begin with, in Colombia the Ministry of National Education sees the acquisition of a foreign language as response for the multiculturalism needs required globally since the beginning of Twenty First century. Now, a huge amount of Colombians may have access to learn a foreign language as a regular condition to open doors to our social building process that engage diverse cultural identities in which everyone may reach different opportunities for a better quality of life in a very often cohesive and globalized society, all this with the final goal of understanding and communicating ourselves in the more connected world in which we are living.

The communicative skills improvement within this research proposal will be carried through the development of supporting units reflected in a syllabus, which may work as an initial guide for

future teachers and teacher-researchers in Colombia in order to implement learning activities that allow learners to achieve the development of communicative skills and other objectives established in class. Any of the goals established during the teaching process will be achievable as long as teachers take advantages of the safer environment and interaction offered by the world of videogames. In this way, the level of fear faced by teachers diminishes while motivating a growing generation of "Digital Natives Children" who may not have experienced the use of those technologies in class. Teachers then will have with this proposal a walkthrough to adapt their teaching needs and preferences with their students' needs and preferences as well through an advantageous environment.

When dealing with videogames we speak about those commercial games that children usually play at home or those shared with friends and relatives, immersing children through an entertained and pleasant space. For this reason, researchers and experts on the topic of videogames in education as Felicia (2009), highlight a growing movement called Serious Games, which promotes the use of technology for educational purposes, recreational and academic training, demonstrating the social and therapeutic impact resulting from videogames that have been designed with or without pedagogical intention. Within the different aims Felicia's research, we can find the intention to create adaptation to the new generation of students who were born immersed in a technological world and who are now recognized as "Digital Natives" into a more interesting and catching learning environment.

Statement of the problem

Teaching and learning English in Colombia has become important as for parents and children. According to Graddol (1997), parents and students see learning English as an opportunity for economic success, but they also discuss about teachers. Teachers in Colombia are usually, not to

say a large majority, criticized because they do not have a competent level. Hence, in many of the cases there are no appropriate spaces for practicing the language especially because the language is not used in our regular Colombian contexts. Besides, the impact of technology in education is determined by social change rather than innovation and technological breakthroughs or while having the necessary elements to provide a profitable environment for learning, some teachers do not take advantage of technological resources.

One of the ways to take advantage of those technological resources may be by playing videogames during the learning process, with them, we may find an opportunity to engage learners towards self-conscious and internalization of their own learning. Also we can open a door to our teaching procedures since the combination of playing and teaching provides a meaningful learning through an EFL class. According to Borja (1998), playing is not only a spontaneous activity; it provides a space for children to learn and meet the same objectives and develop certain skills. Games allow socializing in school environments, promoting meaningful learning, stimulating imagination and encouraging the development of critical thinking in learning. According to Kirriemuir and McFarlane (2004), the power of videogames make learning fun and the best is that they create virtual environments that are conducive to students to learn while practicing.

With regard to learning and social situation in the classroom at the Gimnasio Campestre Educacion Dinámica the learners seemed receptive, enthusiastic and willing to pay attention in the English class. However, the methodological approach handled by the school makes learners learn English isolated from the others, and in despite that the English teacher provides very dynamic activities to involve learners in the development of communicative skills, students have barely communicative opportunities to practice English in the class with the topic explained by the teacher. As a matter of fact, they have only two hours weekly of English class.

Furthermore, it was notable the lack of interest coming from some learners since they see English class as another subject more with not such importance, where is required only to accomplish with homework and grades. Because of the aforementioned, English teacher finds a barrier that ties students to the lack of compromise during the English class, therefore the real engagement and improvement of communicative skills.

Justification

In regards to the guidelines provided by the Proyecto Nacional de Bilingüismo, initiated in 2004 with limit time until 2025, in which was included the standards that determine the competences required to achieve the objectives planned in Colombian education. The government used as reference the Common European Framework of Reference for Languages (CEFR) as international reference, which will help to raise the communicative abilities throughout the educational system in the country in order to provide competences and abilities to support competitiveness that demands our more globalized current world.

Reaching the goals of bilingualism in education established in Colombia by the Proyecto Nacional de Bilingüismo has become into a task of highest importance since the knowledge of a second language, especially English, has become into the representation of immense benefits for the communities in our country, being this a requirement for achieving better jobs inside and outside of the nation and therefore, representing major progress for the economy and the development of Colombia.

This research arises from the necessity of enhancing and strengthening the different communicative skills of young learners from the very beginning of the learning English process since it is indispensable to provide the appropriate tools for children to communicate and face the constant cultural interchange that we are currently experiencing in our globalized society. Teaching

English as Foreign Language should not be a clustered process in which communicative skills are taught one by one but it should be treated as a whole process. This project is an endeavor to design an alternative way to provide the teaching-learning process, bringing the technology of videogames to the classroom in a basic primary school immersing participants in their own learning processes.

Additionally, videogames in education may intend to call imagination and fair competition among students, characteristics that have not been yet abandoned from their early childhood through games and that teachers should work as guidance counselors in order to design and implement activities using videogames to achieve the objectives devised in class.

Moreover, teachers and people involved in the teaching English process will find a simpler way in which students may acquire certain levels of authority for their own learning development. Raising confidence and guiding students towards a real self-reliance for the development of skills and knowledge that can benefit children and youth in future situations, inside or outside the classroom.

Additionally, this study may provide a guide for teachers in order for them to take advantage of the commercial technologies, bringing to their students a different opportunity to learn, leading in that way learners to success during the English learning process. Consequently, teachers may accomplish with the required program of bilingualism and the guidelines established by the Colombian government towards the development of education, linking the use of new technologies and others diverse means of learning and teaching English.

Research question

How the design and implementation of a videogame-based syllabus may help to improve the communicative skills in an elementary children school in Colombia?

General objective

To explore how by using videogames in classroom students may improve English communicative skills in an elementary children school, throughout the design of a syllabus that facilitates learning English in class.

Specific Objectives

1. To promote the use of video games as a tool to develop communicative skills in the English class for children in an elementary school.

2. To encourage learners to play videogames as a tool to enhance their learning process by applying what they learn in the English class in a virtual context.

3. To plan and develop different activities related to videogames during the class in order to improve communicative skills.

4. To provide a videogame-based syllabus as proposal for current and future teachers that allows engaging students during the teaching-learning English process.

CHAPTER 2

THEORETICAL FRAMEWORK

In this chapter, the reader will find the most important constructs of this research project: concepts such as *Process-oriented syllabus, Videogames and gamification, and Communicative skills development*. Therefore, the related sub-constructs that will lead the readers through detailed elements for this research, creating consequently relations with the objectives of this study, in this case *syllabus design, videogame-based syllabus and Skills integration with task-based language teaching*. It is very important to emphasize that this chapter is an example about the strategies that may enhance the English teaching and learning process of primary level of any private or public school in Colombia.

This section intends to present the concepts provided on previous researches so the readers will find some studies that have explored similar methods, strategies and materials before. Thanks to that literature the present study will follow such previous researches in order to follow some parameters for this case of study. In addition to this, the information here displayed, may works as contribution to the developing of the teaching-learning process by using videogames technology, taking advantage of the engagement it creates in people and setting a primary idea about what would be the design of a videogame-based syllabus that will allow scoping the teaching learning goals during an English language lesson.

Process-oriented syllabus

In order to design the syllabus that will lead to the use of videogame activities during the piloting, it will be required to establish an approach that provides the necessary parameters to

complete the methodology that will be carried while teaching English in the class, in our case of study it was selected the process-oriented approach for syllabus design. Nunan (1989) points out that when referring to "processes" in syllabus design it refers to series of actions toward some end. Because of this, through the parameters followed with the process-oriented approach, the syllabus design will direct to outcomes through several actions or processes, achieving language performance in skills such as listening, speaking, reading and writing.

Through process-oriented approach, and by applying task-based activities it will be possible to create the necessary stimuli for learning in students since both approaches consist on some specification of task and activities leaded by processes that will engage learners in class. As Nunan (1989) states a task is a piece of work developed in a classroom which involves students in comprehending, manipulating, producing or interacting in the target language in which the most important is the creation of meaning rather than the form. In the case of task-based activities, language is used as a mean of making meaning; therefore, task provides both input and output processing required for language acquisition.

According to Brown (1994), with task-based instructions, the priority are not the small pieces of language, but rather the functional purposes for which language must be used, that means that instead of teaching by using small grammatical structures we can teach students by using functions that can be carried out through different situations.

In regards to the present research, the outcome to reach while playing videogames at class thanks to the videogame-based syllabus design, is to take advantages of the virtual context that videogames provides and apply the use of functions as a mean to achieve some goals, improving in that way communicative skills for learners. Therefore, students will be able to reach some level of understanding that they will be able to communicate by using the target language acquired in the

class. Then, the importance of videogames during the syllabus design is to take advantage of them to develop a method to enrich the teaching-learning process, applying the interaction and engagement of these virtual environments, leading teaching and learning towards a communicative purpose by using the different approaches that the process-oriented syllabus hand out.

Bearing in mind the prior, we can count on the base about process-oriented approach provided by Vermunt & Verschaffel (2000), who referred to the process-oriented teaching as an active knowledge construction given by self-regulation or self-control and external regulation of learning. Consequently, process oriented teaching approach targets to the integration of teaching learners about how to learn and develop thinking strategies by themselves, therefore to the domain of specific knowledge. In this way, learners acquire as a result, disposition to reach new knowledge in an actively form after their formal education has ended. This is then, an instructional model in which students are taught to employ appropriate learning and thinking activities to construct, change and use their knowledge of a particular subject domain.

In below, it will be presented some sub-constructs that will provide additional support to the development of the syllabus design based on the process-oriented approach already described.

Syllabus

Before presenting any of the implications that the syllabus concept carries, it is necessary to clarify some definitions and differences between two concepts provided with previous researches that are closely related to this research proposal. In despite of the confusion that curriculum and syllabus may create in the academic environment, both concepts are completely different but one cannot be separated from the other.

To begin with, a regular curriculum may be studied from different perceptions. As Nunan (1989) states, curriculum can be analyzed from a very general and global perspective in which curriculum planning manage to identify learners´ needs and purposes; establishing goals and objectives, selecting and grading content, preparing learning arrangements and groups, materials, tasks, assessments, and evaluations. On the other hand, the curriculum may be analyzed in action, directly in classroom where we can observe the teaching-learning process and study the way in which the intention of the curriculum planners are taken into account during the action. There is another perspective related to assessment and evaluation in which we try to find what learners have learnt and what they failed, besides we may find that students learn something that what we never expected in relation to the planning. Additionally, Nunan (1989) remarks that the study of a curriculum may provide information about the teaching management in the institution, as well as the resources available and the used given to those resources, and how the institution relates and responds to the wider community, and how limitations affect what happens in the classroom.

As Nunan (1989) states, in language teaching there have been few attempts to apply in a curriculum the proper development of planning, implementing and evaluating language programs, because of curriculums usually specializes on general information about the language programs. According to (Candlin, 1984 quoted by Nunan 1989) they are concerned with making general statements about language learning, evaluation, learning purpose and experience and the role of teachers and learners.

As an attempt to provide a definition, curriculum is the general notion of what is going to be the education management in the school, in other terms, is the covering letter of what will be worked during in an academic period, but also curriculum presents the main goals to achieve during this established academic time.

Regarding syllabus, several definitions will be provided below in order to present different perspectives of this concept coming from some other authors analyzed by Nunan (1989):

The syllabus replaces the concept of 'method', and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner (as social being and as individual), and the activities which will take place in the classroom. (Yalden, 1984 quoted by Nunan 1989, p5)

The syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken. (Widdowson, 1984 quoted by Nunan 1989, p6)

Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which is a matter for methodology). (Allell, 1984 quoted by Nunan 1989, p6)

By contrasting both concepts, it is possible to state that the main difference between curriculum and syllabus refers in that the first provides a global concept about how the language program is displayed and syllabus refers on how the program is really developed in class, and how teachers and students are involved in the teaching-learning process. Syllabus is based on records of what actually is lived at the classroom, revealing how teachers and students apply a curriculum in the real context.

Thanks to the previous information, readers will have the option to choose whether if they take syllabus as a tool of selection and grading content, or if they rather to use syllabus separately as a tool to specify and grade learning task and activities, although it may be taken as for both options. Within the current research proposal, syllabus design will have as intent to unify different elements such as selection of grading content, but also to specifying and grading task and activities. The following sub construct will provide theory about some aspects or characteristics that will be taken in order to develop what will be called along this research as videogame-based syllabus.

Syllabus Design

Not long time ago, syllabus designers had the view of creating a syllabus based on what the learners wanted or needed to do with the target language given by teachers instead of what linguistics elements the learners needed to master. Syllabuses began to appear in terms of specific content and not only in terms of the grammatical elements expected learners to master, but also in terms of the functional skills they would need to master in order to communicate successfully, Nunan (1989). Currently, some syllabus designers suggested that syllabus content might be specified in terms of learning task and activities based on the grounds that communication is a process rather than a set of products, Nunan (1989).

Insofar as the syllabus design entails task-based activities, it is important to mention some very important components or conditions that will be considered during the development of the syllabus design for teaching English as foreign language with this research. According to Van Ek (1975), the following aspects are necessary during the process of designing and implementing a syllabus:

1. The situations in which the foreign language will be used, including the topics which will be dealt with.

2.   The language activities in which the learner will engage.

3.   The language functions which the learner will fulfil.

4.   What the learner will be able to do with respect to each topic.

5.   The general notions which the learner will be able to handle.

6.   The specific (topic-related) notions which the learner will be able to handle.

7.   The language forms which the learner will be able to use.

8.   The degree of skill with which the learner will be able to perform.

With the aforementioned conditions provided by Van Ek (1975), it may be useful to specify some other set of products or pieces such as grammatical structures, functions, notions, topics, themes, situations, activities, and tasks that may be added within the syllabus design. Such products combined together within the teaching-learning process become in gears or pieces of the whole mechanism that will lead to the proposed teaching-learning goals. Therefore, the usage of each of those pieces will be justified through the syllabus design according to the views about the nature of language, learners´ needs, or the nature of learning.

As a starting point, we should be aware that a syllabus is the element that will allow us to select the content to work with as the basis for planning our courses in several different ways. In our case and relating videogames during the teaching and learning process, we should know exactly which games would open the options to reach the desired target we are looking to achieve during the class. Regarding to this, Nunan (1989), also states that our task as syllabus designers is to select and grade the content we are selecting. Consequently, we should distinguish during the syllabus design what is concerned with "What" of a language program, which is concerned with the "how".

Additionally, before selecting the content and components to work with, as teachers and syllabus designers it is necessary to face the question from where is the content going to come from in order to find the starting point for the design of the syllabus. While selecting the components, we should make judgments and decisions regarding what to include in or omit from the content gathered, so it will be profitable because we will find how value judgments affect our decisions while creating a syllabus. The issue of selecting content becomes especially pressing if the syllabus is intended to support short courses. "It could be argued that the shorter the course, the greater the need for precision in content specification" (Nunan, 1989).

Finally, during the syllabus design we should take into account what Bell (1983) states about the notion that teachers are consumers of other people's syllabuses where teacher's roles are usually to implement plans of applied linguistics government agencies. In our case, as Bell suggests, we will be consumers of other people's syllabuses, however the intention during the syllabus design is to complete modifications and improvements from other syllabus gathered during the study in order to apply the advantages of technology of videogames during the teaching-learning process in our selected research context .

Now that the required conditions and elements for syllabus design have been described, it will indispensable to provide an explanation about the approach to work while developing the syllabus, its facts about the contents and the activities in order to achieve the objective of this research, in this case the approach called videogame-based syllabus.

Video game-based syllabus

The scope desired through the design of a video game-based syllabus will be to provide the first steps for teaching English as Foreign Language in a social as well as an individual stage. As social stage given thanks to the syllabus design that will provide the chance to share learning process with

all the participants in classroom, and the second, individually set by learners at school, their home or any other places while sharing their previous acquired knowledge with other friends. Additionally, another intention regarding the videogame-based syllabus to present teachers and students how to reach the English language acquisition in joyful way inside and outside the classroom since teaching and learning with videogames is a regular activity that people actually do.

The current videogame-based syllabus as proposal should contain those elements provided by videogames plus the combination of theory reflected with the syllabus and process oriented constructs, but also should not deviate from the purpose of playing and even more important turn aside from the achievement of those learning goals established in the EFL class in order to improve communicative skills in learners. At this point, it is necessary to provide two different perspectives between play and game, which should be connected together during the videogame-based syllabus design. As Caillois states (2006), play must be defined as a free and voluntary activity, a source of joy and amusement. When a game is forced to play would at once cease being played. As follows, Caillois (2006) defines play is a separate occupation, carefully isolated from the rest of the life, and generally is engaged in with precise limits of time and place.

Likewise, Walther (2003) states that games are limited areas that challenge the interpretation and optimizing of rules and tactics - not to mention time and space. In that way, we could define playing as the joyful action of interacting with the environment and other people, and games as the environment itself, guided by rules, time and space that provides the proper scenario in which actors will be involved.

Then, the combination of play and games within videogame-based syllabus design should bridge learners to a real engagement with the process and with what should be learnt at class. As Csikszentmihalyi (1980) states such engagement reached is commonly known as flow, and it is

given thanks to a constant engagement in which someone gets completely involved in an activity for its own benefit. An exact explanation of how flow works is the level of engagement reached by someone while doing an activity in such way that other things are dismissed, McFarlane and Kirriemuir (2004). For that reason, videogames play a very important role with this research since some videogames elements are capable of engaging player, fostering them to reach every goal disposed in a virtual environment.

On the other hand, creating a gamifying environment through the videogame-based syllabus may be given through an informative-based ludic learning space as Nicholson (2012) states, in which participants can explore and learn until they reach the desired goals during the teaching-learning process. It may occur through virtual spaces where with the main focus sets the proper mechanisms that may be used for learning, and where students will find as helpful what is really interesting and important in non-game context, connecting what they have learnt to their prior experiences, knowledge and acquired skills.

Through the development of this research, syllabus design should be focused on establishing an intrinsically and extrinsically motivation set by the gamification and engagement that videogames provide, keeping learners in a constant flow not only on videogames but the self-awareness about the learning and teaching process, where teacher and students will be active participants of the acquisition of English as a foreign language. Enhancing and improving communicative skills in learners through conscious stage of education.

Thus, videogames will be taken as a mean to develop the teaching-learning process in which learners will identify how to reach the knowledge through the process rather than the outcome itself. It is important then to identify how enhance communicative skills in order to reach the learning inputs desired, but before that, it is not fair to leave aside the implications of videogames

for this proposal, and for that reason, the next construct videogames and gamification will be presented below.

Videogames and Gamification

From its massive expansion in the early eighties, videogames have attracted attention in different research areas such as medicine, entertainment, culture and thus, the education field has not been the exception. Videogames have some characteristics that make it noteworthy to introduce in the educational and academic field, however it is not easy to apply for teaching as long as we do not recognize the power provided thanks to the interaction and the safer environment videogames create for learning.

Since our early childhood we are always immersing in learning and the world around us provides different means to reach the knowledge. Playing games is one of the main process in which we discover our environment allowing us to learn how to perform through the real life. Playing is part of child´s intelligence and it represents the functional or reproductive assimilation of reality of each stage of childhood, Piaget (1956). According to Maroney (2001), a game is a form of performance with goals and structure. In this way, games have a structure disposed to play, where individuals reach some goals. Those goals are result of the process of playing, producing knowledge in learners during this learning process displayed by the features provided by games.

The cause why this research proposal intends using videogames as a mean during the teaching-learning process are detailed by Kapp (2012) who indicated that there are several reasons why games, gamification, and simulations are becoming more common in educational contexts:

- Games are easier to build than even before. There are software programs that make building a simply game easy and quick.

- The average age of a person who plays videogames is getting older. As these older people obtain positions of power within organizations, the stigma of games in corporations, the government, academic environments, and in non-profits is waning.

- More colleges and universities are graduating people who have created games in game developments programs, and not all of these folks are finding jobs in the game industry so they are working for software development firms and bringing game sensibilities with them into business software design.

- Games are available on smart phones. Now that many people carry a smart phone, they are also carrying games with them. This allows them to play games anywhere and has helped to fuel interest in games, especially games that can be played across distances on a smart phone such as "Words with Friends"

Before someone participates of any kind of game, the participants should be knowledgeable of the rules if they want to be part of a group or activity. In previous research shared by Gee (2003), he declares that videogames require players to learn and think in ways they have no experienced before, transforming players into learners at the beginning, once the basic rules are learnt, then players will be involved in what Gee explains as a long, hard, and challenging experience. Also Gee (2003) states that a game cannot be played if it cannot be learnt, and of course game designers may elaborate games the shorter and simpler to facilitate learning as we usually tend to dispose knowledge in schools. However, the more longer and challenging games are, the more catching will be for learners.

In order to explore the use of videogames in classroom with the current research project is necessary to clarify the concept of videogame. According to Levis (1997), a videogame is a virtual environment that plays a dynamic story through a screen by using a serious of rules previously

programmed or established. Then a video game can be a videogame console but also the software that produces the interaction between gamer and device. Other definition used for videogame is given by Koster (2013), in which states videogames as interactive activities that continually provide challenges and goals to meet the players, thus videogames are involved in an active process of learning to specialize in game mechanics. Thus, videogames becomes into a tool to develop learning thanks to experimented experiences, as Mezirow (1991) states, learning is a process of making meaning out of life because when someone learns reach experience, processing it, aligning such experience with previous knowledge and other involvements, obtaining as outcome a new perception of all the previous experiences acquired. Additionally, Mezirow (1991) remarks that someone who learned will be prepared to act according to the new changes since transformative learning process are centered on finding meaning.

Another important fact about videogames is that they are easy to learn, like Gee (2003) states, what people learn when they play a good video game is how to play the game, videogames contain some rules and players should learn to discover how those rules can be leveraged to accomplish the goals.

After a brief definition of videogames, we should take into account those features that make videogames catching and attractive for gamers of all ages, therefore some basic reasons that determine videogame as usable in a learning environment. Malone (1980) revealed some theories that indicated that many aspects from videogames may be applied in the field of education, making learning the most engaging activity for students. Likewise, Malone (1980) presented three categories that drive intrinsic motivation and besides make videogames fun and interesting during the learning process. These three categories are: challenge, fantasy and curiosity.

In addition, videogames include some level of challenge, if these challenges are presented structurally or gradually, players will need to effort the more to achieve some goals that will increase difficulty with each proposed challenge. As Malone (1980) signs, through each proposed challenge, certain goals or objectives should be presented as something obvious. Generally, the more obvious and compelling is the goal, much better.

Regarding fantasy, game designers create environments where the instructions can be carried out providing a higher grade of interest for students and making easier for teachers to teach. Fantasies as explained by Malone (1980) are mental images of objects not present in our senses neither within a current experience that involves people causing various stimuli and sensations. These mental images can be physical objects such as balloons or darts or social situations such as being the ruler of a kingdom.

Besides, environments can evoke curiosity in students by presenting an optimum level of complexity thanks to the information displayed since environments can be either very simple or very complicated regarding knowledge students already possess (Berlyne and Piaget, 1965, 1952 quoted by Malone 1985). In addition, Innovation and surprise should exist, but without being entirely incomprehensible for them. This innovation and surprise may be easier to find thanks to the feedback and the statistics provided by videogames once a goal established by the game is achieved. Gee (2003) indicated the potential of videogames and what makes them so attractive to players is because of the immediate feedback about results obtained, and the self-regulated learning reached after the goal was accomplished, therefore cooperative work that games provide in which one player may learn from the others thanks to knowledge shared in the gaming environment.

Finally, while designing the syllabus the videogame to be used during the research implementation should provide some rules to play, as well as it should be challenging for learners,

presenting them a virtual world with some pieces of fantasy that allows to catch the attention of every participant involved in the research. The section in below, will provide additional implications regarding engagement that are provided by videogames and should be essential also for the design of the syllabus and further research implementation.

Regarding environments and its complexity, carried through to the heterogeneity of situations and together with the knowledge that our students already own to face them; gamification may become an important element that allows applying a more dynamic teaching-learning process. This process will be given within what learners and teachers usually find as required or mandatory to achieve and here is where gamification will enter, making achieve learning goals in an easier, joyful and productive way. According to Werbach & Hunter (2012), at its core, gamification is about finding the fun in the things that we have to do.

The first ideal about what may be called Gamification came initially in the decade of 1980. According to Werbach & Hunter (2012) the professor Richard Bartle who was a pioneer multiplayer online games, mentioned the concept of "gamifying" referring originally to turn something that is not a game into a game. Later in 2003 Nick Pelling, a British computer programming established a short-live consultancy to create game interfaces for electronic devices. However, it was not until later years that gamification gained strength in academic world. Videogame designers such as Amy Jo Kim, Nicole Lazzaro, Jane McGonigal, and Ben Sawyer and other researchers such as Ian Bogost, James Paul Gee, and Byron Reeves, took seriously the huge potential of videogames in different fields, providing a wide acceptance in the sense that it has become a popular concept of current use.

Gamification plays a behavioral change role in which teachers and learners are able to use their knowledge for their own benefit. This change behavior can involve anything from encouraging

people to make better health choices, such as eating better or working out more, to redesigning the classroom to make kids learn more while actually enjoying the school Werbach, & Hunter (2012). Additionally, videogames allow exploring diverse environments where learners can interact at will through the eyes of some characters that live situations than may contain some stories or developing different skills in players.

On the other hand, some analysis provided by Kapp (2012), state that people may be positively influenced through actions taken as an avatar within a virtual space and by playing pro-social videogames. An example provided by Kapp (2012), when a gamer flies around a virtual world as a superhero those subjects are subsequently nicer in the physical world. That means that children or mature people will have nicer behaviors in the real life, above all if videogames foster gamers to complete positive actions while playing.

In order to understand the implication of gamification within this research, we need to define gamification first. A very accurate attempt to define it is provided by Kapp (2012), who defines gamification as "the careful and considered application of games thinking to solving problems and encouraging learners using all the elements of games that are appropriate". As well Deterding (2011) defines gamification as "the use of design elements in non-game contexts". Another definition given by Domínguez, Saenz-de-Navarrete, De-Marcos, Fernández-Sanz, Pagés, & Martínez-Herráiz (2013), state that gamification is the incorporation of game elements into a non-software application to increase user experience and engagement. According to Van Den Boer (2011) gamification is about using:

- Game elements (not-full games)
- And game thinking (This does not need to involve game technique, it's more about the way games are designed and the idea behind games)

- In a non-game environment (commercial as well as not-for-profit environments)

- To increase target behavior and engagement (target behavior is central to this definition)

Another centered definition about gamification was provided by Deterding, Dixon, Khaled and Nacke (2011), who stated:

We believe that "gamification" does indeed demarcate a distinct but previously unspecified group of phenomena, namely the complex of gamefulness, gameful interaction, and gameful design, which are different from the more established concepts of playfulness, playful interaction, or design for playfulness. Based on this observation, we propose the following definition: "Gamification" is the use of game design elements in non-game contexts.

Gamification uses game mechanics to increase engagement, loyalty, and fun in a given environment (Deterding, Khaled, Nacke, & Dixon, D. 2011). According to Nicholson (2012), a common implementation of gamification is to take the scoring elements of videogames, such as points, levels, and achievements, and apply them to a work or educational context. In addition, gamification is something we have seen always through the human history but just now videogames have taken advantage of this element in virtual environments. For example when we provide ranges in military academies or when we receive recognition or when we are prized for accomplishing some challenges in a contest. There are always external stimuli that engage our needs and priorities fostering our intentions to receive something back because of our effort.

In the case of this study, the design elements of gamification refers to those aspect carried with videogames such as unlocking achievements, medals, reaching a different level in the game and

consequently, apply all those items in the class to provide feedback to learners. Therefore, it will be possible to open a path for students to learn in a dynamic and catching learning process since they are able to discover in living instant while playing a videogame what they were able to do and what they need to improve.

Having placed the previous definitions, then I can clarify that gamification from the very inside of this research will be a mean to reach some desired learning-teaching processes related with providing feedback in class, but it will not be an end for this research proposal. Additionally it is important to remark Triana's (2014) research in which shares gamification as an opportunity of involving communicative skills in EFL learners.

The following paragraphs will provide an explanation about the implication of the already aforementioned constructs in the construction of the videogame-based syllabus design to enhance communicative skills in learners.

Communicative skills development

Developing language skills in students may not be a very easy target to achieve in class, moreover if we want to attach videogames through a syllabus design that keep learners in a constant flow during the learning process. Despite our history of treating the four skills in separate segments of a curriculum, there is a recent and increasing trend toward skill integration Douglas & Frazier (2001). For that reason the syllabus design in this research will follow the increasing trend to integrate the four skills during the English learning process. Instead of designing the syllabus by separated skills, the main intention will be to provide the English learning process in a global way to learners; therefore, students can practice what they learn through gradual stages. Regarding those stages, Douglas & Frazier (2001) states that a course that deals with reading skills will in the same way deal with listening, speaking and writing skills, and now curriculum designers are taking

advantages moreover from what they know as the whole language approach in which reading is one of two or more integrated skills. Under this whole language approach Douglas & Frazier (2001) presented the use of four skills, so it will be possible to provide a context to the students in which communicative skills may be integrated:

- A pre-reading discussion of the topic to activate schemata.

- Listening to a lecture or a series of informative statements about the topic of passage to be read

- A focus on a certain reading strategy, say, scanning

- Writing a paraphrase of a section of the reading passage

Also with the whole approach, students will be able to perceive the relation among several skills and therefore teachers will be able to create interesting and motivating lessons with great flexibility for students.

In addition, Douglas & Frazier (2001) provided some observations, involving the integration of the four basic skills:

1. Production and reception are quite simply two sides of the same coin; one cannot split the coin in two. That means that production and reception combined together will be a single element of learning.

2. Interactions mean sending and receiving messages. Then we will have some exchanging information during the teaching and learning process.

3. Written and spoken language often (But not always!) bears a relation to catch other, to ignore that relation is to ignore the richness of language. The relation between writing gives

the wealth of learning with the whole approach and speaking skill, to ignore that relation may freeze the acquisition of new knowledge.

4. For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society. Having this, learners while practicing writing and speaking during the class are reaching and sharing not only the knowledge about a language but also they will be obtaining information about other elements of human lifestyles around cultures and civilizations of other nations.

5. By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.

6. Often one skill reinforces another, we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.

7. Proponents of the whole language approach have shown us that in the real world of language use, most of our natural performance involves not only the integration of one or more skills, but connections between languages and the way we think and feel and act.

The authors displayed five models that used in order to maintain and integrated-skill focus in our teaching process that apart the direct attention of the separated skills learning procedure towards the real purposes for which we all use language. Those models are:

- Content-based instructions

- Theme-based instructions

- Experiential learning

- The episode hypothesis

- Task-based teaching

As it was already mentioned before, our syllabus design will manage to work using the process-oriented syllabus based on the task-based teaching. Below, it will explain how the integration of the skills with the videogame-based syllabus skills may be integrated.

Skills integration with task-based language teaching

Applying language skills is not a separated process obtained one by one. As Brown (1994) states, while children learn a new language, they do not learn first writing, then listening or speaking or reading. ESL curricula and textbook around the world tend to focus on one or two of the four skills, sometimes the exclusion of others. The integration of the fours skills presented with the videogame-based syllabus intended with this research is looking students to use listening and reading as reception skills and, speaking and writing as production skills. In this way we may take the maximum advantages of the combination of all skills to reach the maximum development of the communicative skills in students while using videogames at classroom.

The integration of the four skills with this syllabus design then is necessary since learners will have the chance to improve not only one or two language skills but also all of them. Therefore, students will not be obligated to follow some attached rules that separated teaching skills requires and also learners will find as profitable regarding English language learning. Brown (1994) states: "Some may argue that the integration of the four skills diminishes the importance of the rules of listening, speaking, reading, and writing that are unique to each separate skill. Such an argument rarely holds up under careful scrutiny of integrated-skills courses. If anything, the added richness of the latter gives the students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing. Rather than being forced to plod along through a course that limits itself to one mode of performance, students are given a chance to diversify their

efforts in more meaningful tasks. Such integration can, of course, still utilize a strong, principled approach to the separate, unique characteristics of each skill". (p. 233)

The integration of the four skills is not merely an impulse but is a very convenient method in a communicative skill development during the teaching-learning process, in which learners may gain engagement since the learning process is displayed with varieties of activities designed for learning English, facilitating in this way a gradual and fruitful language acquisition. Here is where task-based teaching language teaching appears since it provides the opportunity to present communicative task that learners can develop through an interactive way while using videogames in class.

In order to understand what is exactly the function of task-based through this research, we should take a look to the following definition of task-based language teaching provided by Richards, Platt, and Weber (1985) "a teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction. Such task are said to provide an effective basis for language learning since they:

a) involve meaningful communication and interaction, and

b) negotiation

c) enable the learners to acquire grammar as a result of engaging in authentic language use

Task-based language teaching is an extension of the principles of Communicative Language Teaching and an attempt by its proponents to apply principles of second language learning teaching." (p. 540)

Having this, the design of the videogame-based syllabus may allow such interaction that the learning results will lead to the students towards what they will be able to do with the English

language through a meaningful communication developed during the class. Additionally, a series of pedagogical tasks and activities that are intended to reach the learning goals, enabling in that way practicing grammar in context during the use of the language and videogames.

Literature Review

Currently, there are huge variety of works and researches showing benefits, advantages and other virtues that videogames offer on children's learning. Besides, it is common to find different kind of technologies that develop certain skills and attitudes in students inside and outside school. In despite of the use of alternatives teaching methods have become a trend in Colombia, few attempts have received the necessary importance. In fact, in our country there are still a lot to explore regarding how teaching English may be possible through the use of commercial and non-commercial videogames.

To go no further, Galvis (2011) released his research *Using Video Game-Based Instruction in an EFL Program: Understanding the Power of Videogames in Education,* in which developed his work in a recognized military academy, performing some strategies to teach English to adult students through the famous game Grand Theft Auto.

On the other hand, Vera (2009) provided with her article *¿Pueden los juegos educativos virtuales contribuir al desarrollo cognitivo de los jóvenes aprendices de lenguas extranjeras?* A reflection about the way students can move from one cognitive level to another thanks to videogames without leaving aside the importance of teacher guidance while learning English and hence, she provided the development of rules while playing videogames in order to provide a good teaching process.

Moreover, we have Triana (2014) with his research *Gamification and gameful design for communicative skills* in which shares how to create profitable environments for learners, enhancing

communicative skills by enriching self-confidence, fostering students towards participation and commitment to the goals while learning English.

   With the aforementioned researches, it is necessary to remark that the current study is merely a proposal that intends to encompass the design and creation of different strategies and methodologies that allow teaching English through videogames in an elementary school for children. All this given thanks to the design of a syllabus, in order to improve communicative skills in children of a basic primary school that belong to cycle three and involve fourth, fifth and sixth grades.

CHAPTER 3

METHODOLOGICAL DESIGN

Through this chapter, it is described how the theoretical framework and the development of this research are focused on the same objectives by means of usage of action research and the qualitative research. Likewise, a characterization of the participants and the context in which this research put into effect, and finally the instruments used to gather data. In this chapter, the methodological design is displayed in order to have in mind a possible solution for the weaknesses and improvement of the used syllabus for all the involved participants. The approach compromises an action research since the interaction with the participants is intended to the strengthening of learners´ communicative skills. Additionally, a qualitative is also considered because the data collection is considered to be analyzed to provide a possible solution for the teaching-learning process of English.

Type of study

Qualitative Research

This is a qualitative research since it has been concentrated on providing an understanding of a phenomenon in a natural environment including the participants related to the context. As Hancock, Windridge, and Ockleford (2009) states:

A qualitative research is concerned with developing explanations of social phenomena, helping us to understand the social world in which we live and why things are in the way they are. It is regarded with the social aspects of our world and strives to answer questions such as; people

behavior, how opinions and attitudes are formed, how events that rounds people affect them and how and why cultures and practices have developed in the way they have. (p.7)

Regarding the present study, qualitative research will provide a solution to the problem following some steps. In order to provide the proper solution to the problem it is necessary to identify weaknesses of the teaching-learning process while using videogames, therefore, to provide an initial syllabus that may contribute to the development of the class using such technologies. According to Creswell (2012), the qualitative research is best suited to address a research problem in which we do not know the variables and need to explore. Then it is necessary to explore the main problems of using videogames in class from teachers and students side and finally try to establish the basic structure of planning classes through a syllabus. All this, to take advantage as much as possible of videogames without diverting from the main purpose of the teaching goals proposed for the learners.

Regarding the present research, we need to identify first what represents a problem for teachers of the educational institution about using videogames while teaching children. For that reason two surveys were designed in order to collect important information about the usage of videogames in the class, the first one was completed to the teachers and the second one was completed to gather important information coming from students (See Appendix 4). With the interviews it is not possible to get a general result but it allowed collecting information that provides details about the participants that will be involved in the research such as contact with technology, videogames they prefer and others.

Therefore, qualitative research corresponds to the needs that this research embraces since the intention that videogame-based syllabus design provides not only allows to humanize learning

by using technologies but also looks to enhance the English learning by using entertained and alternative methods with unexpected results always for the students' sake.

Research approach

Action research

There exist several meanings about the action research concept; Hopkins and Ebbutt quoted by Cohen et al. (2000), states that the combination of action and research makes of action a form of disciplined inquiry, in which a personal attempt is made to understand, improve and reform practice. In addition, Burns (2009) affirms that action research is part of a broad trend that has been used in education a while ago. Then, by using action research approach, many improvements may be done while exploring and facing problems found in some specific contexts. Creswell (2012) remarks that educators aim to improve the practice of education by studying issues or problems they face. In the same way, educators reflect about those issues, collect and analyze data, and implement changes based on their findings.

By quoting Creswell (2012), action research addresses a specific, practical issue and seeks to obtain solutions to a problem. This project is an attempt to develop a videogames-based syllabus that will be used in class in order to improve communicative skills in learners who are trying to learn English as a foreign language in a private school, providing a dynamical and engaging environment taking advantages of videogames in the classroom.

Throughout this project, the teacher plays a role as a researcher, exploring some situations with the participants in their regular context in order to provide a change that will bring different and alternative methodologies during the teaching-learning process. Action research becomes then into a powerful instrument for changing and improving circumstances in some specific environments.

As Cohen, Manion & Morrison (2000) state: "Action research may be used in almost any setting where a problem involving people, tasks and procedures cries out for solution, or where some change of feature results in a more desirable outcome." (p.226)

The action taken while applying the videogame-based syllabus design in class tends to improve the way in which learners develop their own learning process while they complete actions by doing through a virtual environment. On the other hand, the teacher should be critical but not negative about the obtained results, providing then different options to reach the desired outcomes for the class. The teacher, according to Burns (2009), then becomes an investigator or explorer of his or her personal teaching context, while at the same time being one of the participants in it.

In the present research, fostering learners to engage with their own learning process by using videogames became into an important objective since videogames have the power to involve children through virtual and interactive environments, developing students' skills in such way they cannot figure out about that. This engagement was given in students by using the three main stages of the task-based approach, the first state allowed setting the participants of the research in the context and the lesson topic combined with the videogame that was used during the class. Also during this stage was placed the diagnosis in which the qualitative research approach and the instruments for the data collection were used to gather information about the participants of the research and regular teachers students usually work with.

The second stage comprehends the main task that is directly related with the videogame that was used in order to set the class topic with a virtual context in which the learners were able to use the target language.

Finally at the last stage, where we found what we know as post-task, in which teacher will be able to measure how effective was the applicability of the target language during a virtual context see during the first stages of lesson. In this stage, learners were able to comprehend some instructions. Additionally, they demonstrated that the previous activities were profitable for them in order to reach the desired outcome, improving in that way their communicative skills.

Setting

This study took place in the Gimnasio Campestre Educacion Dinámica. This academic institution is located in the municipality of San Antonio Del Tequendama, which has an area of 8.185.2 hectares and is located in the middle basin of Bogotá river. This place is part of the Tequendama Province Department of Cundinamarca; it is located 56 km from Bogotá.

This territory has a variety of climates and topography with a great water wealth. It consists of 19 major and 12 minor streams that finally connect with the Bogotá River. According to the DANE San Antonio Del Tequendama has an estimated population of 12.425 inhabitants, 83% of the population is concentrated in rural areas; while the remaining are located in urban areas.

From Bogota, the only access to the Gimnasio Campestre Educacion Dinámica is through the Autopista Sur after the municipality of Soacha. For better accuracy at Kilometer 16 Bogota – Mesitas road at the Britalia property, next to Santa Cruz zoo.

The Gimnasio Campestre Educacion Dinámica opened its doors to their students in 2011 as an answer to the constant desertion presented in different schools in the location that used the traditional teaching system. Because of this, The Gimnasio Campestre Educacion Dinámica chose to use the methodology known as Applied Scholastics developed by Ronald Hubbard. The pedagogical proposal is based on the premise "Learning to learn and apply what they learned". It is

not about accumulating information but obtaining comprehension about how to learn and how to do better things.

Then, learners are conscious that all the confusion they have come from misunderstood words that they need to learn before they reach the knowledge of a bigger concept or idea. In this way, once learners have reached the desired objectives or units learners are allowed to continue a new unit according the specific area or subject until they culminate their educational process.

In a general observation, it is possible to say that the English area is important for the Gimnasio Campestre Educacion Dinámica. The institution just this year hired an English teacher that is providing the required strategies and methodologies to improve the English learning process. The English teacher works with no more than 15 students and teachers also work according to the units established in the scholar curriculum.

Learners are knowledgeable of vocabulary but there are still afraid of establishing real communication in English, they understand many words and they also have a basic level of grammar but they tend to speak in Spanish during the English class. Generally, the English teacher speaks in English but most of the times they ask to repeat or to have an explanation in Spanish because they do not understand everything.

Regarding students behavior, most of the students are hardworking and diligent; just few of them are not quite and have lack of attention or disposition to participate in the activities presented by the teacher. The last students are those who generally ask for instructions in Spanish and they usually tend to distract the other classmates. Additional observations are registered in the data collection instruments (Field notes, Appendix 2)

Participants and Sampling

Participants

The students who participated in the implementation of the videogame-based syllabus belong to the cycle three with, a group of no more than fifteen students of fourth, fifth and sixth grades. The ages of these students are from nine to thirteen and some of them are students who live within the rural area of San Antonio Del Tequendama but other students live in Bogotá, Mesitas and other surrounding towns. Their scholar schedule is the same for all of them, from Monday to Friday starting classes at 8:00 AM to 4:30 PM.

Sampling

As the present study is framed within the qualitative research approach, the best option for sampling was through the non-probability sampling, specifically, convenience sampling. As Creswell (2012) confirms:

In non-probability sampling, the researcher selects individuals because they are available, convenient, and represent some characteristic the investigator seeks to study. In some situations, you may need to involve participants who volunteer and who agree to be studied. Further, you may not be interested in generalizing findings to a population, but only in describing a small group of participants in a study. (p.145)

The participants from the Gimnasio Campestre Educacion Dinámica were selected since the permission of the principal in this school was easily obtained and it is possible to gain consent from the students to participate in the study in order to obtain useful information to provide answers that support the study. This is a convenience sample because the participants are convenient to the researcher and are available to the study.

Role of the researcher

The role of the researcher in this study was as participant and observer in such a way that the activities require an active participation of the researcher in charge. As Creswell (2012) argues, from this point of view, the researcher assumes a role of an "inside" observer who engages in activities at the study site. It includes asking for permissions and assuming comfortable role as observer in the context to work with.

As a researcher, the type of qualitative data collection to use will be field observations, interviews and audiovisual material to witness some activities that take place during the investigation. Hence, the use of several instruments to gather information will provide different opportunities to collect information from different sources, having then the chance to take advantage during the data collection and analysis of data research.

As a participant observer I had the opportunity to be teacher and developer of the activities through the videogame-based syllabus. It is necessary to understand the requirements, policies, internal organization and PEI established in the Gimnasio Campestre Educacion Dinámica; all this was necessary in order to establish an equilibrated benefit between school and researcher.

Data collection instruments

The principal purpose of this project was to apply a videogame-based syllabus in which learners can put into practice the use of language learned in class into a virtual context where they can develop its usage, improving in that way the four communicative skills through a guided process, having as a leading instrument the teacher to develop the teaching-learning process.

The instruments applied across this research were completed in order to assess pros and cons of each instrument. Hence, as follows the instruments will be described.

Field notes

As an active participant observer, it was necessary to describe situations and livings experienced in the place where the research is carried out and field notes work as a very good instrument to describe some events presented during the research. Creswell (2012) refers to descriptive field notes that allows providing description of the events, activities and people; additionally, mentions reflective field notes as the record of personal thoughts that researchers use to relate their insights, impressions, ideas or themes during the observation.

Then the field notes that were carried through this research combined descriptive field notes with reflective field notes, in that way it was possible to describe what happened in the class with the students and teacher, but also with the reflective field notes, it was presented incoming thoughts that the researcher had during the observation.

This instrument allowed collecting information about the context where participants usually work and the background they come from. Furthermore, allowed to obtain perceptions about the way learners work and how the teacher presents the topics and applies learning activities to the students. Finally, the field notes facilitated to demonstrate results and conclusions reached during the implementation of the videogame-based syllabus with the participants.

Questionnaires

Dörnyei quoted by Burns (2010), affirms that questionnaires can provide three types of information, factual or demographic, behavioral and, attitudinal. As there is no time to interview each of the participants, there were designed two different written interviews or usually called surveys using open-ended and close-ended questions. The first one was designed for students and the other for the teachers. The first interview used more close-ended responses to make easy children to understand and the second one was developed using open-ended questions to reach

some additional details about the use of videogames in the classroom coming from the teachers. With close-ended responses it is possible to net useful information to support theories and concepts in the literature and open-ended responses permit to identify any comment people may have that are beyond close-ended questions (Creswell, 2012).

With the interview it was possible to analyze the students' opinions about videogames at the time we identify the amount of males and females that participate within the research. It is important since it was possible to analyze if there are differences or similitudes on the type of videogames they play.

On the other hand, the teachers' interview showed their disposition to use alternative methods for teaching, being more specific if they would have the willing to use videogames for teaching in their teaching area and if they have ever had contact with videogames during their life.

Artifacts

According to Merriam (1998) some suitable artifacts or documents created in a qualitative research are lesson plans, students' worksheets, and objects in the classroom, teacher's evaluations and others. All of them created in order to collect bonus information about the implementation of the research that is being explored. Through this research project, artifacts such as workshop activities and flashcards during the implementation of the videogame-based syllabus, contribute to the development of the proper investigation, collecting in that way additional information that embraces engagement, topic explanation, effectiveness and improvements that participants may reach during the class during the task designed for those ends.

Data Collection Procedures

One of the huge difficulties found during the development of this research was to find a proper space where the research may be implemented. The research project was presented to the English teacher Adriana Lopez who works at the Gimnasio Campestre Educacion Dinámica and finally interceded to apply the implantation at the school. As this academic institution looks to work with alternative teaching methods, they found interesting to have an extracurricular time to apply the research with some of their students. After the project was presented to the principal of the school, a consent form was delivered to the principal in order to present a formal petition for the implementation. As the Gimnasio Campestre Educacion Dinámica has already a fit schedule it was arranged to apply the implementation only in two sessions.

The first session the data collection process was initiated with observations and afterwards the surveys. The main intention of the observation was to gather an initial idea about the context and the regular procedures taken by teachers during the class sessions, additionally, to get information about the participants of the research because it is important to have some background about them. Once the observation was described in the field notes, a formal presentation was completed with the participants in order to create closeness with the research participants.

The questionnaires were delivered to some of the students participants in the research, not all of them. The questions used in the questionnaires were open-ended, some of them with the option to add additional open answer since it was important not to force an answer upon the participants. The questionnaire had questions about their opinion about learning English by using videogames, preferences they have while playing videogames but also, if they have any kind of videogame at home. In addition, the survey was applied to some of the teachers of the Gimnasio Campestre Educacion Dinámica, the questionnaire had open questions for the teachers since it was necessary

to have a broad opinion about videogames in education coming from the educators. The survey intended to find their contact with the videogame technologies and if they had willingness to apply the use of games in the classroom with their students.

Finally, the student's artifacts and audiovisual materials were collected during the implementation.

Afterward it will be presented a chart in which the piloting and implementation are described.

Table 1: Time table

INSTRUMENTS	PILOTING	DATA COLLECTION
Field Notes	March 13th the observation was conducted to gather information about the context and participants during the implementation	March 27th The field notes were written after the first and second session of piloting. The first and second session, the observation was completed for a period of time of one hour.
Questionnaires	March 13th to March 20th the first survey was completed to some of student participants of the research. The second survey was made to some of the teachers.	First Survey: was applied in order to gain factual information from the students and videogame preferences. Second Survey: It was asked to some of the teachers of the school in order to measure

		their willingness about using videogames in class and if they find it profitable for the learners.
Artifacts	March 20th

First and second session | The student's worksheets were collected after the implementation of the videogame-based syllabus design was applied. |

The data collected comes from the activities which were completed from March 13th to March 20th, 2015 during two sessions in agreement with the principal of the school, Mrs. Martha Guaqueta, Manager and Human resources chief of the Gimnasio Campestre Educacion Dinámica.

The following chapter will allow providing a description of the pedagogical intervention based on the methodological approach, presenting ideas and connections obtained during the piloting of the present research project.

CHAPTER 4

INSTRUCTIONAL DESIGN

Needless to stress that this research project is a proposal and just a brief piloting was completed to obtain some type of results thanks to the data analysis gathered. As this research is based on the teaching-learning process of the English language by using videogames in the classroom, a videogame-based syllabus was elaborated since it will help to focus the learning objectives. Then, a videogame will be used as a mean to reach the desired results, not the end of the process in order to develop communicative skills in learners.

As it is, current videogames already contain those gamification elements that engage and provide feedback to the players. However, during the piloting of this research a combination of gamification was made, so learners will have the chance to reach some achievements imposed by the original videogame and other achievements that were designed for the researcher in order to reach the learning goals through the teaching-learning process.

The observation made during the first contact with the participants and the area in which the research was going to be made, provided information about the space to work with since it was necessary to know the infrastructure of the building in order to identify what and how connect all the technological devices to be used during the piloting.

After the observation, a short introduction about the research to the participants was given and it was easy to perceive that most of the students were interested, especially boys. However, some girls showed indifference towards videogames, but that is an attitude that tends to disappear during

the implementation of the videogame-based syllabus as the chosen videogame involves both, boys and girls because of its content.

After the introduction was made, the surveys were delivered to some of the participants of the research and it was possible to find that all the learners have played any videogame before, besides most of them have videogames at home. Thanks to a question made in the survey, all participants also considered that learning English through videogames is possible and may be fun and catching for them to learn in that way.

The survey allowed having a primary diagnosis about the preferences of the girls against the boys in terms videogames and the kind of devices participants usually play with. It was detected through the surveys that most of children do usually play videogames that are not appropriate for their ages since they have a high content of violence. For that reason the videogame that will be used during the piloting have been chosen since it does not contain any violent content that may affect the proper development of the research. Furthermore, during the piloting children will play only an introductory part of the game as a task to practice the learning objectives described in the videogame-based syllabus and will not have any representation of violence on explicit content.

In order to play the videogame, it was important to design an introductory session which is described in the videogame-based syllabus allowing learners to practice some vocabulary and grammar required to reach the second session related to the content of the videogame. Once learners understood the topic and practiced the required vocabulary, verbs and grammar, the second session will direct them to practice what they have learnt during the first session by playing the videogame, placing in that way what they learnt using virtual context.

The objective of the second session was putting into practice the listening skills by following a sort number of instructions with a final task where students should demonstrate that they were able to read and complete some activities using present simple. In that way, learners would be able to complete some actions or missions in the game by listening to sentences in simple present tense and doing the actions in a virtual context. Finally, practicing reading and writing skills with a short activity.

Gamification during the syllabus design and the second session of the piloting was used just as a real time graphic feedback while playing the game which consisted of a list of missions in a table that students should achieve, once completed the mission, a medal was attached in front of the objective completed representing a score. All this was used to let students know about the actions they completed correctly while playing the game and how far were they to finish the activity during the session.

The development of communicative skills is the most important goal to target during this research. Hence, the videogame-based syllabus designs used during the piloting and further units that may be used are described below. It is necessary to take into account due to the lack of time to complete a whole implementation of the syllabus, it was only possible to work session one and session two of unit one as piloting of the present research study.

Table 2: Videogame-based syllabus

VIDEOGAMES BASED SYLLABUS

Instructor: Ronald Rojas
Grade: Fifth grade students
School: Gimnasio Campestre Educación Dinámica
Contextualization

This syllabus has been designed for fifth grade student in a private elementary school in Colombia, therefore it may be applied also for lower or higher grades from public and private schools since the structural design of the syllabus works as main configuration and topics can be modified according to the grade and teaching needs.

In addition, before applying the syllabus, we should take into account some acknowledgements regarding children education in Colombia. In our context, Ministry of National Education in Colombia states that several civilizations face a worldwide confrontation in an intellectual race that provides access to unequal resources, quality of life and creativity. For that reason, it is necessary to develop communicative competences needed to interact and face the coming challenges, enhancing the need of acquiring a foreign language from basic primary education. As determined in Ley 115 of 1994 in the Article 5 of Colombian constitution, as educational priority "The study and critical understanding of national culture and the ethnic and cultural diversity of national unity and identity.

Then is necessary to foster in students some values that allow students to recognize the different cultures and ethnics that learning English as a foreign language involve, allowing children to develop the required skills and competences that Colombian Ministry of Education is looking to achieve.

Course Rationale

Learning English as a foreign language is a plus in education that will allow learners to face the challenges of a current competitive and globalized world. However, learning English may become a hard duty to achieve if there are no necessary elements to reach a very comprehensible learning process that provides students the wished outcomes.

According to the MINISTERIO DE EDUCACION NACIONAL, the acquisition of a foreign language responds to the multiculturalism needs as a Twenty First century goal, in which a huge amount of Colombians may have access to the acquisition of a foreign language as regular condition to improve the social building process. Engaging the diverse communities in a sustainable personalized development of a cohesive society, all this with the final goal of comprehending the others and the world in which we are immerse.

This syllabus as videogame-based syllabus will provide the opportunity to improve students' communicative skills, the use in class of virtual environment will create engagement with the topic thanks to the interactions that videogames and technology bring. Later in our real context, some activities will be developed during the class, providing the chance of exchanging learning clusters between students. In that, way learners will improve the four language skills thanks to the task-based activities designed for the class.

Course Materials
Videogame console (Xbox 360)
Television or screen monitor
Computers room (In case video game console cannot be used)
Task-based activities designed by the teacher
Activity worksheets
Laptop
Speakers

Course outcomes
Student will
• Develop speaking skills, they will be able to describe objects and situations seen in videogame played
• Develop listening skills, they will be able to comprehend almost all the instructions provided by teacher and also the instructions given by the videogames during the class
• Be engaged since the knowledge acquired from the videogame will provide

students the required confidence to participate in the class discussions.
• engage in group discussions and activities to develop critical views, with a clear sense of audience, and a fluent and effective style

Skills Development
Colombian National Government in "Estándares de Competencia en Lengua Extranjera: Inglés" (2006), try to establish the basic standards regarding English skills development refers to. In Colombian educational context, English is taught as a foreign language purpose level since the social conditions do not require use of English language permanently for communicating. Therefore, The English teaching process in Colombian schools is given in controlled environments where the use of language is given during scholar times only. In such a way that, Colombian Ministry of Education looks for having graduated students from scholar system over B1 English level.
For this syllabus the required Levels according to the Common European Framework, we look students to achieve and according to Colombian National Government is A2, required for students between fourth and seventh grade. Having this, the main competences to develop in fifth grade students are:
- To comprehend short texts, simple and illustrated about daily topics and other about literature. - To understand short tales or tales presented orally by teacher in class - To participate in short conversations using sentences with predictable structures.

VIDEOGAME-BASED SYLLABUS					
UNIT ONE					
Through this unit, learners will be able to read, write, listen and pronounce basic vocabulary related to the chapter one of the videogame "Brothers – A tale of two sons". In addition, students will recognize the vocabulary related to the videogame console and its respective features in order to play the game. Also the use of simple verbs specifically the use of action verbs.					
TOPIC	**DURATION**	**LANGUAGE FOCUS**	**LEARNING RESULTS**	**TEACHER PROCEDURES**	**STUDENT PROCEDURES**
SESSION ONE SETTING THE SCENERY (LISTENING-READING-SPEAKING)	60 Min	Videogame background and playing elements vocabulary such as (Videogame, controllers, sticks, buttons, Television, screen, trigger, achievement, etc.)	Learners will become familiar with the game vocabulary and activities for the class. Students will recognize the vocabulary that will be used on other classes; also learners will learn how to use the vocabulary during the later units. Students will be able to read, listen and pronounce the vocabulary that will be used on the second session of the first unit.	Teacher introduces himself/herself to the class with an icebreaker activity. Teacher will drill the videogame vocabulary using flashcards. Teacher will display a picture of the videogame controller with the buttons, and then teacher shows the same picture without the buttons names. The teacher divides the class in two groups and each group will have a turn to pronounce the name of the button trying to recall the buttons seen on the previous picture.	By using a worksheet, teacher will ask students to complete the words with the missing letters according to the previous pictures showed with the flashcards. Students will have learnt the words and they will be able to complete them with the correct letters. The group that pronounces the higher amount of correct buttons names will be rewarded by the teacher.

	90 Min	Subject Personal pronouns review (I, You, He, She, It, We, You, They) The characters of the videogame will carry some actions and students should recognize the words for each action. Such actions are: Hold, walk, run, pull, grab, go up, go down, go left, go right, swim, cross, talk, and jump.	Learner will be able to follow single instructions they listen. Also, students will be able to identify with a worksheet activity how to use the personal pronoun with the verb in order to form a single present tense	**PRE-TASK** The teacher will ask students to combine personal pronoun using the flashcards verbs. Teacher will review use of personal pronouns using verbs in present tense. **TASK** Teacher will explain rules of the activity dividing the class in two groups and reproduce listening instructions. **POST-TASK** When groups finish playing the videogame, the teacher will provide a worksheet in which students should complete some tasks using simple present tense in order to measure their progress.	**PRE-TASK** Students will be able to create a single sentence combining personal pronoun with the verbs that were shown in the flashcards **TASK** Groups have 5 missions to complete in the videogame, Students will listen some instructions recorded by the teacher. Each instruction is a sentence using present simple. With every action completed by the groups, they will gain a medal representing a score. Students will listen the recording provided by the teacher in order to achieve the medals. Each medal means they understood the instruction. **POST-TASK** Students will be able to attach the subject personal pronoun with the correct verb in first or third person in present tense in the worksheet provided by the teacher
SESSION TWO ACTIONS IN GAME (READING-LISTENING-WRITING)					

VIDEOGAME-BASED SYLLABUS					
UNIT TWO					
Through this unit learners besides reading, writing, listening and speaking will be able to use progressive tense combined with the already basic actions verbs seen with the unit one related to the chapter one and two of the videogame "Brothers – A tale of two sons".					
TOPIC	**DURATION**	**LANGUAGE FOCUS**	**LEARNING RESULTS**	**TEACHER PROCEDURES**	**STUDENT PROCEDURES**
SESSION THREE WHAT ARE YOU DOING? (READING-WRITING)	30 Min	Action verbs present progressive tense: holding, walking, running, pulling, grabbing, go up, go down, swimming, crossing, talking, and jumping. Use of "ING" and "Verb To be"	Students will recognize the difference between present simple and present progressive tense. Students will be able to describe actions in progress	**PRE-TASK** Teacher will make an introduction using examples of progressive questions and sentences. The teacher will provide students a worksheet in which learners in pairs should modify sentences and questions in present tense into progressive tense by using "ING" and Verb TO BE. **TASK** Teacher will use the videogame by asking learners to follow six written and graphic instructions of a guiding sheet. The guiding sheets will also require in pairs to complete some missions in videogame while the others classmates complete the task requested by the guiding sheet. After a couple completes the graphic or written mission a new couple of students will play. **POST-TASK** Teacher will assess the progress by using the videogame again with new actions.	**PRE-TASK** Learners in pairs will have completed the worksheet activity by reading and writing using present progressive. **TASK** Learners will have achieved the graphic and written missions showed in the guiding sheets by using progressive tense while playing the videogame **POST-TASK** Students in pairs will have completed the tasks contained in the worksheet reflecting the use of present progressive tense.

VIDEOGAME-BASED SYLLABUS					
UNIT THREE					
This unit will help learners to improve their listening and speaking skills by using future tenses "Will and Going to". In this case the activities will be based on vocabulary taken from the videogame "Monopoly Plus".					
TOPIC	**DURATION**	**LANGUAGE FOCUS**	**LEARNING RESULTS**	**TEACHER PROCEDURE**	**STUDENT PROCEDURES**
SESSION FOUR FUTURE (LISTENING-SPEAKING-READING-WRITING)	30 Min	Use of future tense "Will and Going to" Vocabulary related with the Monopoly Plus videogame. Verbs: Roll, pay, move, buy, sell, go. Nouns: Dice, jail, house, hotel, token, property	Learners will be able to make predictions, provide information. Therefore to mention plans and decisions at the time of speaking.	**PRE-TASK** Teacher introduce the use of "Will and Going to" **TASK** The teacher will use flashcards to drill verbs and nouns that will be used in the videogame. In that way learners will practice listening and pronunciation. **POST-TASK** Teacher will create four teams and will use the videogame in order for students to practice listening. When a group rolls the dice they will have the chance to buy a property, the teacher will ask the questions "are you going to buy it? Or Will you buy it?" The group should answer by using will or Going to. As a contest, the group with the mast correct answers and higher amount of properties will win the game. Teacher will provide some worksheets to practice use of "will and going to"	**PRE-TASK** Learners will have practiced by listening and repeating the vocabulary that is going to be used in class. **TASK** Learners in groups will have completed a single conversation by listening to a question and providing an answer with the vocabulary used in class. **POST-TASK** Students will have practiced reading and writing by completing tasks contained in the worksheet reflecting the use of Will and Going to.

CHAPTER 5

DATA ANALYSIS

The instructional design chapter presented how the videogame-based syllabus was designed taking into account the described theory that was presented in theoretical framework. The syllabus elaboration tried to add aforementioned theories, in which processes leaded by the action researcher oriented participants to use videogames toward the use of language in a virtual environment and reflecting as evidence the construction of knowledge in learners in order to improve their communicative skills.

Within the current chapter, the reader will find information about the first steps and descriptions to collect the data that provides answers for the research question. Therefore, the analysis of the data must contemplate the first steps to assume the videogame-based syllabus design in a local context providing some considerations and ideas for further researches. Anyone who wants to apply the use of videogame-based syllabus will have some general notions about carrying out the syllabus design; whatever the approach, structure and activities they wish to elaborate for further teaching process.

As it was stated before, the intention of the use of videogames through the syllabus design is to encourage students to improve their communicative skills by playing videogames in such way learners can be really engaged with their own learning process. In order to demonstrate that it is possible to reach that purpose, several instruments such as field notes, students' artifacts and questionnaires and audiovisual material were used.

Thanks to the field notes and audiovisual materials, it was possible to obtain impression about learner's environment and the teaching-learning processes they experienced while working in the English class. Additionally, it was possible to recognize the location and building structure where students receive their daily classes and the tools contained in the classroom since it was necessary to distinguish the elements and devices that were disposed by the school in order to complete the piloting of the syllabus design by using videogames during the sessions as it was accorded with the principal.

Regarding students' artifacts, they were gainful because they permitted to understand that despite technology can provide enormous advantages during the teaching-learning process; the traditional teaching process will always be inherent and necessary to measure and settle the real purpose of education in order to achieve the learning goals.

Finally, questionnaires allowed to gather information of the students and teachers points of view (perceptions, thoughts, and reflections) regarding the use of technology and videogames in the classroom and may not be appreciated through observations. This instrument also reflected that videogames without a proper supervision coming from parents may affect the learning process during children's growth. Most of the parents are not really conscious about the content some videogames have since many of them are not appropriate for their children´s development. However, that is matter to be dealt on further research.

The combination of the instruments for data collection took details and followed instructions from the previous chapters in considering whether or not the elements of process oriented syllabus besides task-based approach and gamification within videogames and out of them presented by the teacher, provided any substantial effect in the students' participation and engagement for their communicative skills improvement. The probable compatibility in the development of

communicative skills was also included in the following paragraphs, with the expectation to address the research question from the first chapter.

Categories of the analysis

Before sharing to the readers the outcomes obtained with the sum of the instruments for data collection, it is important to remember the objective of this study. This research project is aimed to explore how by using videogames in classroom students may improve English communicative skills in an elementary children school throughout the design of a syllabus that facilitates learning English in class.

In order to display those outcomes, it will be presented two different main categories in which the learner will identify what was achieved during the research. At first, the outcomes obtained during the syllabus design and second, the category about the piloting of the syllabus with the participants.

Category 1: Videogame-based syllabus direct skills to the development during the EFL class

The design of the videogame-based syllabus addresses to the statement shared by Widdowson (1984), who determines that syllabus describes how the activities can be carried out by the teacher but also, within the current syllabus design intends to clarify from the very beginning what skills may be improved while applying the different activities during the class sessions.

Because of this, I have found that the simpler the activity is described in the syllabus design, the greater accuracy we will reach to work communicative skills in participants, all this connecting skills to develop in each topic, teacher procedures and students' procedures represented in the videogame-based syllabus presented in chapter 4.

The starting point to achieve the skill development was training learners with some basic isolated activities from the use of videogame at class. For that reason, during the first session of class, it was presented with different processes the vocabulary to be used while playing the videogame where techniques such as drilling, visual aids and reading were carried out as an introduction that precedes the grammatical structure to work on further sessions.

In order to present how were the communicative skills focused during the videogame-based syllabus design, the next examples represent how the topic of the syllabus and teacher procedure may direct communicative skills toward an enhancement in learners while doing the activities in class.

Syllabus excerpt 1: "TOPIC-SESSION ONE-SETTING THE SCENERY-(LISTENING-READING-SPEAKING)"

With the previous example, from the very first moment the reader check the topic section of the syllabus, the skills to develop during the class session are always described, it was made in that way just to avoid diverting from the communicative skills to be developed while following the activities described in the sections called teacher procedures. As seen in the following example:

Syllabus excerpt 2: "TEACHER PROCEDURE - Teacher will drill the videogame vocabulary using flashcards. Teacher will display a picture of the videogame controller with the buttons, and then teacher shows the same picture without the buttons names. The teacher divides the class in two groups and each group will have a turn to pronounce the name of the button trying to recall the buttons seen on the previous picture"

(Excerpted from videogame-based Syllabus Unit One applied on March 13th, 2015. Table 2)

Once the skills to develop are identified while designing the syllabus, the following step to work with will be the students' procedures that will demonstrate the task that learners are able to achieve after the process carried by the teacher. The next subcategory will explain in detail.

Subcategory 1: Students procedures are outcome of the teacher processes carried while applying the videogame-based syllabus

As long as the skills to be developed in class sessions keep attached to the topic, thereby the teacher procedures or what may be the teaching-process will tend to provide as outcome the development of the skills desired in participants reflected in the students' procedures of the syllabus. Then, processes carried with the videogame-based syllabus more specifically in topic and teacher procedures sections, are reflected as outcome in the students' procedure of the syllabus. With the following examples taken from the session number two of unit one of the syllabus design, it will be presented the way the topic, teacher procedures and the students' procedures worked together with the videogame-based syllabus design to make participants to produce some tasks by stages improving therefore the communicative skills.

Syllabus excerpt 3: "TOPIC-SESSION TWO-ACTIONS IN GAME (READING-LISTENING-WRITING)"

As we can see again, the skills to be developed are mentioned in the topic section of the syllabus design creating a connection together with the other elements contained within the videogame-based syllabus which are related to language focus, learning results and therefore teacher procedures and students' procedures. With the following excerpts from the syllabus, we can verify how the videogame-based syllabus links the other sections of the syllabus in order to enhance communicative skills in learners.

Syllabus excerpt 4: "TEACHER PROCEDURE - The teacher will ask students to combine personal pronoun using the flashcards verbs. Teacher will review use of personal pronouns using verbs in present tense.

Teacher will explain rules of the activity dividing the class in two groups and reproduce listening instructions.

When groups finish playing the videogame, the teacher will provide a worksheet in which students should complete some tasks using simple present tense in order to measure their progress."

Syllabus excerpt 5: "STUDENTS PROCEDURES - PRE-TASK Students will be able to create a single sentence combining personal pronoun with the verbs that were shown in the flashcards

TASK Groups have 5 missions to complete in the videogame, Students will listen some instructions recorded by the teacher. Each instruction is a sentence using present simple. With every action completed by the groups, they will gain a medal representing a score. Students will listen the recording provided by the teacher in order to achieve the medals. Each medal means they understood the instruction.

POST-TASK Students will be able to attach the subject personal pronoun with the correct verb in first or third person in present tense in the worksheet provided by the teacher"

(Excerpted from videogame-based Syllabus Unit One applied on March 20th, 2015. Table 2)

Once the three stages of the tasks were completed, it was asked to the students to complete the activities displayed in a worksheet, all this with the purpose to measure the knowledge that the students have reached.

(Artifact 5, March 20th 2015. Appendix No. 3)

Category 2: The use of videogames motivates students in an EFL class

Another additional intention within the current project displays the several benefits that videogames may provide in an EFL class. As stated by Gee (2003) videogames push players to be learners at the beginning, once the rules of the videogames have been understood learners become in players involved in a virtual context that will require to achieve some challenges that will test their abilities. That is the same reason that impulse the elaboration of a videogame-based syllabus since it was necessary to create a methodology or strategy to take advantage of videogames but avoiding to divert from the real purpose of education.

Regarding the piloting of this syllabus I found that student's reaction about the use of videogames while learning was positive because that kind of technology is something they usually have contact with; as well, they see videogames as an entertainment opportunity to share with relatives and friends and other people around the world.

The following examples present students' comments about their access to the videogames technology at home and their opinion about if it is possible to learn English or other areas by using videogames in the classroom.

S1: "Si, varios…Xbox, Playstation"

S1: "Si es posible aprender inglés u otra materia porque lo hace más divertido"

S3: "Si porque al concentrarse se aprende"

(Questionnaire; March 20, 2015. Appendix 4)

The questionnaire addressed their feelings about using videogames in the classroom and their contact with videogames in their lives. As it was presented, the last student made a statement about the level of engagement to reach while playing videogames. Thereby, we can find a relation between the levels of immersion that facilitates the learning process in learners.

Subcategory 1: Videogames and gamification in classroom engage students during the EFL activities

Before completing the second session in which learners had contact with the activities prepared with the videogame-based syllabus, it was clear that most of the students reflected some anxiety since it was previously informed that the class compromised the use of videogames. Following are detailed some observations taken from the field notes that confirm some facts about the engagement produced by the videogames and the activities carried out thanks to the videogame-based syllabus development:

"Once the class with the main teacher finished, students were anxious in such way that I had to ask them to behave in order to continue with the piloting. Thereby, I understood that learners were motivated since they knew they were going to have class playing videogames".

"The videogame-based syllabus in session two was designed in such way that all the students were immersing while doing the activities prepared. It was perceptible even while completing the activities that girls were receptive".

"Learners demonstrated such level of concentration during the activities that they accomplished all the missions and they wanted to have more".

(Field Note, March 20, 2015. Appendix 2)

Additionally, the use of gamification applied with the artifact 2 (Appendix 3) during the activity, facilitated to compromise participants during the class since the gamification was a graphic representation of the missions and progresses achieved by each group. Thanks to the gamification used in classroom, learners had the need to focus on using their listening skill as well as do what they hear, having practice the language and its use in a virtual context.

A big issue I thought I could find during the piloting was that girls may show less interest in videogames since there is the existing idea that videogames is merely activity only for boys. However, since the very first moment it was intended to choose a videogame that may catch as boys as girls' attention, in fact it did. Then I figured out a statement provided by Malone (1980) videogames are interesting and catching for learners since they are full of challenges, fantasy and curiosity.

I showed the missions for them to achieve while playing; learners, even girls were receptive. I explained that they were going to listen some instructions …if they completed any instruction …the group would win a medal. They were exited since they understood that it was a contest.

(Field Note, March 20, 2015. Appendix 2)

"The level of concentration while doing the activity was as higher than when the mission 2 of the activity was reproduced, participants focused all the attention by keeping silence and trying to listen the instructions the best as possible. As seen with the video recording, one of the students tried to move his head the closer to the speakers in order to understand the instruction with major clarity. In addition, while I reproduced the instruction "Little brother puts a rock in the water" one of the girls repeated to her partners the verb "puts" to remark that the verb was used in third person."

(Audiovisual material March 20, 2015)

As the audiovisual material displayed, an active participation from the students during the activity suggested a high level of participation and engagement in class, therefore learners were working all together reducing the individual learning process. This is matter to analyze in the next category.

Subcategory 2: Videogames and gamification in classroom promotes teamwork in EFL classroom

Teaching process may provide a huge advantage while using videogames in classroom thanks to the team-working environment it may provide. Videogames currently are made for being social, not only playing with those friends that are next to us, it is now also possible to create groups where people can complete different actions in order to achieve some goals. That is something to take advantage as well as for further research.

During the piloting of the present research, it was found that promoting learners to work by groups is easier than never. Here we have some examples obtained while applying the videogame-based syllabus with the participants:

I separated the class in two groups; the first one with the name "Big brothers" and the other were called "Little brothers".

(Field Note, March 20, 2015. Appendix 2)

It is pertinent to mention that videogames by itself will not provide any profitable contribution unless the purpose of educating attains a proper development through the videogame-based syllabus design, the utility of the activities created in the syllabus design will lead to the disposed teaching-learning process and therefore to the learning goals. Then, the designing of the syllabus

should display challenging tasks as seen in Artifact 3 (Appendix 3), which conduct learners to learn together in a pooled way since the development of the communicative skills also depends on how the language is being used by others in a constant shared environment.

"As seen with the audiovisual material, it was possible to joint learners to achieve the same class objectives; it was created a healthy and joyful environment around the class thanks to the use of the videogames leaded by the strategies elaborated with the videogame-based syllabus."

(Audiovisual material/Video recording and photos, March 20, 2015)

Category 3: Videogame-based syllabus allows developing communicative skills in a virtual context

As was aforementioned while applying the videogame-based syllabus, learners reflected engagement as well as willingness to work by teams. As described previously with the theoretical framework, the concept of flow shared in previous research by Csikszentmihalyi (1980) was witnessed thanks to the combination of joyful activities and challenging tasks that opened doors to the enhancement of communicative skills while using the language in a virtual atmosphere provided by the videogame and the tasks designed with such end.

Next, it will be provided some examples that are evidence of different ways as task-based activities carried during the session allowed to amplify the practice of skills in virtual environment presented at class:

"It was striking to see how learners were trying to listen in a careful way the instructions…they were practicing their listening skills and giving as outcome the mission completed."

(Field Note, March 20, 2015. Appendix 2)

While participants were listening to the provided missions while playing the videogame, learners were trying to recall the vocabulary and grammar explained in the previous session. As evidence obtained from the video recording, it is clear when one of the students while listening to the instruction given with the mission number 2 she noticeably said "ENTENDÍ ROCA Y AGUA". Then I figured out the videogame ease the way communicative skills may be improved.

(Audiovisual material / Video recording excerption, March 20, 2015)

The previous analysis brings closer the conception that the videogame-based syllabus is a tool to develop and enhance communicative skills in learners by applying the use of language in a virtual and interactive context and as result, we have the following observation:

"After students finished the written activity proposed with the worksheet, I found that it was easier for them to understand the lesson since they already had experienced the use of language in a virtual context"

(Field Note, March 20, 2015. Appendix 2)

Subcategory 1: Gamification in videogame-based syllabus makes easier to provide feedback to the students

Gamification not only works as an external element to reward and engage learners while doing some kind of activities but also may be used as a powerful component to provide feedback since it may work to make a different follow up to the failures and achievements reached by the students. When we use graphic details about the goals achieved by the students it will be easier for them to understand the level of knowledge they have reached.

During the videogame-based syllabus piloting, the results of the achievements were displayed as a medal during the videogame-based activity in a set of mission learners understood they should

complete Artifact 2 (Appendix 3). In fact, each group have to complete eleven instructions but only

six of them were rewarded with a medal, the other five instructions were tracks given by the

teacher in order to reach the main missions.

(Artifacts, March 20th, 2015. Appendix 3)

Due to the time available during the piloting, it was not possible to complete a proper follow up

to each participant of the research, so for further research it is possible to analyze how gamification

can be used to create improvement opportunities in learners. An example given can found also

within Artifact 3 (Appendix 3) where are presented some written activities in which learners should

add the missing letters in order to complete a word. It was a challenging task that resulted

demanding for some students, for others it was easy since they developed the ability to complete

almost all the words in a correct way. However, the intention of applying feedback in a gamified

way was presented while grading in real time the amount of correct words achieved by groups of

students, the group with the higher amount of correct words were the winners of the contest placed

during the activity.

(Artifacts 3, March 13th, 2015. Appendix 3)

CHAPTER 6

CONCLUSIONS

By means of this chapter, the reader will find a compendium on the findings, conclusions, limitations experienced through the development of the current research project. The forthcoming segments intend to discuss the research inferences on several settings and express suggestions on future research designs and requirements that may be motivated thanks to the current project.

Relevant findings

The aim of the current research project is to present a proposal to explore how by using videogames in an EFL class it is possible to improve communicative skills in learners of cycle 3 in Gimnasio Campestre Educacion Dinámica by using different strategies guided through the design of a videogame-based syllabus. In the sessions available for piloting the research project, there were applied the use of three levels of tasks such as pre-task, task and post-task, based on the interaction leaded by the diverse activities designed by the researcher with the videogame-based syllabus proposal.

Regarding the research question of this study, the results suggest that through the syllabus design the teacher will find an easier way to develop and apply some videogame-based activities engaging learners with their own learning process thanks to the use of videogames in the classroom. As children felt motivated in the EFL class thanks to the use of videogames, it facilitated learners to recall and put into practice the vocabulary and the grammar structure studied with previous activities displayed by the teacher.

Likewise, learners were able to achieve the activities presented in the syllabus design since the activities presented were catching and challenging for them. Taking advantage of the motivation

and engagement coming from learners, three levels of task were presented. Firstly, a pre-task in which participants practiced the target language and grammar seen in the first session without using videogames but everything related to the videogame. Secondly, the post-task allowed them to play the videogame by listening to instructions they should follow in order to accomplish some missions while playing the videogame. Finally, a written activity where students demonstrated advances on the grammar already studied. Thanks to this structure designed for the activities, learners demonstrated that the instructions reproduced were challenging for their communicative skills, especially listening, therefore while doing through a virtual environment learners revealed engagement with the lesson.

This project also suggested the benefits of using videogames in class regarding teamwork and students self-teaching. While students learn by playing a videogame they automatically work together to achieve some goals, as learners were working by teams, while two of them were playing the others were observing what they were doing, if the players were not able to complete a mission the observers were sharing what they understood in order to accomplish the missions. In that way, knowledge is shared between learners since they built a process of cooperative learning.

Finally, the current proposal of videogame-base syllabus design may be an additional element to introduce other alternative technologies in our daily and constant evolving educative world that may provide some advantages for teaching the current growing and challenging native digital learners.

Implications

Working on the applicability of new alternatives teaching methods for engaging learners and make of the teaching-learning process viable inside and outside the classroom, requires that the ELT community continue working on improving methods and materials in a creative, and analytic

way. Education nowadays, evolves as the same speed as technology does, therefore in our Colombian educational context is not enough to own the more cutting-edge technology in the classroom if the necessary knowledge to take advantage of those tools for teaching does not exist. Then, providing clues or tracks to follow is one of the intentions of the presented research proposal that implies current and future teachers, researchers and obviously students.

The implications for the participants involve self-consciousness about the English learning process while playing videogames inside and outside the school, letting students to understand videogames as a profitable opportunity to improve their communicative skills as well as their learning process in every single area. Additionally, learners were able to experience the English class as an interactive, engaging, dynamic, and productive way so they were empowered of their own learning development, working in group, practicing while doing and sharing with their partners what they have learnt before.

With respect to the implications for teacher/researchers, this project offers as first, the option to develop a varied method for teaching learners by using the technology that videogames and its gamification elements provide thanks to the designing of a syllabus that leads to may serve as trend for further studies. Additionally, it may offer the chance to take advantages of the technological resources available in any academic area by engaging learners into profitable sceneries where learners can develop their communicative skills while they put into practice while doing thanks to proper guidance of teachers by using videogames or other resources of technology.

Regarding my own experience as researcher, this project has been a demanding endeavor that have provided a richness learning experience to me as adept in favor of videogames with the responsibility of proving that not everything about the videogames world is negative. In fact, the tools around us are not bad as they are itself but the way we use them to construct or destruct in

positive or negative way. That is exactly the point as researcher I try to share with the readers of the current research. Besides, my own personal experience through the pass of time as videogames player provided me enough motivation to design methodologies attached to the theory learned during my university studies applying them to the use of videogames in classroom in order to develop skills in learners beyond those acquired by myself with my contact with videogames since early childhood.

Finally, the implications for the ELT community in Colombia responds to the national educational needs by sharing different perspectives and practices explored in the teaching context, all this to take Colombian education to high international standards of quality and therefore developing values of the future teachers and learners as human being. Those people who will finally lead the Colombian future toward a sustainable and equilibrated level of progress thanks to the different competences developed at the schools.

Limitations

Throughout the developing of the present research proposal, there were many challenges that made of the analysis of the videogame-based syllabus design a difficult task to achieve. In first instance, finding a proper place to complete the piloting sessions of the syllabus was not an easy duty since not many schools have the disposition to borrow time of their curriculum for extracurricular activities. Once the place to apply the research proposal was available, not all the time disposed for the piloting was enough to complete a deeper research. However, very good results were obtained in despite of the brief period to complete the study.

One of the difficulties found about skills development is the way we should connect the teacher procedures with the task-based activities towards the development of such communicative skills during the application of the videogame-based syllabus. As a matter of fact, the syllabus design had

to be corrected and rewritten in several different occasions during its development since the time to apply the activities during each class sessions were very short. Then, it was necessary to create simple and accomplishable activities within teacher procedures during the available time for each session, aiming to direct the piloting towards the real endeavor of the research project in order to improve communicative skills in EFL learners.

Another difficulty was the lack of experience while applying some procedural activities also played a limitation while completing the first session of piloting since time could have been better utilized. Nevertheless, further preparation with self-observations and rebuilding time and activities in syllabus design, allowed while piloting the second session to correct mistakes, having as result a better use of time and pacing between activities and instructions for the learners to achieve the learning goals.

Finally, when it was about time for applying the project proposal during the first session, I as teacher/researcher had not the enough budget and to develop some task and materials associated with the writing activities because it was necessary to spend a huge amount of money. However, I took advantage of technological devices as computers and some recyclable materials disposed by the school in order to develop the required activities.

Further research

This research proposal presents a significant contribution in regards a better use of technological resources but also a different mean to develop not only communicative skills in learners but other abilities as working in a jointly and pleasant environment. Yet, it is indispensable to design and dispose of much more time to apply a more complete syllabus that provides as outcome the development of the other communicative skills in learners.

It would be also interesting to work deeper in strategies to provide feedback by using gamification in class, in that way learners may find they own errors as an alternative opportunity to improve their learning process. Likewise, teachers may be able to use gamification as a profitable tool to provide grades and achievements to their students in a constructively way.

Finally, it would be fascinating to apply the usage of this syllabus design with other students of higher levels of English by using different activities since it may be challenging to take advantages of more complex videogames and stories. Ranging in depth according to the different students' ages in order to develop critical thinking and measuring language improving thanks to the combination of videogames and gamification the different achievements reached by learners.

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Appendix No 1: Consent form

Bogotá DC. 6 de marzo de 2015

Señoras

Martha Guaqueta y Clemencia Gonzalez

Directora y Gerente de Recursos Humanos

Gimnasio Campestre Educacion Dinámica

La presente comunicación tiene como objetivo solicitar su autorización para que algunos de sus estudiantes participen en el pilotaje del proyecto de investigación a cargo del estudiante de último semestre de la Universidad Minuto de Dios Alberto Rojas Rojas. Las actividades que serán realizadas para la implementación del proyecto se presentan a continuación.

NOMBRE DEL PROYECTO: Digital Natives: how a videogame-based syllabus may develop communicative skills in children

OBJETIVO: Explorar como pueden los estudiantes mejorar las habilidades comunicativas del inglés aplicando un plan de estudios basado en el uso de videojuegos en el aula.

ACTIVIDADES. El propósito de este proyecto de investigación es implementar el uso de un plan de estudios basado en videojuegos que permita entrenar el uso de vocabulario y gramática para el mejoramiento de las habilidades comunicativas del inglés en los estudiantes.

INSTRUMENTOS: Los instrumentos utilizados por los practicantes, se describirán a continuación
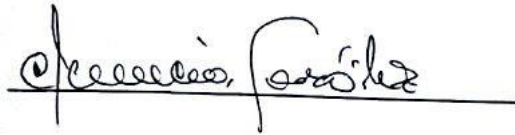
1. Cuestionario de entrada para la recolección de información

2. Observación de clases que serán descritas en diarios de campo

3. Documentos con actividades escritas para práctica y enseñanza del inglés

3. Grabaciones de algunas clases
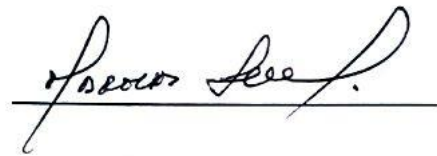
SOBRE LOS PARTICIPANTES.

1. Podrán hacer preguntas sobre el proyecto cuando lo deseen

2. Podrán retirarse del proyecto cuando lo deseen

3. No se usará el nombre real del estudiante

4. La participación del estudiante estará concebida en el periodo de único de dos sesiones de hora y media cada una entre los viernes 13 y 20 de marzo de 2015.

La información que de los estudiantes proceda durante el proceso investigativo será confidencial. El nombre real del estudiante no será usado en el documento. Asimismo, las evidencias y resultados estarán en un lugar seguro y sólo el investigador tendrá acceso a dichos datos.

Firmas de aceptación.

Appendix No 2: Field Notes

FIELD NOTES

Setting: Gimnasio Compestre Educación Dinámica   Grade: 4,5,6 (cicle 3)
Observer: Ronald Rojas
Time: 10:00 am - 11:00 am   object: Class observation

SESSION ONE

Date: March 13th Topic: SETTING THE SCENARY

Teacher Activity	Observation
While completing a class observation in Gimnasio Compestre Educacion Dinamica, I found that the English teacher works with no more of 15 S's. Teacher prepared a lesson about the parts of the house according to the schedule they have with the instituciounal curriculum. Teacher was explaining the parts of the house.	I found that for teachers it is easy to work since classes tend to be personalized, they work for cicles in which teacher should work with three grades at the same time. The class I observed belonged to second third and fourth grades. The teacher uses dinamic activities that engage children while studying the topic. I found that the teacher combines the use of English and Spanish to make easier for the learners to understand.
Teacher Activity Some students were curious about my presence in the class, so teacher introduced my to the learners as a new English teacher	**Observation** The school has a huge country area for the students that includes a soccer pitch, restaurant, another small sports area and the different classrooms that are within a circular building. There are no doors and all the classrooms are only separated by a small roam where students study new words to prepare for evaluations. Each classroom has a higher area where students can check any information in the Internet by using any of the three computers they have and the lower area where teacher completes activities for the class. I found that I donot need a TV for the piloting of the research since I will be able to attach the XBox to the screen monitor located in the classroom. I figured out that I can split the group in two and some students will work on the higher and the other on the lower level of the classroom

I think that Spanish should be used only when a student do not really understand any given instruction

FIELD NOTES

Setting: Gimnasio Campestre Educación Dinámica

Observer: Ronald Rojas

Grade: 4,5,6 (cicle 3)

Time 10:00 – 11:00 am

Object: Class Observation – Participant

SESSION TWO

Date: March 20th Topic: ACTIONS IN GAME	
Teacher Activity	**Observation**
For this class, the teacher prepared some vocabulary for the students about actions or verbs we can do in each part of the house. Then the teacher connected last class topic with the new topic by using verbs in present tense	The teacher mixed the last session topic with the new one. The relation was given since the teacher asked to the students in Spanish "what do you do in the bedroom" Students in Spanish answered "Sleep" then students related the word in spanish with the word in English. As the teacher was called by the principal, she asked my to drill the vocabulary with learner in English. As I was for them a new person, students attended carefully to each instruction I gave. Then I practiced
Teacher Activity	**Observation**
	vocabulary with students. After the teacher come, I begun to connect all the devices needed for the piloting of the project. Once the class with the teacher finished, students were anxious, so much that I had to ask them to behave. in order to continue with the project piloting. So I understood that learners were motivated since they knew they were going to have act with videogames

I felt anxious since I wanted to have a very good activity with learner. Then before starting I made sure everything was connected and ready for the piloting

Observational Field notes — Description of piloting videogame-based syllabus   Date: March 20th, 2015

Setting: Gimnasio Campestre Educación Dinámica

Observer: Ronald Rojas

Role: Participant Observer

Time: 11:00 am – 12:30 pm

Before starting the piloting I checked that everything was connected properly in order to complete the activity in the proper time

Description of piloting   Part 1

11:00 am   I gave a short introduction to the students about the activity to complete during the class by using videogames.

11:05 am   I separated the class in two groups, the first one with the name "Big Brotres" and the other was called "Little Brothers". After that I explained how to work while using the videogame and some rules for the class. There were some very lively students that were anxious because the activity but I explained all of them to be calm, otherwise they would not be part of the class session.

11:15   I made a review explaining again how to create a single sentence by using personal pronouns and verbs. I had students creating some sentences combining the pronouns and the flashcards. Most of the students combined the pronouns and the verbs in the correct way. Finally I made a drill and students review the pronunciation and practiced listening. It was clear that the teacher was also teaching learner the simple present tense and it made the explanation easier.

11:30   I showed the Missions for them to achieve while playing and learners, even girls were receptive. I explained that they were going to listen some instructions and if they completed any instruction then the group would win a medal. Then they were excited since they understood that it was a contest.

11:35   I explained that after completing a mision, learners should share controller with other couple of the group and so on. In that way all of them should have the chance to listen the instruction and complete a mission in the game.

11:37   I play the recording and the first instruction was repeated three times and I stop it. Learners, not all of them said in Spanish "empujar el carro" then I figured out that they understood the instruction.

I tried to make a video but I had an issue while recording it, so I was able to get only a brief moment of the activity.

While learners where listening the instructions I found that many of them were not understanding the whole sentence but they got exactly the actions that I explaining during the review of the lesson using pronouns and verbs to build simple present

It was striking to see how learners were trying to listen in a careful way the instructions, so they were practicing their listening skill and giving as outcome the mission completed

Observational Field notes — Description of piloting videogame-based Syllabus   Date: March 20th, 2015

Setting: Gimnasio Campestre Educacion Dinamica

Observer: Ronald Rojas

Role: Participant Observer

Time: 11:00am — 12:30 pm

Description of piloting part 2

Learners demonstrated such level of concentration during the activities that they accomplished all the missions and they wanted to have more.

12:15   After the activities during the game were completed I delivered a worksheet in which students practiced one more time the use of simple present.

12:30   After students finished the writen activity proposed with the worksheet I found that it was easier for them to understant the lesson since they already had experienced the use of language in a virtual context.

For learners was easy to complete the writen activity from the worksheets since they already had practiced the present tense with the videogame

I had a relief sensation because learners felt comfortable and they demonstrated a real engage while completing the activities

Appendix No 3: Artifact 1

School: _____ Student's Name: _____ Date: _____

CONTROLLER PARTS

Fill the missing word in the box

Guide

Back   Start   Y

LT   RT
LB   RB

X   B

A

Left

Directional pad
(D-pad)   Right
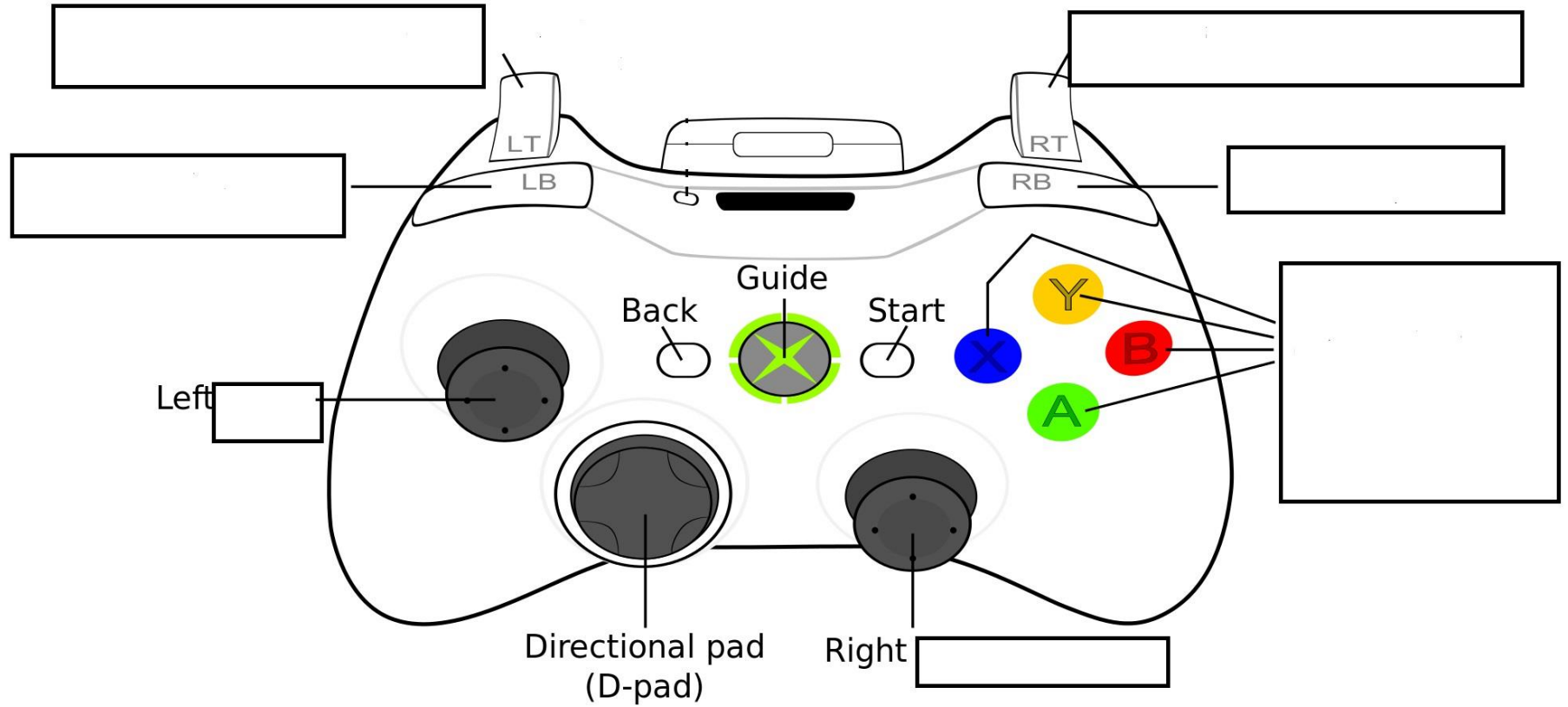
Appendix No 3: Artifact 2 GUIDE FOR THE TEACHER

(Listen Carefully)

The teacher guides the instructions in Italic

Those sentences with the option Recording should be completed by the students in order to obtain a medal

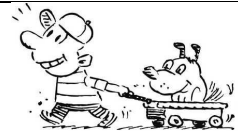|	
Mission 1 Brothers pull the cart to the bridge (Recording)	
Mission 2 *Before the bridge teacher should shows a path on the right side of the way, then Students should accomplish this mission* Little brother put a rock in the water (Recording)	
Mission 3 Big brother pulls the lever (Recording)	
Mission 4 *Big brother helps little brother to climb the ladder* *Little brother throws the rope* Big brother climbs the rope (Recording)	
Mission 5 *Brothers leave the doctor´s house and cross the bridge* *As brothers cannot cross the bridge, they should go under the bridge* *Little brother gets on the back of the big brother* Big brother swims (Recording)	
Mission 6 Brothers climb the roots (Recording)	

INSTRUCTIONS FOR BIG BROTHERS TEAM

Mission 1 Brothers pull the cart to the bridge (Recording)	
Mission 2 *Before the bridge teacher should shows a path on the right side of the way, then Students should accomplish this mission* Little brother put a rock in the water (Recording)	
Mission 3 Big brother pulls the lever (Recording)	
Mission 4 *Big brother helps little brother to climb the ladder* *Little brother throws the rope* Big brother climbs the rope (Recording)	
Mission 5 *Brothers leave the doctor´s house and cross the bridge* *As brothers cannot cross the bridge, they should go under the bridge* *Little brother gets on the back of the big brother* Big brother swims (Recording)	
Mission 6 Brothers climb the roots (Recording)	

INSTRUCTIONS FOR LITTLE BROTHERS TEAM

Mission 1 Brothers pull the cart to the bridge (Recording)	
Mission 2 *Before the bridge teacher should shows a path on the right side of the way, then Students should accomplish this mission* Little brother put a rock in the water (Recording)	
Mission 3 Big brother pulls the lever (Recording)	
Mission 4 *Big brother helps little brother to climb the ladder* *Little brother throws the rope* Big brother climbs the rope (Recording)	
Mission 5 *Brothers leave the doctor´s house and cross the bridge* *As brothers cannot cross the bridge, they should go under the bridge* *Little brother gets on the back of the big brother* Big brother swims (Recording)	
Mission 6 Brothers climb the roots (Recording)	

MEDALS FOR TEAMS	
20 POINTS	20 POINTS
20 POINTS	20 POINTS
20 POINTS	20 POINTS
20 POINTS	20 POINTS
20 POINTS	20 POINTS
20 POINTS	20 POINTS

Appendix No 3: Artifact 3

Name: _____   Date: _____

VIDEOGAME TOOLS IN CLASS

Fill in the missing letters to complete the words

1. _ o n s o l e

2. C o n _____ r o l l e r

3. S t _____ c k

4. V i d e _____ g a m _____

5. T _____ l e v _____ s _____ o n

6. B _____ t t o n

7. T r _____ g g e r

LiTTLE BroTher
Bianca Sofia
console
contoller ✓
Stack
vidiogame
Television ✓
Botton

2

Angela Salamanca

Big brother

console

stick

video game

controller

television.

Button

G

Appendix No 3: Artifact 4 Flashcards
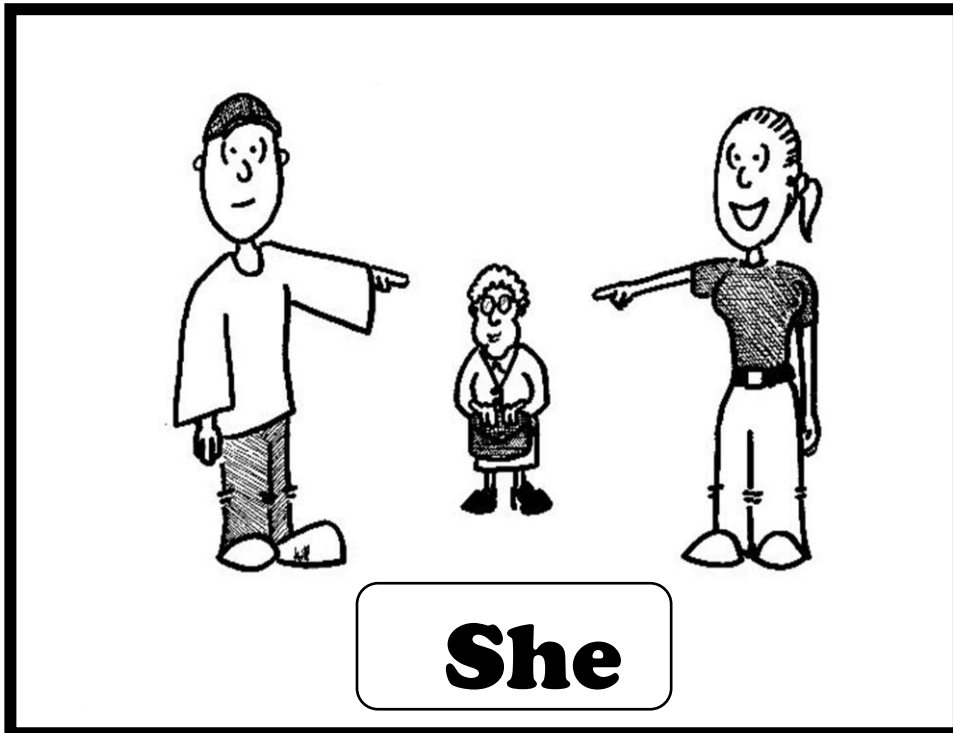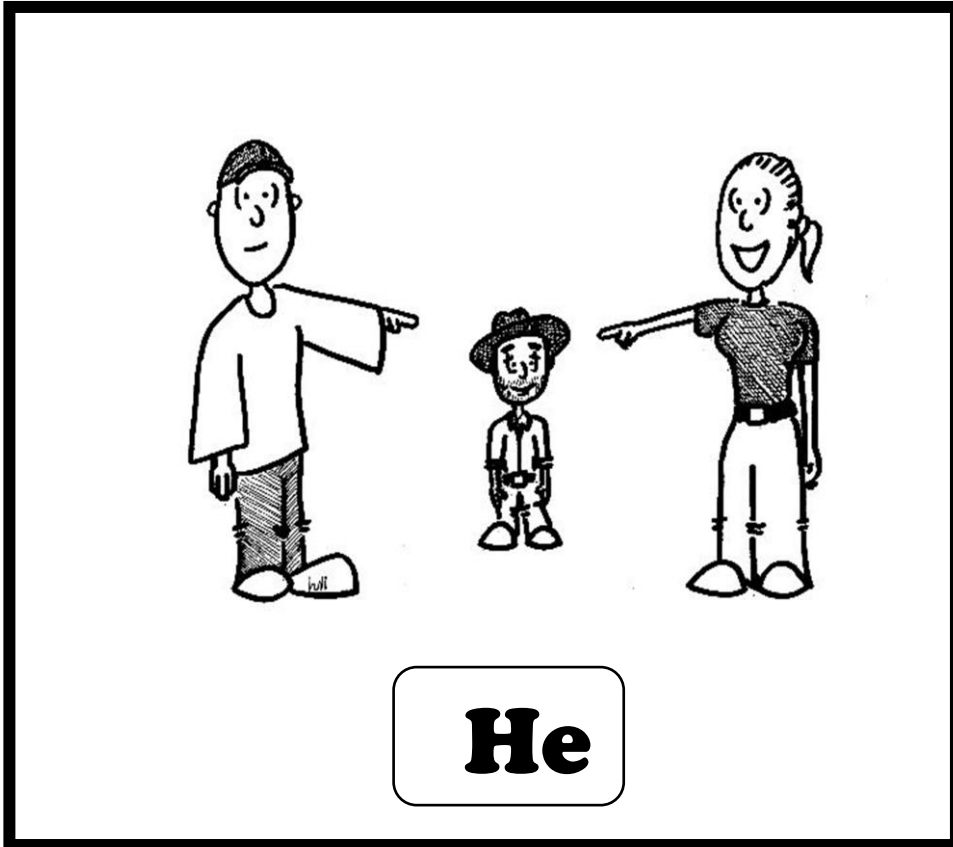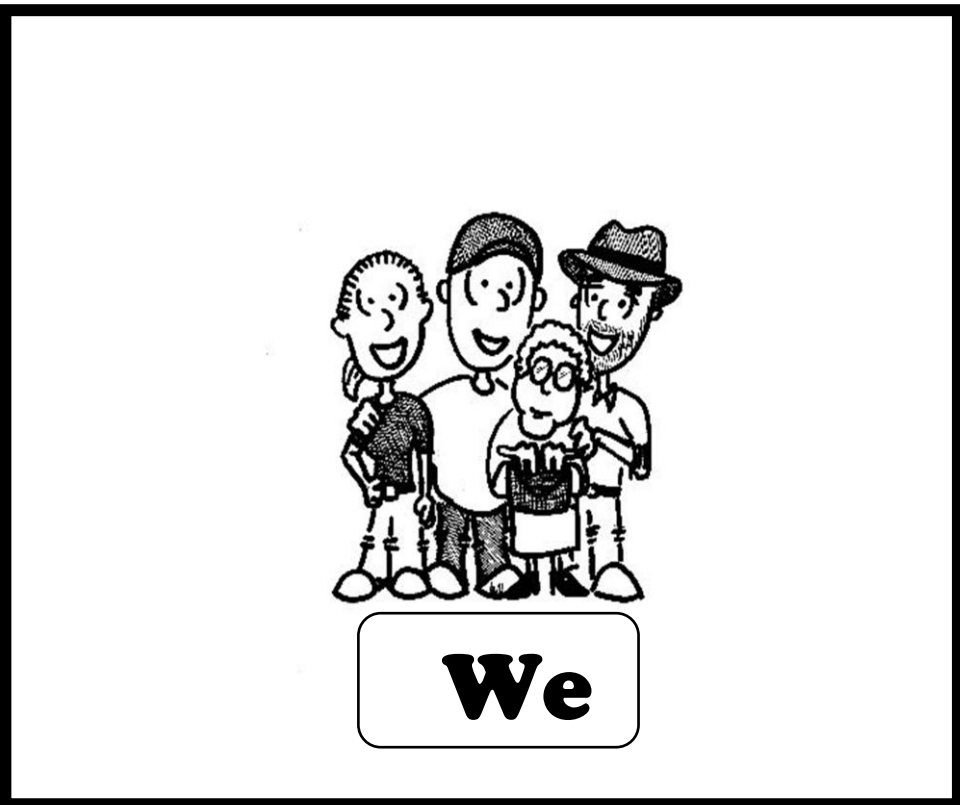

CONSOLE

CONTROLLER

STICK

BUTTON

TELEVISION

TRIGGER

VIDEOGAME

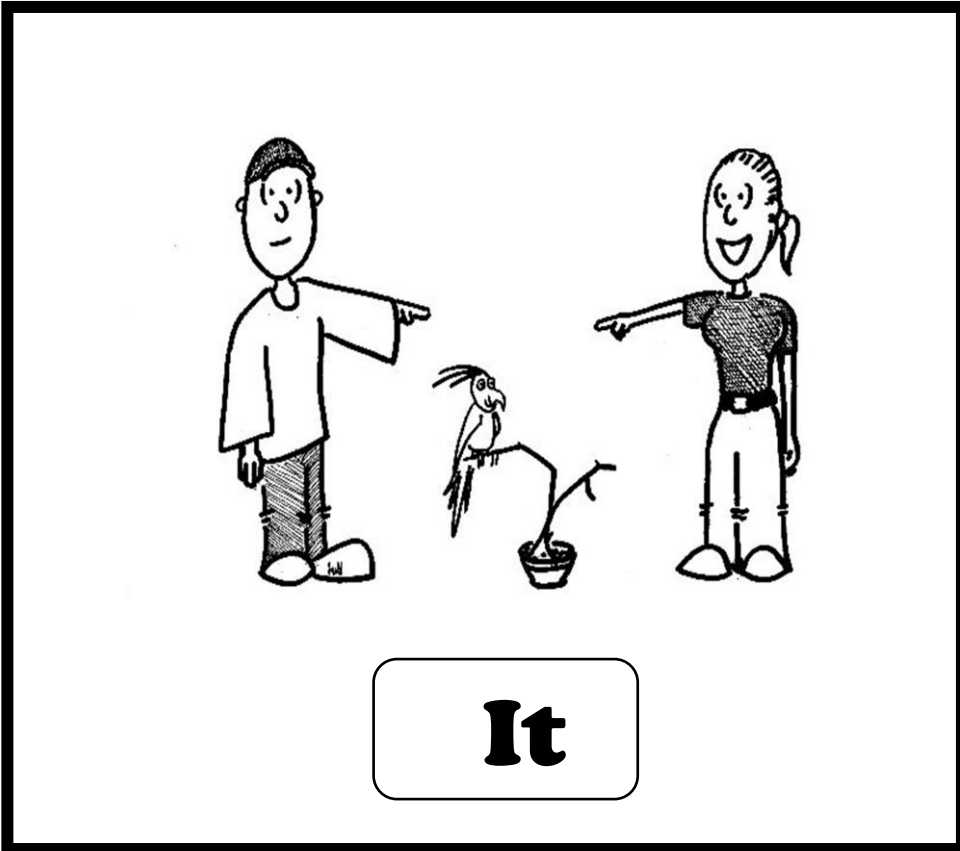**I**

You

He

She

It

We
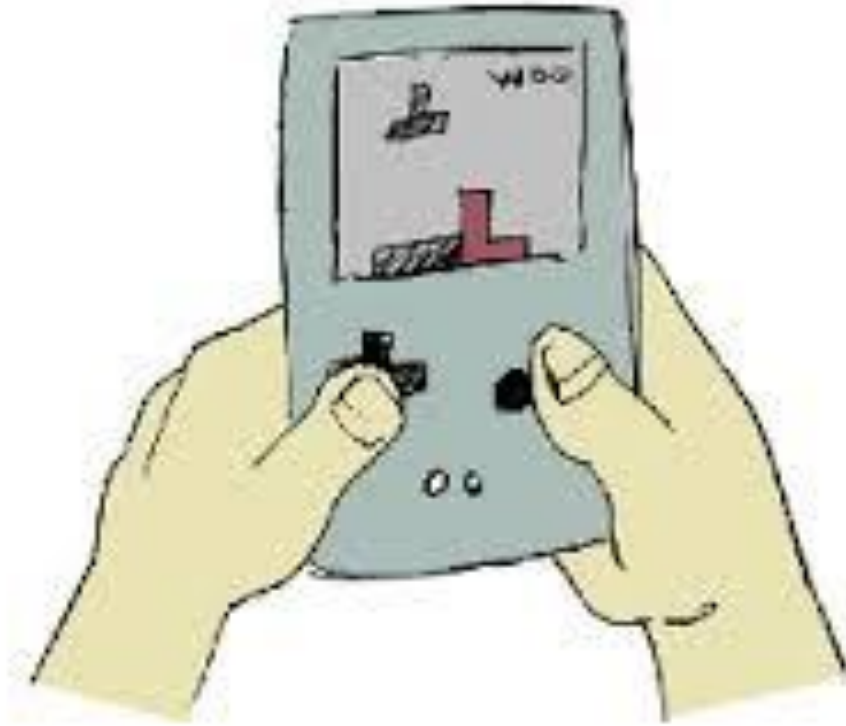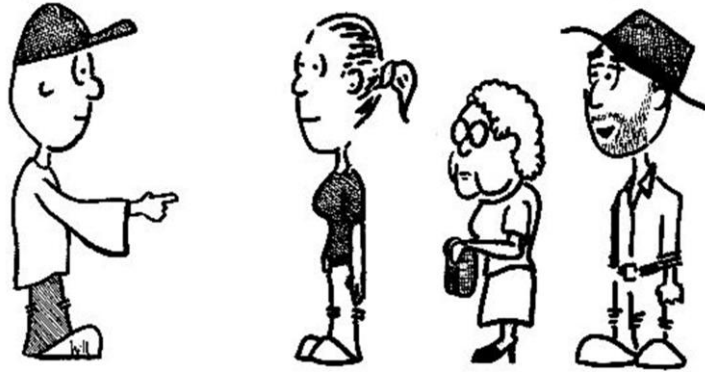
You
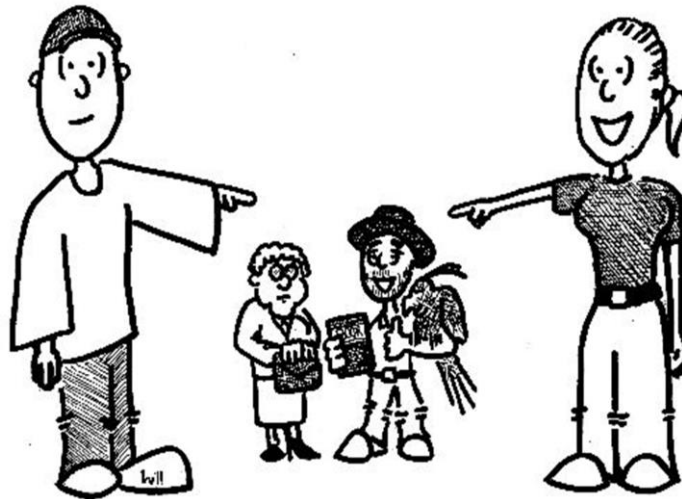
They

CLIMB

www.Vecto.rs · 22438

HOLD

JUMP

PULL

RUN

SWIM

WALK

Appendix No 3: Artifact 5

Valeria Romero 4:

Present Simple positive form

① Match.

GRAMMAR HELPERS

she it we

you swim I
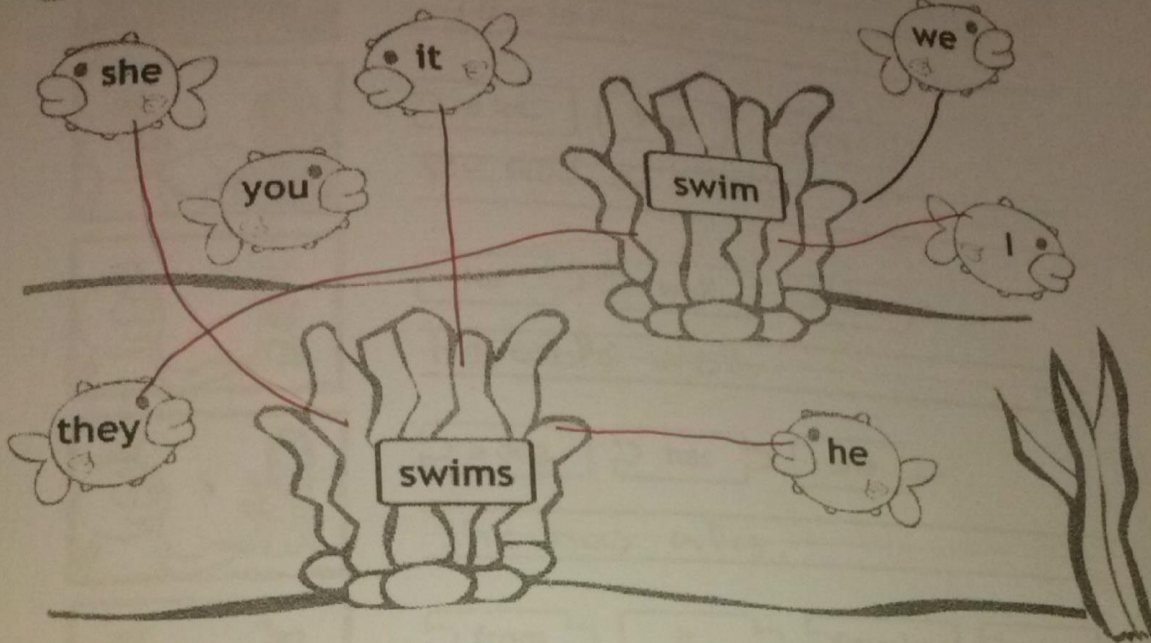
they swims he

② Choose the correct word.
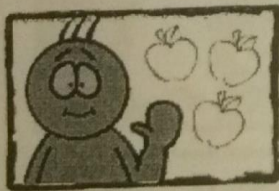
like / likes

I _____like_____ apples.

eat /(eats)

We often __eats__ pizza.

(swim)/ swims

They __swim__ every day.

cook /(cooks)

He __cooks__ well.

Present Simple   positive form

GRAMMAR HELPERS

③ **Write the sentences.**

| Poland. | in | live | I |

I live in Poland.

| a lot. | You | read |

you read a lot.

| He | well. | cooks |

he cooks well.

| a dog. | has | She |

She has a Dog.

| from | It | Dragoland. | comes |

IT comes from Dragoland.

| speak | We | English | very well. |

We speak English very well.

| like | pizza. | You |

you like pizza.

| every | morning. | swim | They |

They swim every morning.

Appendix No 4: Questionnaires

UNIVERSIDAD MINUTO DE DIOS

PROGRAMA DE LICIENCIATURA EN INGLES

Nombre de profesor: _Timoleon Guerrero Rojas_

1. ¿Está de acuerdo con el uso de diversas tecnologías para la enseñanza en planteles educativos? Si (X) No ( )

¿Por qué?

Porque el uso de estas herramientas facilita la labor educativa y hace que la clase y el aprendizaje para los estudiantes sea mas atractivo

Technology makes attractive learning for students

2. ¿Has jugado algún videojuego alguna vez? Si (X) No ( )

¿Cuál o cuáles?

Mario Bross, Tetris, Sniper, Medel of honor, Call of duty Halo, ...

this teacher is young and by videogames he mention has played possible to say that this kind o teacher are ment to use techno tools in classroom

3. ¿Tiene usted videojuegos en su casa? Si (X) No ( )

¿Cuál o cuáles juega?

Nascar, Need for speed, Sega, sebren, Tangram

4. ¿Cree usted como profesor que se puede enseñar inglés u otra materia por medio de videojuegos a los estudiantes?

Si (X) No ( ) ¿Por qué?

los estudiantes se familiarizan con las nuevas tecnologias y esto hace que una clase con un video juego sea mas educativa y facil d aprender que una clase magistral.

Teacher recognizes that videogames makes easier to learn

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PROGRAMA DE LICIENCIATURA EN INGLES

Nombre de profesor: _William Tada_

1. ¿Está de acuerdo con el uso de diversas tecnologías para la enseñanza en planteles educativos? Si (✓) No ( )

¿Por qué?

Porque como herramientas didáctica-pedagógicas, ayudan o que los estudiantes puedan valerse de las misma para ir alcanzando una mayor comprensión en los temas de estudio.

2. ¿Has jugado algún videojuego alguna vez? Si (✓) No ( )

¿Cuál o cuáles?

Ajedrez, Tetris

3. ¿Tiene usted videojuegos en su casa? Si ( ) No (✓)

¿Cuál o cuáles juega?

4. ¿Cree usted como profesor que se puede enseñar inglés u otra materia por medio de videojuegos a los estudiantes?

Si (✓) No ( ) ¿Por qué?

Las ayudas tecnológicas, especialmente en el área de inglés ayudan a una mayor comprensión del idioma inglés.

This teacher works with learner teaching chemistry and math. he stresses that for learning English games become in a great help

student 3

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PROGRAMA DE LICIENCIATURA EN INGLES

Nombre de estudiante: _Lina Salamanca_   Grado: _6º_

Hombre _____ Mujer _✓_

1. ¿Te gusta la clase de inglés en tu colegio? Si ( ) No ( ) ¿Por qué?

Si porque son divertidas y se aprenden muchas cosas de una manera fácil

2. ¿Cómo te sientes en la clase de inglés?

bien

3. ¿Has jugado algún videojuego alguna vez? Si (✓) No ( ) ¿Cuál o cuáles?

Si pero m me acuerdo los nombres

4. ¿Tienes videojuegos en tu casa? Si (✗) No ( )

¿Cuál o cuáles juegas?

Si pero mse los nombres

5. ¿Crees que puedes aprender inglés u otra materia por medio de videojuegos?

Si (✓) No ( ) ¿Por qué?

Si porque al averiarse se aprende

6. ¿Te gustaría aprender inglés por medio de videojuegos? Si (✓) No ( )

7. ¿En qué dispositivo juegas tus videojuegos?

Encierra en un círculo las opciones que usas

a. Celular   b. Tablet   c. Computador   d. Consola de videojuegos

Otro. ¿Cuál o cuáles?

nintendo wii

All the participants of the research have the way to play videogames by using different devices

student 2

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PROGRAMA DE LICIENCIATURA EN INGLES

Nombre de estudiante: Angela Salamanca   Grado: Sexto

Hombre _____ Mujer __X__

1. ¿Te gusta la clase de inglés en tu colegio? Si (x) No ( ) ¿Por qué?

Si porque es chavre la forma como hacen la clase

[handwritten note, orange:] Most of the learners enjoy the English class. They have positive comments about the teaching the review

2. ¿Cómo te sientes en la clase de inglés?

Bien porque hay actividades muy divertidas

3. ¿Has jugado algún videojuego alguna vez? Si (x) No ( ) ¿Cuál o cuáles?

Si, Brothers

[handwritten note, orange:] All the participants have played videogames before

4. ¿Tienes videojuegos en tu casa? Si (x) No ( )

¿Cuál o cuáles juegas?

Si mario cart wii

5. ¿Crees que puedes aprender inglés u otra materia por medio de videojuegos?

Si (x) No ( ) ¿Por qué?

Si porque es otra forma de entender las cosas

[handwritten note, orange:] Children see videog as a new way to under class

6. ¿Te gustaría aprender inglés por medio de videojuegos? Si (✓) No ( )

7. ¿En qué dispositivo juegas tus videojuegos?

Encierra en un círculo las opciones que usas

a. Celular   b. Tablet   c. Computador   d. Consola de videojuegos

Otro. ¿Cuál o cuáles?

....
....