

Exploring the Potential of Minecraft to Foster EFL Engagement in a Colombian School

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**Explorando el Potencial de Minecraft para Fomentar la Participación en Inglés como Lengua Extranjera
(EFL) en una Escuela Colombiana.**

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Abstract

This research paper examines the implementation of game-based learning using video games to engage fourth-grade students in a public school in Bogota in their English as a foreign language (EFL) learning process. The results of the study indicate that the use of video games has led to increased engagement among students, resulting in improved literacy skills. EFL learning has traditionally been a challenge for students, but the findings suggest that video games can be an effective tool to enhance their participation in classroom interactions. Specifically, the study focuses on the application of the video game Minecraft in EFL learning among high school students. The results demonstrate that video games can be a useful tool to facilitate effective and meaningful EFL learning.

Keywords: Gamification, EFL, Engagement.

Resumen

Este trabajo de investigación examina la implementación del aprendizaje basado en juegos utilizando videojuegos para involucrar a estudiantes de cuarto grado en una escuela pública en Bogotá en su proceso de aprendizaje del inglés como lengua extranjera (EFL). Los resultados del estudio indican que el uso de videojuegos ha llevado a un mayor compromiso por parte de los estudiantes, lo que ha resultado en una mejora en las habilidades de alfabetización. El aprendizaje de EFL ha sido tradicionalmente un desafío para los estudiantes, pero los hallazgos sugieren que los videojuegos pueden ser una herramienta efectiva para mejorar su participación en las interacciones en el aula. Específicamente, el estudio se centra en la aplicación del videojuego Minecraft en el aprendizaje de EFL entre estudiantes de secundaria. Los resultados demuestran que los videojuegos pueden ser una herramienta útil para facilitar un aprendizaje efectivo y significativo de EFL.

Palabras clave: Gamificación, EFL, Compromiso.

Chapter I. Introduction

English has become the most widely used language in the world, becoming the language of choice in education, business, employment, travel, science, and technology (Rao, 2019). The latest evolution of technology and the emergence of social networks have complemented and boosted the use of English in everyday contexts (Mofareh, 2019). Information and communication technologies (ICTs) have played a significant role in the global spread of English, as they allow the broadcast of information and are designed using language as a vehicle (Pratt, 2019). ICTs have changed the way people access information and learn, making them important tools in everyday life. Video games, in particular, have facilitated learning, entertained students, and exposed them to the language in an engaging way, as they promote rewards after passing each level and offer interesting stories (Granic et al., 2014).

Gamification is an approach that can increase students' engagement and motivation, making it a useful tool for teaching English as a foreign language (EFL). Gamification involves using pedagogical approaches, methodologies, and strategies that empower and catch the learner's attention, promoting engagement and motivation (Barghani, 2020). Martin (2006) notes that motivating students is a major challenge for teachers, and engagement plays a large role in students' interest and enjoyment of school. By using engaging teaching methods, such as gamification, teachers can change their approach and help students acquire knowledge in diverse ways.

Lee and Hammer (2011) suggest that the implementation of gamification in the classroom provides opportunities to boost the learning environment, while Barghani (2020) argues that gamification brings several benefits to learning, such as boosting student engagement and fostering

their attention. Learning through gamification can promote and enhance students' engagement, which in turn can improve knowledge retention Bargnani (2020). Therefore, the implementation of gamification in teaching EFL can be an effective way to encourage student engagement and improve their learning outcomes.

Statement of the problem

Colombia is one of the countries where developing English proficiency is a priority. With the purpose of developing a solid economy and with good international relations to international trade, the government set itself the task of implementing plans so that its future inhabitants would become bilingual Bonilla & Tejada (2016). Nevertheless, the government has been in the task of developing various programs such as the national program of bilingualism as an example:

Colombia Very Well, which is training the current generation Bonilla & Tejada (2016). Otherwise, results are assessed with the common European Framework of Reference (CEFR), which is used around the world to define the language skills of students on a scale of English levels from A1, the basic level of English, to C2, for those who are proficient at English, actually any language but in this case English. According to the results of the 2013 Saber 11 test, as Sanchez (2013) said it was evident students at the end of their secondary education have a deficiency level of English where 90% obtained a level of A1, while only 2% of the students achieved a B1 level; it means most of the students demonstrate low English level.

Consequently, it must be considered that the goal of the MEN is that by 2025 the proposal of "Colombia Very Well" be successfully implemented. In light of this, it is expected that most of the students become proficient at English; to accomplish such ends, English class hours have been increased. Also, these lessons have been accompanied by ICT tools in the pursuit to engage students and facilitate their meaningful learning (Wong, & Yang, 2017). However, with just the idea to

implement the ICTs in class is not enough to catch their attention, teachers may take advantage of these resources creating more stimulating environments in which our students have authentic possibilities to communicate.

The national bilingual program in Colombia has been proposed to solve the lack of advanced training in topics related to bilingualism or with the teaching and learning of foreign languages. According to Castro (2019), the lack of spaces to share what has been learned, learning environments are vital for the development of learning and skills, and teachers might promote these spaces to teach EFL. On the other hand, studies on the evaluation of the effectiveness of bilingual education have been proposed from various points of view and have been developed around different groups of variables related to students, family, community, school, types of program, coordination, and organization of the programs, teacher training, teaching and learning processes, exchanges and stays abroad, materials and resources, assessment techniques, and the results obtained by the students. "Therefore, the success of bilingual programs depends on the integration and harmonization of multiple factors that interact effectively". (Pérez Cañado, 2016; Ortega Martín, Hughes and Madrid, 2018). (p.85) as cited in Sotoca, (2021). To sum up, spaces of learning and the involvement of different factors and communities may be implemented in classes of EFL to boost the development of knowledge.

Resources and spaces used in classes are not generating motivation in EFL students' context. In fact, no matter how much technology and resources we have put in place, our students just do not connect Purushotma et al. (2017), despite these implementations in the classroom, they do not create the link necessary to learning, as a result, video games connect students and this leads them to be engaged on learning. In this case, we must understand the advantages ICTs offer, such as attracting the attention of students in the classroom taking into account the task of the teacher is facilitated in the way of sharing information or implementing activities in classes to the respective

learning (Rindu & Ariyanti, 2017). ICTs are important for generating emotions in students; By using ICTs and gamification in the classroom, educators can take advantage of many benefits as students can discuss, communicate, play, and learn in new and engaging ways. This approach requires an emotional balance and the transmission of values by educational agents such as teachers, who play a critical role in ensuring that ICTs represent a positive advance in the intellectual, practical, ethical, and emotional development of students. By leveraging the advantages of technology, educators can further enhance the learning experience and help students develop important skills such as interaction, engagement, and collaborative work. The use of technological devices, such as video games, can generate greater motivation and engagement in EFL learning. These tools create a special connection between students and the learning process and can be a valuable tool for teachers seeking to motivate students.

Motivation has always gone hand in hand with learning a foreign language. Due to this, motivation is also closely related to the methodologies used by teachers when it comes to learning, Putry (2015) mentions that currently, the methods used by teachers are not appropriate for secondary students, as most of the methods employed have not evolved and have become obsolete. Also, we may say that times set new challenges, so that instruction must adapt and find ways to cover educational needs efficiently. Thus, ICTs propose new ways of teaching and learning, accelerating the integration of several factors in education. However, we may say that taking face-to-face lessons is harder when teachers want to innovate in the classroom involving these kinds of tools as a teaching methodology and maybe they do not have enough knowledge to manage those. By contrast, it would be easier for students to learn as they used to be involved with the support of ICT resources and the technological world. In view of the former, the methods used by some teachers have remained stagnant while students enhance the way they learn like in this case, EFL.

The implementation of ICT in teaching might be a tool that helps to enhance students' engagement, but teachers are the ones in charge of allowing the learning objectives to be achieved. Many teachers have the knowledge to implement the use of ICTs in order to attract the attention of any type of students, but there are several limitations in applying them depending on institutions resources. The advantages of gamification include improved student engagement, which can be measured in terms of factors such as the amount of time spent on relevant learning, the number of completed activities, and the willingness to attend classes or work on course material. Learning outcomes may also be evaluated in various ways, such as course grades, completion of a study program or period of study, or the ability to achieve certain goals (Appleton et al. 2008). According to research, the use of ICTs can have a significant impact on the teaching of English, and teachers can enhance their classes by incorporating these tools.

Engagement is fundamental in any learning process, especially in EFL. Thus, engagement shows the student remains focused on a specific activity and there are many students who are engaged in their studies, regularly attend their classes and many schools are very effective in promoting student engagement allowing them to keep motivated (Willms, 2003). When it comes to EFL teaching, we need to bear in mind secondary students' engagement, as they can either fail or succeed (Furlong & Rebelez-Ernst, 2014). In this way, we must say that engagement facilitates learning which allows the students to be motivated and do their best to attempt to learn. Consequently, by engaging students in the classroom, they have the potential to improve several aspects of their language skills (Gray & DiLoreto, 2016). In short, students' engagement generates better learning in the classroom, causing teachers to seek alternatives to improve it constantly.

In this sense, there is the possibility of addressing the lack of engagement by implementing gamification. Camacho & Ovalle, (2019) argues that the use of video games may foster engagement to learn a foreign language. In this way, these may be adapted for secondary students in learning EFL,

to obtain exposure to language. Finally, gamification may upgrade elementary students' engagement in EFL learning, as such, we present our research question and objectives:

What is the influence of the implementation of gamification in elementary students' learning and engagement in a course of 4^º grade EFL?

Accordingly our objectives are stated as follows:

To establish the influence of gamification strategies in 4^º grade student's engagement in EFL.

To unveil the importance of gamification activities in EFL learning in 4^º grade students.

Rationale

Education has been evolving, new methods, tools and technologies have been adapted to boost a more effective way of teaching. This gives us the opportunity to use video games and thus attract and provide different perspectives on teaching English as a foreign language. Camacho & Ovalle, (2019) argues the implementation of video games in the educational field has become a central interest in schools. Therefore, video game-based learning is a key tool for EFL learning to achieve proficiency.

This research seeks a way to encourage students' engagement to learn English as a foreign language. Video games may empower interaction in different sociocultural contexts. It may offer students the need to be more attentive and even involved in their learning process (Howard & Ting-Yu, 2013). By engaging students in their classes, they may feel comfortable allowing active participation and successful learning. In order to ensure that students can have focused participation, inside and outside of class, video games are implemented in the class environment to allow students to learn.

The use of video games is a technological tool that can prolong the attention of the pupils. In particular “The players would engage longer in gameplay, complete more tasks” (Eseryel, et al. 2014, p 43-44), and this in turn leads them to generate learning. When students are immersed in video games; they are exposed to new vocabulary which generates new knowledge and also the potential to continue learning through video games, and this enhances students' engagement in learning, since with these video games they might acquire new vocabulary. The former implies the use of video games are close experiences with the content to develop the learning and engagement of each learner.

On the other hand, gamification can be implemented in institutions to enhance student learning in terms of engagement. Video games are tools that captivate students, which facilitate classwork, and also permit students to be in active communication (Widitiarsa, et al. 2018). Additionally, with the use of technological tools and the dynamics of games, more attention should be achieved from students. Teachers are also engaged in their class and thus motivate the environment since they always do all the possible to improve students' learning, permitting the teacher to become a guide in the use of video games. Besides, each of the students accesses all the resources the game offers so as not to have limited learning. Then, video games can have a positive effect on EFL learning in terms of vocabulary, thus helping students to maintain enthusiasm in the classroom. Additionally, video games applied to classes in a foreign language may involve students to have an active participation since this tool is adequate to maintain the attention of the students and develop communicative skills. Otherwise, students learning can facilitate their engagement at the same time they are acquiring a foreign language.

The implementation of gamification may have several advantages in education. The fulfillment of gamification may help to involve the learner in interaction (Gray & DiLoreto, 2016). Consequently, student's engagement may effectively change the interest that gamification attracts, generating engagement and motivation in the assignments of the course. In short, the

implementation of gamification may show several benefits in the classroom environment, improving the attitudes of the students.

The aim of this study is to help teachers implement gamification in the classroom to engage students in EFL learning. Video games can be an effective tool for enhancing student engagement, as they capture learners' attention and help create a more immersive learning experience. Studies have shown that incorporating video games into vocabulary learning can increase student engagement and improve learning outcomes.

Chapter II. Theoretical Framework

This chapter gathers the fundamental theory related to the importance of engagement and the communicative approach in education for appropriate learning of EFL. Taking into account the aforementioned concepts, information and communication technologies permit the implementation of games in learning and teaching, boosting and enriching the students' communicative skills and engagement in their learning processes due to gamified classes. In consequence, engagement in learning is boosted when teaching through video games promoting communicative skills in EFL. In this way, we address the concept of learning using video games to foster engagement, the framework of the communicative approach, and second language teaching employing ICT tools.

Encouraging EFL Learning and Engagement Through the Implementation of Games in Learning Environments

One of the aspects to take into account is that EFL learning through video games is a component to promote engagement. During this process, different competencies can be developed at the same time as learners are constructing knowledge. Likewise, there is an important factor to consider which is the students' engagement that can provide the learners the ability to absorb further information that leads them to make social relations with their partners showing positive changes in their literacy processes. Thus, one of the tools that can be used to maintain students' attention and learn with the EFL might be video games bringing about different types of emotions that inspire them to be more connected with learning through the interactive experiences that they are having when they manage those types of tools (Checa et al. 2014). Then, video games could be a way of attracting students to be more engaged during their learning processes implemented in learning environments.

Furthermore, game-based learning has become a great alternative to learning a new language and improving EFL skills through communicative assignments. Additionally, learning is a way in which the individual builds and develops knowledge, it is the behavior change that derives from experience (Houwer et al. 2013). Not to mention, all knowledge previously learned by the individual changes through life experiences. In fact “learning involves building and modifying our knowledge, as well as our skills, strategies, beliefs, attitudes, and behaviors, people learn social skills” (Schunk, 2012, p. 2). Additionally, learning is a way of enriching and developing the individual’s wisdom, modifying the behaviors that the individual acquires toward the construction of knowledge, and developing practical skills. In short, learning allows the modification and construction of knowledge through experiences developing communicative skills since it permits them to contribute to that knowledge construction which depends on the EFL communicative scenarios and experiences provided.

Then, the use of video games could engage students in their EFL learning process. Likewise, the use of video games has involved the incentives for student engagement setting for the students, where the teacher can use different strategies to encourage meaningful learning through Communicative situations and assignments, thus, different skills are developed, as indicated Granic et al. (2014), “learning or ability is presumed to be a mark of effortful engagement, failure signals the need to remain engaged and try to get students engaged” (p. 71). Additionally, video games integrated into language learning, allow students to learn from their experiences and enhance their EFL abilities (Joosten, et al., 2010). Consequently, when these are associated with learning, students' knowledge acquisition is being enriched and substantial. Besides, game-based learning can be implemented in classroom activities to enhance student engagement and learning outcomes like new vocabulary, it may generate several feelings that are used by the teacher to guide adequate EFL advancement knowledge.

In this way, games can attract people and this helps to foster socialization and learning through the different interactions between students. One of the benefits found in the use of video games is being able to use them in the classroom to generate a positive learning experience in English learning, Moral et al., (2016) established “experiences are found aimed at promoting the learning of languages through playful applications based on the training of different language skills” (p. 181). Therefore, through diverse interactive actions, students are able to reach the development of communication and keep the motivation to learn a new language. Bearing in mind the former, interactive learning spaces are essential in the process and those can be used to foster EFL learning in order to help students to develop several skills through the use of video games. Hence, knowing that learning is established through interactions, it is essential to create an environment in which students through gamification can have communicative activities for the generation of interactive spaces in order to achieve a meaningful learning experience.

As mentioned above, as knowledge is learned, skills are developed that enable people to function in society (Vygotsky, 1979). What is evident is that through social interactions it is possible to develop communication that brings the exchange of knowledge and the recognition of identities by being actively involved in a social context that allows communication where knowledge is acquired (Rojas, 2021). As stated by Rohana (2015) cited by Syamsuddin (2021) “use of effective communication in the learning process can increase motivation and interest in learning as well as students' reasoning power, increase enthusiasm for actively participating during the learning process” (p. 13). In other words, learning is developed through interaction, and socializing with other individuals, thus contributing to cognitive development and the exchange of knowledge.

In order to encourage EFL learning it is important to engage students in communicative scenarios where they have the chance to exchange their knowledge. As stated by Sinclair et al, (2003), “engagement involves positive student behaviors, such as attendance, attention, and

involvement in class, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of the school environment” (p. 97). Engagement is a variable that is always in constant change as students become more attracted to a certain activity in the class. Also, engagement is a psychological construct that indicates how active an individual is in relation to an activity (Khan, 1990). Additionally, engagement implies several factors such as the life principles of each person, these principles are characteristics that each person prefers to adopt either for the accomplishment of a goal or to help a colleague, such as responsibility, discipline, and motivation. This implies that an engaged individual does everything possible to achieve their personal goal. In sum, engagement is a vehicle that helps to achieve the proposed goals of learning.

Therefore, engagement is a way of driving learning toward a goal such as learning EFL. Engagement has been considered important for EFL learning, as it generates motivation and self-efficacy (Huang et al., 2022; Lie et al. 2020) and these are conducive to the development of communicative skills and greater self-determination of learning by the student. In this sense, engaging the student in a controlled EFL environment allows them to develop motivation, as when motivation is present in teaching, it is easier for students to acquire knowledge to do so, it is important that they be engaged in learning in this case, ICTs may assist to achieve such ends. In short, engagement in EFL learning is of great importance to the class to generate motivation and self-efficacy.

In summary, fostering EFL learning and engaging students may increase motivation, and video games could be an effective tool to do so. Thus, EFL learning is enhanced with games, when learners feel motivated and they start to be interested in playing with them and practicing different skills such as reading and speaking, acquiring great stimulation in terms of language (Frome, 2007). Additionally, this motivation may be used in learning to generate engagement and boost EFL learning through interactions among students. Then, EFL classrooms can play a useful role in motivating the learners'

attention towards EFL learning at the elementary level through diverse exercises or interaction activities through their active participation in the learning time in which students feel engaged to learn a second language such as in this case, using a virtual game. In essence, ICTs and video games in learning generate an impact that benefits students because they grew up with them and can generate an engagement towards the EFL acquiring meaningful knowledge by the use of a video game like Minecraft.

Communicative Approach to Foster Teaching Practices In EFL Through ICT Resources

Considering the importance of teaching for the development of knowledge, teaching is associated with communicative approaches. The formation of a communicative competence in a foreign language allows the development of sociocultural and educational cognitive linguistic competencies. In this case, the communicative approach is important for teaching in order to stimulate students to be able to express themselves in the target language (López, 2018). In short, the communicative approach is the objective that is intended to be achieved in teaching through the application of various tools to promote social communication.

Therefore, teaching promotes different alternatives to being able to construct knowledge. As Isola (2019) suggests "Teaching denotes action undertaken with the intention of bringing about learning in another. In this way, teaching is distinguished from mere telling or showing" (p.7). Teaching discerns different information, which students can use for everyday contexts and their lives in the future. Through teaching, teachers aim to develop students' communicative skills (Acosta & Ramirez, 2019). Teaching is related to actions such as instruction to reach such an end of teaching, there must be a relationship between teacher and student. Thus, teaching is communication in a structured process in which information exchange occurs (Zabalza, 1990). In this way, teaching is the

process by which those who have certain knowledge guide those who are learning to reach objective knowledge.

Furthermore, it is essential to implement an approach and method that allows students to be engaged and their acquisition of knowledge to be more meaningful while students are learning a foreign language. For instance, the teacher promotes games over several activities to facilitate EFL learning, since promoting ways to generate engagement is the key to boosting EFL teaching and ICT could set up a positive impact on students (Dahmani & Youssef 2010). So, it is necessary to execute proposals that may contribute to the teaching of a foreign language, different from the traditional ones, to generate a process that impacts students' development learning (Barcos, 2017). To sum up, following up on the process of students reintegrating topics that were previously seen in the acquisition of knowledge about the curricular standards that must be known in the specific grades regarding the level of English in order to be able to visualize the management and appropriation of a foreign language knowledge by the students.

In view of the communicative approach, this can be useful in EFL teaching in order to achieve personal and collective objectives. Then, the approach can be implemented by involving students in real-life activities, based on linguistic material, stimulating the cognitive activity of expressing ideas and sharing knowledge (Alibekova & Urinboyeva 2020). Thus, facilitating sociolinguistic and vocabulary learning, simplifying the teacher. Then, EFL teaching becomes the stage where students take the target language, they begin to develop this in their daily lives by interacting with others and showing their communicative skills. In this sense, teaching in EFL is derived from the proper use of communicative strategies by which teachers help students to achieve better results in their communicative development skills.

In addition, the adaptation of teaching methods strengthens students for a new academic environment through the technologies enhancing the collaborative work, as the technology is rather present now and in the future, due to the new generations growing with computers and cellphones, taking this into account, ICT can generate opportunities in teaching environments generating motivation and autonomy for EFL learners. (Rahimi & Yadollahi, 2011). As ICTs generate more attention in a classroom, due to the diversity of activities that teachers can apply. As well, collaborative work is promoted in any situation that is essential to generate EFL skills through the use of ICT.

Furthermore, using ICTs, gamification starts to play an important factor in the implementation in order to learn through a communicative approach. Games in the classroom offer the learners the opportunity to interact among the students as it's implied in a relationship between actions and knowledge, making a connection in the brain of the students, and in this way, they can express what they experienced with their partners. Following these criteria, gamification and several of the most common approaches and techniques in learning a foreign language are being integrated. Thus, when people perceive any form of social presence they tend to respond in a natural way to feelings such as happiness, empathy, and frustration (Fogg, 2002). Then, applying gamification in a classroom can motivate learners to develop diverse communication skills when they are learning a foreign language.

Also, the use of ICT is likely to help learners to be more familiar with the ever-changing technologically globalized world of their daily life in which EFL teaching begins to play the most important role. So, students can notice how to appropriate this knowledge to develop their daily interactions. The role of teachers in using ICT depends on their willingness and the different skills they have acquired during their teaching experience. In addition, educators are able to provide significant support when implementing ICT in a substantive educational environment in order to

purvey effective knowledge that can be applied in diverse environments of the learner. Otherwise, the idea is that teachers demonstrate great knowledge through ICTs management in order for students to have a high level of communicative competence and for the EFL learning to become meaningful for them.

Therefore, the implementation of gamification in teaching has allowed learning EFL to be a favorable tool for students because they feel excited when playing video games. Then, the most relevant is usually to make learning more engaging for learners through this innovative teaching method. Wong, et al, (2020) mentions “gamification has argued that by motivating learners through a reward-based learning method, their learning skills will be enhanced and eventually increase their learning outcomes” (p. 2). So, the use of gamification for teaching is a tool that allows students to be motivated to learn since this generates different skills that can be executed in an educational context. In other words, teaching through gamification adopting ICTs is useful in classroom environments since it allows efficient and comfortable learning in students.

Moreover, students are able to learn and feel engaged in different interactive activities through ICT where the communicative approach is fostered by teachers. In this manner, most learners are familiar with playing video games, and with technological uses in general, so, EFL engagement has been employed in some learning tools. Consequently, Video games can effectively communicate information, foster a fun and engaging learning environment, and facilitate academic progress for students with different skill sets. By tapping into their skills, they can also encourage them to learn meaningfully a foreign language like in this case, English (Camacho & Ovalle, 2019). Otherwise, accomplishing a communicative approach through ICT shows students can develop different communicative skills, and acquire new vocabulary and self-determination which allows them to feel caught up by this learning method.

After conducting the study, it was observed that the use of ICT in teaching is a way to facilitate the teaching process. As a result, teaching is a field that requires constant adaptation, and teachers are always looking for new alternatives to promote EFL learning. One of these alternatives is the use of ICTs in the teaching of EFL, in order to implement different strategies, for example: gamification draws attention to teaching. In this case, gamification is a tool of ICTs and applied in teaching has several positive developments in students, boosting the communicative approach. Besides, ICT teaching helps teachers to implement EFL more efficiently in an environment classroom, implementing a communicative approach in order to develop communicative skills and listen to each other. To conclude, teachers create different interactive environments using ICTs with diverse strategies and methodologies out of traditional education such as: The use of animated videos that can impact the child's development positively in diverse competence areas including memory, creativity, critical thinking, and problem-solving wherewith students find an innovative way to acquire knowledge and they feel engaged in their learning process meaningfully.

Chapter III. Research Design

This methodological framework outlines the research methods, strategies, and techniques used for data collection and analysis in this study, which aims to promote social development by enhancing classroom interactions through the use of gamification to increase student engagement. The chapter begins by discussing the research methodology and the study population, followed by a description of the importance of the instruments and procedures used for data collection, including observations, interviews, and field notes. We also discuss the data analysis process and highlight the ethical considerations that were taken into account throughout the study. By emphasizing the importance of using diverse strategies and methodologies, we hope to provide valuable insights for future research in this area

Type Of Study

This project was carried out with the qualitative research approach, since it is a method focused on social understandings and behaviors. Qualitative research is an approach that adheres to subjectivism, considering particularities that individuals have, such as emotions and perspectives, additionally “Qualitative method is used to understand people’s beliefs, experiences, attitudes, behavior, and interactions” (Pathak et al. 2013, p. 192). Consequently, the aim is to understand the social phenomena in a particular context (Mohajan, 2018). This research is qualitative as to study the behavior, attitudes, and experiences necessary to implement an approach that collects data focused on actions in learning processes. Additionally, the qualitative approach allows students to change their outlook and thinking, revealing how they experienced the learning in the classroom (Hancock, et al. 2009). In short, it allows us to know and interpret social phenomena and inquire into the minds of individuals in the application of teaching.

In light of the former, action research is a design that helps integrate theory and action when implementing educational interventions (Coghlan, 2011). Additionally, the method is used in real situations to improve the quality of teaching and social transformation (Brydon-Miller & Greenwood, 2006). Action research is oriented to the participation of the subjects in the investigation, being the investigated those who are studied, permitting building the information according to the need of knowledge in the students. In consequence, this paper is based on action research in their EFL learning process to involve the engagement of students of a public school. In addition, this research allows us to understand how students learn and the way in which they engage in their learning process. The main objective of this research is to investigate the learning process and engagement of students in the classroom, with a particular focus on the use of gamification. This chapter presents the methodological framework that was employed, including the research method, population, data collection instruments, and ethical considerations. By examining these factors, the study aims to provide valuable insights into effective strategies for enhancing classroom interactions and improving student learning outcomes.

Instructional Design

To reach the aims of the project in the class, 10 lessons were implemented to achieve the objectives. First establish participatory action as it allows us to apply classroom sessions according to our objective, fostering skills such as communication, speaking, and interaction with peers that allow us to develop engagement in the classroom to boost their learning. Accordingly, these sessions allowed us to increase knowledge through technological tools that are fundamental to capture the interest of students. Consequently, these tools were staged and applied with the gamification method, which attempted to promote engagement toward learning as EFL. Based on the extent to which the 10 class sessions are applied, each class is adjusted based on our objective, which is to seek the engagement of students in the classroom. This adjustment in each session allows us to have

a more accurate analysis at the time of data analysis. In brief, the application and the adequate adjustments empower the research in function to improve the practices and observe the influence of ICTs in a 4th grade.

In the same way, it is sought that through participatory action students classes are an environment in which they can develop skills to be able to engage in EFL. That development allows them to have creativity and develop their emotions for obtaining new knowledge through the sessions that are prepared. Lopez (2016) argues, students create learning chances as they start to apply their knowledge and tackle challenges. That means students can be more engaged while they develop new skills and acquire new knowledge since they are generating a constant and rapid practice in teaching.

Setting

This study takes place in a public school located in the western area of Bogota D.C. Also, the population selected are students in fourth grade where they have an intensity of two hours of English classes per week which allows them to learn about different aspects of the language such as vocabulary, grammar, and spelling skills. This group has students aged 9-10 years, consisting of 21 students who have chosen to participate in this study with appropriate parent/guardian permission. They received an explanation of the procedures carried out in the research. Then, students do not employ resources such as technological devices for language development and learning due to the lack of these, despite not having much access to technology in class, they could be more interested in using them, especially with video games.

Furthermore, it is known that some 4th-grade students have a set mindset that English subjects are boring but in this case, most of the students are excited to learn by playing a video game. This might be because the academic curriculum of the EFL is not taught concurrently in their classes,

the area of English as a Foreign Language may not be so meaningful in the learning process of students, this research might become powerful as a new perspective on how has been introduced the gamification in learning environments with students who have little exposure to foreign languages. Likewise, the use of mobile devices for the English class has been innovative, where there is a brief explanation about the topics and acquisition of new vocabulary, besides, each group of students takes the mobile device and begins with the creation of an interactive structure in Minecraft. In order to create spaces where English is used in a meaningful way with the construction of basic sentences and conversations between learners employing the vocabulary previously obtained, taking into consideration that knowledge is built through gamification. To conclude, EFL may change prejudices and thus develop new ways in order to learn through gamification.

Data Collection Methods

In order to gather social interactions and enhance students' learning experience in EFL classes, it is essential to use appropriate methods for data collection. As Yuni & Urbano (2014) point out, choosing the most suitable strategies for collecting information is crucial for the success of the research. In our study, we carefully selected different instruments to collect data, such as observations through video recording, interviews to gain insight into students' interpretations of the learning experience, and field notes for reflective analysis of classroom interactions. These methods of data collection allow us to interpret and analyze the behaviors and interactions that occur in the classroom, providing valuable insights for improving teaching and learning practices.

According to the analysis, the students were observed to engage in collaborative work during the activity. They appeared motivated to learn about the new topic and were focused when the teacher gave instructions. The students were tasked with building a structure in Minecraft, a popular video game, by following the given instructions. This demonstrates how gamification can be used to enhance learning outcomes. Minecraft is an open-world sandbox game that allows players to explore

and build in a virtual world. It has been used as an educational tool, particularly in teaching coding and computer science. Minecraft has also been shown to be effective in teaching English as a foreign language, as it provides an immersive and interactive environment for language learning. The game's mechanics and features, such as the crafting system, provide opportunities for learners to practice their language skills in a fun and engaging way. Additionally, the game's community-driven nature encourages collaboration and communication among players, which can further enhance language learning outcomes.

Incorporating Minecraft and other video games into EFL curricula can provide students with an engaging and enjoyable learning experience that can improve their language skills and overall learning outcomes. The use of gamification in language learning is a promising area for research and has the potential to revolutionize the way we teach and learn languages, meanwhile, they learn new vocabulary. In this way, students participated by asking questions about the game and the topic getting to be engaged because they achieved the goal of the session.

Observations

Observations are conceived as a meeting that we have with the studied population. In consequence, it allows us to capture the moments in which they interact such as attitudes, feelings, and actions, that are carried out in a social environment. In that case, we implemented a non-participant observation, as Papanoum (2019) tells "gamification has been used in non-game environments, like for instance education, [...] in order to make a less captivating and less engaging software, more interesting and engaging" (p. 3). That means we require to have the environment as natural as possible, and start to analyze the actions that could lead to the objective of engaging the students in the class, by Mullins & Sabherwal (2020) "The most engaging games, like great works of fiction, evoke emotions in the player that vary in their nature, valence, and intensity" (p. 1). In short,

for our research, a non-participant technique was selected as we want to intervene as little as possible in social interactions to collect data as naturally as possible.

Observations with video recording help us to capture each action with more details as possible. Consequently, the video recording in the class sessions proposed to give us the possibility for capturing the social interactions and behaviors that the students have. "All documented research procedures acknowledge the need to accurately report the methodology and instruments used in collecting, collating, and analyzing data" (Penn-Edwards, 2004, p. 267). The video allows us to collect information that we can capture and analyze the actions of those investigated, this allows us to be able to review the recording as many times as necessary for its corresponding analysis. In short, this method of collecting data permits us to analyze and study in depth the behavior.

Interviews

Interviews make it possible to collect in-depth information about the experiences, perspectives, and knowledge of both the interviewer and the interviewee. Interviews are an important technique to collect data that involve verbal communication between the researcher and the subject, also interviews are used and designed for exploratory and descriptive studies (Mathers et al, 2000). In this way, it is really important to keep confidentiality when conducting interviews because it allows participants to feel comfortable in a research environment.

In fact, interviews are used to have answers focused on details, such as views, beliefs, and experiences (Frances et al, 2009). In this case, a semi-structured interview was raised as the questions are open allowing students to answer without limitations with answers more consistent, free, and natural (Stuckey, 2013). To gather the data, an interview was proposed which had several questions that were evaluated and formulated regarding the knowledge of the students. In this manner, this was passed by a committee of experts which gave some recommendations resulting in the following questions.

Students are motivated to learn English by playing Minecraft as a means to acquire knowledge. In this case, they feel comfortable and ask many questions when the theory is explained. Besides, when teachers give the instructions for the activities, they do those in a meaningful way, allowing the class to be more entertained. Also, when asking some students about the methodology of the game. They were talking about playing the game at home but always in Spanish, so, playing this in English, knowing new vocabulary and other aspects, make them more interested in practice and demonstrate high levels of participation to acquire knowledge. Then, through the use of this videogame, students are able to express their ideas and experiences playing this in order to learn EFL.

Table1. *This table illustrates the number of questions proposed for the interview.*

Number	Question
1	How connected did you feel to your English classes through Minecraft?
2	What feelings did you have when you started and finished the class?
3	How excited were you for the activity proposed in Minecraft to arrive?
4	How much do you think you learned using video games?
5	How did you see the learning process of your classmates?
6	How meaningful were the interactions with your classmates during Minecraft sessions?
7	What do you think your English learning was influenced by collaborative tasks in Minecraft?
8	What was the most interesting part of your English class for you?

Number	Question
9	How close did you feel to the teacher and his classes?
10	What was the relevance of Minecraft integrated with the English class in your learning process?

Note: The table shows the questions used in the interviews.

Field Notes

Field notes can be an essential tool in this research, as we are conducting qualitative research and need to document contextual information. We aim to collect as much real-time information as possible to facilitate a detailed analysis of the process of developing foreign language engagement through gamification in the classroom. This engagement is aimed at EFL learners, and we will be gathering momentary information on the events that occur in real time in order to contrast it later with a more detailed analysis. With the growing use of data sharing and analysis, action research is a type of reflective practice that uses ongoing input to address particular issues in a particular educational setting (Azam, 2018). Therefore, it is necessary for researchers to develop investigative competence, as the systematization of information allows for a deeper and more detailed reflection on their practice, leading to further improvements.

Additionally, field notes are helpful in studying the relationships and situations between the participants. The process of field notes extends into the transcription process and development of coding, culminating in a consensus-based development of themes (Ranney et al, 2015, p.10). This demonstrates the importance of observing the environment and student interaction in a specific way by focusing on each action that occurs during the sessions and how they contribute to the development of subsequent actions. Therefore, it is necessary to be consistent with the scientific and

qualitative analysis field when referring to this document to provide complete feedback on the obtained data.

Data Analysis

This research work seeks to know the engagement that the activities based on gamification applied with the modern technology of the 21st century, in the course of 10 class sessions in EFL. Additionally, for data collection, several instruments were implemented in order to have the most accurate data possible for our research question or our objectives. Consequently, it was essential to know the social interactions that the study group had, also the reaction they had towards this, and the moment they become engaged in learning. Consequently, to achieve this goal, the group was observed while they were using the devices, to analyze their respective interactions and also on the way they achieve to be engaged in class, subsequently, data was profiled, deleted the irrelevant data such as interactions not related to the objectives of the project or skip parts of the video in which there are not interactions. In short, this collection of data allows us to address research and objectives (See table 2) and obtain accurate answers.

Table 2. *The research question and objective are presented to take into account in the development of this study.*

Research Question	What is the influence of the implementation of gamification in elementary students' learning and engagement on a course of 4 ^º grade EFL?
Objectives	To establish the influence of gamification strategies in 4 ^º grade student's engagement in EFL.

	To unveil the importance of gamification activities in EFL learning in 4 th grade students.
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Note: The table shows the research question and objectives that were taken in the project.

The data collected in this study were subjected to a triangulation exercise, which involves using multiple sources of data and methods to validate research findings (Lauri, 2011). Triangulation helps to increase the reliability and accuracy of the results by cross-referencing different sources and perspectives. In this study, triangulation was achieved through the use of multiple theories, data sources, and instruments. Qualitative data were collected through observations, interviews, and field notes to gain a deeper understanding of the research topic. The use of triangulation is important in research as it helps to ensure that the results are more robust and trustworthy. We profiled the data excluding sections that weren't relevant to resolve the research question, such as sections in which they don't interact between them or with the teacher, after that the theory, data, and instruments were triangulated, first, the three instruments which they brought us the data or gather data, those collecting data were triangulated searching common and relevant behavior, attitudes and patterns.

According to Carter et al. (2014), the process of triangulation involves analyzing data, instruments, and theories. In line with this, the following apriori codes were obtained through codification.

Tabla 3. *This table illustrates the codes found in the triangulation of instruments.*

Preliminary codes	Explanation
Participation	It is the students' intervention in the classroom in order to develop engagement with their learning. (Moliní & Sánchez,

	2019).
Collaborative work	It is the process in which individual agents are involved in diverse interactions working together in a collaborative way to achieve common goals. (Dillenbourg, 1999).
Multimodal resources	These are images and animations to engage students in the learning process. (Apriani et al. 2021).

Note: This table shows the explanation that was found in the triangulation.

In light of the preceding discussion, the analysis of the codes enabled the identification of several categories. The triangulation of research instruments resulted in the collection of data, which were then analyzed in conjunction with relevant theory, leading to the identification of various codes. Moreover, the study examined how students become engaged in learning English as a foreign language (EFL). Based on this analysis, the identified codes were classified into two distinct categories, namely: (I) engagement among students and (II) gamification of EFL classes. Notably, the findings suggest that gamification can have a positive impact on student engagement, which is consistent with the primary objective of this study.

Ethical Considerations

Data collection is necessary to conduct this research. It is fundamental to take into account the resolution 8430, in its articles 5 and 6 (Ministerio de Salud de Colombia, 1993) in which human dignity is respected and their rights and wellness are protected. Also, the article 11, determines this study as research without risk as intentional intervention or modification of the biological, physiological, or social variables of the individuals participating in the study. In concordance with the

declaration of Helsinki as cited in WMA General Assembly (2000), responsible conduct of ethical human research is the basis for educational progress:

Researchers should maintain the privacy of research subjects including their personal identity and all personal information. Researchers should also prevent the disclosure of research data to other than authorized individuals. Informed consent should contain a statement describing to what extent research records will be kept confidential, including examples of those who may have access to the records (p.6).

Considering the previous point, it is really necessary to save the identification of our participants to respect their confidential information and privacy, to safeguard this, students were asked to fill out an informed consent with all details of the research (See appendix A), authorizing the disposition of face to face class recordings, interviews, and field notes with the purpose of data analysis. Besides, to carry out this project, the researchers requested permission by sending explanatory and approval letters of the project to the education faculty coordinators (See appendix B), school teachers, and students' parents.

Chapter IV. Findings and Discussion

The use of video games in classes is a technique that helps integrate and promote learning processes. As García (2020) indicates, "using game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems" (p. 11). Therefore, this technique was implemented in our project, and by taking this into account, we were able to identify the ways in which students became engaged. Due to the strong attraction that students had to video games, a meaningful interaction was created between them, requiring collaborative work to achieve collective goals. Consequently, two categories were included to generate students' participation as a sign of engagement to foster English as a foreign language (EFL) learning through a modified environment and to promote communication in EFL learning.

Student participation as a sign of engagement to foster EFL learning through gamified environment

Student participation is one of the ways in which students can build communication skills either with the teacher or with their peers. It was evidenced that students can engage in a class, and do a deeper work when multimodal tools are used, since students can take advantage of mobile devices in which they can download a variety of applications that allow them to learn EFL. The multimodal tools allowed the students to autonomously take part in the English class as active participants, where they ask and answer questions, either by consulting the teacher or among themselves, responding to the teacher's direct questions, and also following the different instructions given for the effective development of the class.

Considering the above, it was also evident how the students felt motivated to achieve the goals, objectives, and achievements proposed in class to learn a new vocabulary that as the class progressed they could interpret and develop in the context of Minecraft, since it was a world created by themselves, using the different elements that it provides. As the students progressed in the game,

they participated more and allowed the development of the theoretical class more quickly in order to have more exposure time in the game, which was intended to be a minimum of 30 minutes to 45 minutes. There was always the challenge of completing the level in this time frame to give feedback on what was learned.

The production of points, by achievement, goal, or objective reached generated in them an enthusiasm and motivation to continue developing the class, as this exposed the students to see their progress and how they could generate much more interaction with the game. As they progressed they could unlock new items that taught them a new word.

The following table shows a transcription of classroom observation, which shows the instructions and questions asked by the teacher, and also shows the different stages in which the students actively participated in the session, generating an engagement with the technological devices, showing how the students were motivated to complete the level required to create the seasons of the year.

Transcription 1

Students participating and working in groups.

1. (0:02) **Teacher:** Ok guys, by groups, **you are going to choose 1 person**, and you will put **1 word about the new vocabulary that you already learned playing Minecraft**, or words you found interesting.
2. (0:05) **Everyone:** Meeeeeeee I want to.....
3. (0:15) **Teacher:** Please... If you already chose a person, now, **raise your hand** who wants to go first.
4. (0:30) **Teacher:** **What do you want to write?**

5. (1:00) **Anton:** Snow
6. (1:05) **Jul:** No, **Snow is with O and W**
7. (1:30) **Res:** **What word is?**
8. (1:31) **Lin:** Oak
9. (1:32) **Res:** Ooooo thanks
10. (2:09) **Teacher:** Ok guys, **what is this?**
11. (2:13) **Everyone:** **Snow, Oak, Pumpkin, Leaf, Sun, Sea lantern, Leaves, Tree.**
12. (3:15) **Teacher:** Ok guys, excellent

The preceding transcription depicts the interaction of the students in an English class after using Minecraft. During the subsequent lesson, the students utilized mobile devices to acquire knowledge about the seasons of the year. They had the opportunity to explore the game, use various objects, and learn about the seasons by working in groups. In the transcript, the teacher instructs each group to select a representative to write the vocabulary they learned on the board line 1. Following these instructions, all the students eagerly volunteered to participate in line 2. This demonstrates the students' enthusiasm for the game. In line 3, the teacher clarified that only one person per group could write on the board. On line 5, Anton wrote the word "snow" on the board, and Jul corrected the spelling of the word "snow" in line 6. The other groups followed suit, and in line 11, the teacher asked everyone to repeat the words they had written. The students participated enthusiastically, and in line 12, the teacher congratulated them. This interaction between the teacher and the students demonstrates the students' interest in participating and learning through interactive means, as they actively raised their hands to answer questions and correct spelling, besides demonstrating efficient learning of new vocabulary and providing easy reminders like Oak,

Pumpkin, Leaves, since they associated the images of the items with the words and have the best retention, demonstrating significant learning.

Furthermore, grammar was learned through the game's use of images and item descriptions. Players were able to read and comprehend the descriptions, and through deductive reasoning, associate the descriptions with the corresponding images.

Additionally, in the subsequent sequence of images, the students can be seen actively participating and collaborating with each other after receiving an explanation from the teacher. Image 2 shows three students raising their hands to answer a question posed by the teacher.

Figure 1. Interaction in class



Note: This figure shows the active participation that was caught in a lesson.

As we can see from the previous sequence of images, most of the students voluntarily chose to participate, indicating that they are engaged in their learning process. Image 1 shows the teacher giving instructions on what the students had to do after using technological devices for learning. After hearing these instructions, several students quickly raised their hands, as shown in image 2 enclosed in red ovals, indicating their interest in participating. In image 3, we can see that several students approached the teacher's location to let him know if they wanted to participate. This behavior is also evident in the C8soty transcript, where students shout that they want to participate, indicating that the Minecraft video game generates a feeling of contribution and participation in the class.

After each group chose a student to represent them, each one went to the board to write the vocabulary that caught their attention, as shown in image 4. In image 5, a classmate from the same group is observed telling another student that their writing is poorly done, demonstrating the collaborative work that took place while using the technological devices and how it helped develop language and communication skills. Collaborative work is also evident in image 6, where students circled in red are discussing the word they are going to write down since they can not remember it, and one of them remembers and tells the other in the foreign language, who understands and writes it down.

Finally, in image 7, the teacher asks everyone about the meaning of each word, and some students raise their hands to answer, but everyone says the meaning simultaneously. This shows a great reception of Minecraft integrated with everyday study topics and the engagement developed in class.

Transcription 2. Interview to the pupils about the implementation of video games in the classroom.

Teacher: (0:05) Hello guys today we are going to a little interview before we finish the class only to know what are your expectations regarding the new English classes, would that be okay?

JOS: I am a little bit nervous , but yes don't worry teacher.

MAR: Yeah, the teacher just asked us.

LUU: Sure teacher, don't worry.

Teacher: (0:23) Thanks a lot guys, I really appreciate it

In this case our first question is : **How connected did you feel to your English classes through Minecraft?**

MAR: Well , It's my **first time playing Minecraft to learn English** so I think **it's really cool.**

Teacher: **Do you think you learn more through video games?**

LUU; (Raise her hand) **Yes of course** teacher because **we want to play videogames** and it helps because as **you told us we can check on the inventory to find new words and know how a word is written.**

Teacher: (0:47) Thanks LUU , maybe JOS you want to add something? **How do you feel today in the class?**

JOS: Uhhh it's not my first time playing minecraft so I already know some of the words that you teach us today, but about how it's pronounced I have no idea, sooo **I think I learned English today.**

Teacher: Thanks for that Jos, To continue the next question is : **What feelings did you have when you started and finished the class?**

JOS: I feel **happy and then happy** again hehe.

MAR: Yes , also I feel **happy. I always want to play video games in school.**

LUU: I don't know much about how to play but **I think I feel happy too...**

Teacher: Thanks guys the next question is: **How excited were you for the activity proposed in Minecraft to arrive?**

JOS: I love playing minecraft. I played the whole day so I loved it when you told us that we are going to play Minecraft.

MAR: I was very excited because we don't have many English classes so it's a new mode to learn english.

LUU: Well I don't know what we are going to do but I like it.

(bell rings)

Teacher: Ok guys we don't have more time today, so you can go back to the classroom, thanks I will see you there.

This interview transcript highlighted the receptivity of students towards English classes that incorporated interactive tools like video games. In line 1, the teacher gave the students instructions and explained what the interview would cover. In lines 2, 3, and 4, it was evident that the students were a little nervous, which was normal for an interview, but as it progressed, they gained confidence. In line 5, the teacher asked the first question: "How connected did you feel to your English classes through Minecraft?" MAR responded in line 6, saying that he had never used Minecraft to learn English before but thought it was an interesting and cool way to learn. We could observe the students' engagement with Minecraft and the positive feelings it generated.

In line 7, the teacher asks another question: "Do you think you learn more through video games?" LUU raises her hand to answer, showing initiative and interest in the class. LUU replies that she has learned more because she likes video games, and that interest helps her find new words and different ways to write, as seen in line 8. In this case, Minecraft is generating commitment in the

English class by helping students look for new vocabulary. Moreover, using video games as a curricular tool has enormous potential for motivating and engaging children of all ages in deep learning, such as a second language (Barab et al. 2009).

Later, the teacher asks a student, "How do you feel about something in the class?" This appears in line 9, and the student responds that he learned English in class, showing that he felt good about the experience, as seen in line 10. The teacher continues with the following question in line 11: "What feelings did you have when you started and finished the class?" In lines 12, 13, and 14, JOS says that he felt happy when he found out he would learn English with Minecraft, MAR says he was excited and always wants to learn with video games, and LUU also feels cheerful. These statements show that the students had an excellent attitude toward acquiring knowledge, feeling ownership of their learning process, and committing to language learning.

Finally, in line 15, the teacher asks them: "How excited were you for the activity proposed in Minecraft when you arrived at class?" JOS replies in line 16 that he loves playing Minecraft and is always excited when the teacher tells them they will be playing the game. In lines 17 and 18, MAR and LUU indicate that they do not have many English classes, but they find this methodology very interesting and enjoyable. This suggests that the students are hooked on gamification and look forward to using Minecraft to put into practice what they have learned in class.

Excerpt # 1. Teacher's journal

<p>Students interact with the teacher and their peers while using the Minecraft video game in order to participate and work as a team.</p>	<p><u>Once again attitude and participation is demonstrated.</u></p> <p><u>Participation of the students to the teacher,</u></p> <p>asking about what is the meaning or answer to</p>
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	<p>a word and to the teacher's questions etc.</p> <p><u>Interaction between the group</u>, about what they are building or proposed activity.</p> <p>Group work cell phones are shared or <u>take turns to continue building the activity.</u></p>
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In the previous section, The students' positive attitude and engagement with Minecraft during EFL instruction suggest that the game was an effective tool for enhancing language learning outcomes. The students' frequent communication with the teacher, asking questions and clarifying unfamiliar words, indicates that they were actively engaged in the learning process and were motivated to learn. Additionally, the use of Minecraft in the classroom generated significant interest in learning English as a foreign language, as evidenced by the students' enthusiasm and willingness to participate in class activities. Overall, the use of gamification, specifically Minecraft, in EFL instruction proved to be a successful strategy for increasing student engagement and motivation in the classroom.

Furthermore, gamification fostered a sense of collaboration among students, as they worked together towards a common goal of learning. This was evident in the way that students within the same team worked collaboratively to complete the assigned activities. Additionally, the use of technological devices was inclusive and enabled all students to contribute to the activities.

Overall, the integration of gamification in EFL instruction promoted active participation, fostered collaboration, and generated a greater interest in learning English. The collaborative work and engagement in the classroom were critical to the successful development of the lessons.

Interaction and Collaborative work as a way to Engage Students to Learn a Foreign Language

Interaction and collaborative work are essential components of our language learning project, as our research has shown. The importance of interaction is evident in students' desire to demonstrate their skills and abilities while also taking turns and listening to one another without being overly individualistic. Collaborative work is equally important, as each group member contributes their unique ideas and skills to achieve a shared goal. Peer feedback helps ensure that the work is progressing correctly and helps keep everyone on track.

Today, the term "interaction" is often associated with mobile devices and touch screens, which have transformed the way people consume entertainment and information. As new technologies emerge and devices become more intelligent and interconnected, interaction enables people to establish positive social relationships and work together to achieve common objectives. In our language learning project, students use electronic devices to interact with one another from the outset of the activity, sharing ideas and communicating effectively to achieve the project objectives and foster a positive team dynamic.

In this way, through interaction, the competencies and abilities of each individual begin to be taken into account. Competencies are individual traits and characteristics that allow a person to perform optimally in their role. It is also a matter of "being able" to perform a task: if a person is able, it's said that they have a skill; if not, they have the potential to achieve it, and it's said that they only have the capacity. Ability is the innate capacity that an individual has to do something correctly and fulfill a function they enjoy. The key distinction is the "ability to perform."

Students have different competencies and skills that make them unique. Some are good at leading, others at designing, others at communicating, and others at writing. Each individual's unique set of skills allows them to contribute to a team's success without comparing themselves to others or focusing on other teams' progress. In terms of language teaching, incorporating activities that focus

on developing students' semantic competence can be beneficial for language acquisition. For example, vocabulary-building exercises that involve contextualizing words in meaningful sentences or stories can help students better understand and use new words in context (Patterson, 2018). Additionally, activities that encourage students to explore word relationships, such as synonyms and antonyms, can help deepen their understanding of word meanings and improve their overall semantic competence (Tajik, 2018).

The vocabulary-building exercises in the language learning game we used allowed the students to contextualize words in meaningful sentences and stories, which helped them better understand and use new words in context. For example, one student used the word "shovel" correctly in a sentence, saying, "I need a shovel to dig for treasure." Another student used the word "torch" in context, saying, "I need a torch to light up the dark cave." These examples show that the students were able to use the new vocabulary they learned in the game appropriately and effectively. Moreover, the students explored word relationships, such as synonyms and antonyms, which deepened their understanding of word meanings and improved their overall semantic competence. For instance, one student used the word "treasure" synonymously with "wealth," saying, "I found a lot of treasure in the cave, so now I am wealthy." Overall, the data support the idea that incorporating activities that focus on developing students' semantic competence, such as playing vocabulary-building games in Minecraft, can be beneficial for language acquisition.

Turn-taking is an important factor in communication, as it allows for a conversation where one person listens while the other speaks. As the conversation progresses, the roles of listener and speaker are swapped back and forth, like a round table where everyone has an opportunity to discuss and share ideas. Taking turns is an important skill for children to develop in order to participate effectively in social communication.

In the data collected, the students showed a positive understanding of turn-taking, without feeling any differences or arguing because there was always a leader guiding the team towards achieving the objective of the activity. This way, their relationships with each other were very positive, and everyone respected their turn and role to perform, knowing that the most important thing was to feel good in class.

Learning to listen to others is an essential skill in effective communication, and it has been studied extensively by researchers in the field. For instance, a study by Tiruneh & Mekonnen (2017) found that effective listening was positively related to academic, task accomplishment, and relationship quality. Similarly, a meta-analysis by Kassing and Mishra (2020) showed that listening skills were strongly correlated with leadership effectiveness and team performance in a variety of organizational settings.

To be an effective listener, one must invest in what the other person wants to say, as well as create a comfortable and relaxed atmosphere. This involves active listening techniques such as observing gestures, nodding your head, and directing your attention toward the other person's field of interest and frame of reference (Hargie, 2011). Effective listening requires self-control, attention, and effort to capture the message being conveyed by the other person.

In summary, learning to listen to others is a valuable skill that has been shown to have numerous benefits in various contexts. By investing in effective listening techniques and creating a comfortable atmosphere, individuals can foster positive relationships, enhance job performance, and improve overall communication skills.

Collaborative work not only promotes achieving common goals but also enables the development of various competencies, including semantic competence. Semantic competence refers to the ability to understand and use the meaning of words and phrases in context. In collaborative work, students engage in meaningful interactions and discussions, which facilitate the development

of their semantic competence. Through sharing ideas and giving and receiving feedback, students are exposed to a variety of contexts and language use, which enhances their understanding and use of vocabulary in English.

In the case of not having the possibility of changing tasks, by knowing well the individual strengths or shortcomings, work can be done aimed at improving performance in the corresponding area. Increasing group awareness is interesting, although many times the current trend is towards individualism and competition, groupness has benefits that cannot be compared to individual work, because when you manage to have a team that respects differences and is strengthened by the capabilities of each member, becoming aware of the contribution they make to personal growth and common goals, the work flows naturally. This is so that the objectives that are set are achieved satisfactorily by the entire team.

Also, peer feedback is a learning-oriented assessment strategy that is very useful in any educational field, both face-to-face and online. It consists of the evaluation of students by their peers following the teacher's guidelines. Thanks to this type of evaluation, students are actively involved and it helps them to acquire a greater understanding of the activity and its content. Normally you learn much more from mistakes than from successes.

Furthermore, well-directed, it can be a great strategy to help students identify their strengths and weaknesses, develop their critical spirit in a constructive way, and take more responsibility and commitment to their own learning. As we saw in the development of our research for collaborative work, it is a fundamental tool to achieve the proposed objectives. In which, as evidenced in the data collected, the teacher will be the key element that makes the whole process productive, teaching students the value of constructive criticism and good management of peer feedback among students, recognizing what it is doing well or not.

On the other hand, considering the research questions and objectives this use of interaction and collaborative work by the use of multimodal resources lets students to be focused on learning the second language, in this case managing several of these tools and having socialization of the pupils with the language and with their own classmates, contributing ideas, knowledge, finding words and things which are related to experiences or objects they know in everyday life. Electronic devices are an appropriate element for the English development of 4th-grade students.

The use of electronic devices in the classroom is a controversial issue, but in this case, it was a positive and effective strategy for engagement learning. By incorporating technology into the learning process, students were able to engage in a more dynamic and interactive way, which helped them to stay motivated and interested in the class. Additionally, technology allows for greater flexibility and customization in the learning experience, as students can access a wide range of resources and tools that can help them to better understand the subject matter.

Overall, the use of electronic devices in the classroom can be a valuable tool for enhancing learning and improving student engagement. However, it is important to use technology in a thoughtful and intentional way, and to balance its benefits with the potential drawbacks, such as the risk of distraction or over-reliance on technology. By carefully integrating technology into the learning process, educators can help students to achieve their full potential and develop the skills they need to succeed in an increasingly digital world.

Transcription 3. Students interact to achieve a common goal.

Juanita: We should build a room, first we must find a bed, where is the bed?

Pedrito: This is the bed, the one that says bed, because it is written in English.

Jaime: But, a bed in English is a bedroom.

Juanita: Let's ask the teacher.

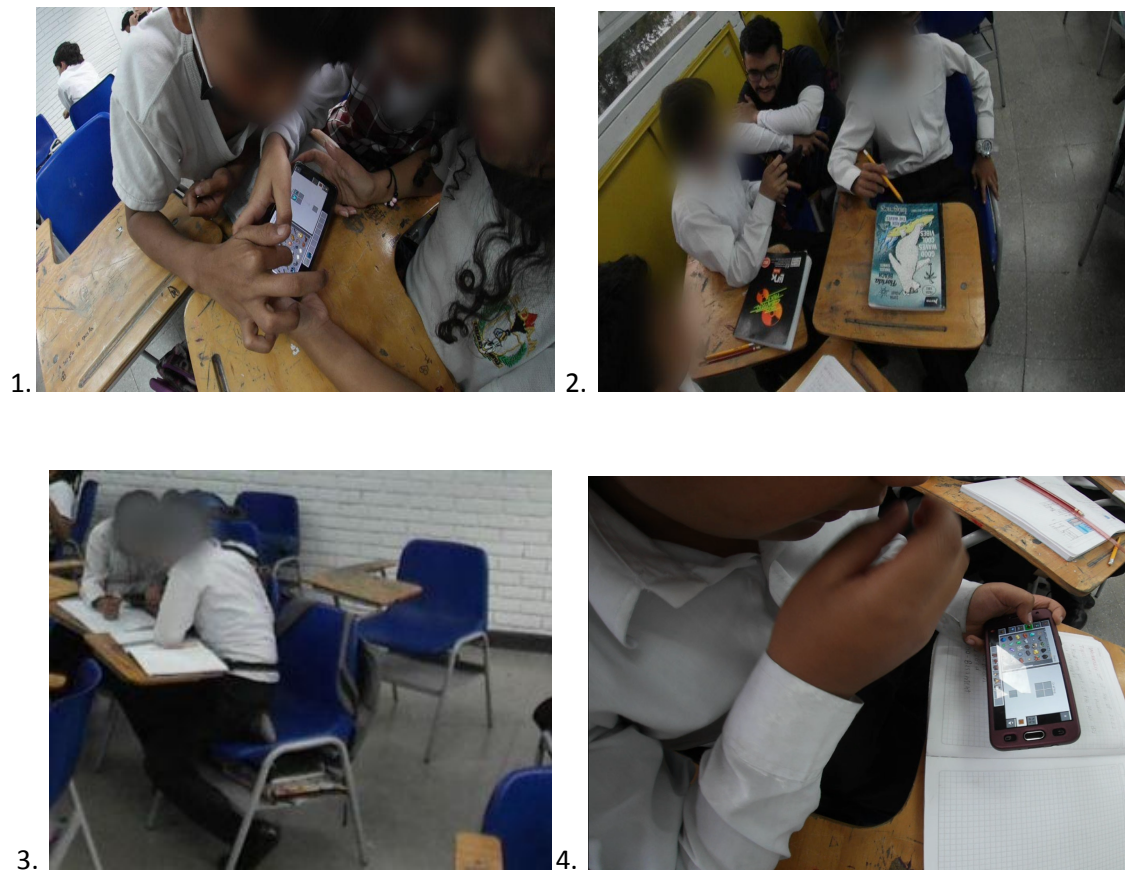
Teacher Johan: Cama is a bed in English and Bedroom is a room.

Juanita: Thank you Professor Johan.

Pedrito: Well, now I want to put the bed in the room.

Jaime: Good, but then I'm next, I want to place the decoration of the room.

Figure 2. Students use the devices to construct learning.



Note: This table shows the images gathered from several lessons.

In observation number 1, we can see three students, one of whom has an electronic device. This student is in the game section where they can find all the necessary elements to be used. Following the teacher's instructions, the students proceed to search for some objects for the proper construction of the structure where they can develop a routine. It is observed that all three of them are supporting each other since the person who is manipulating the device does not know what that object means. Thus, his two classmates proceeded to help, demonstrating collaborative work. According to the statement, "Collaboration can be seen as any form of working relationship between two or more organizations" (p. 2), it can be inferred that collaboration involves the support of several people to achieve a common goal.

The use of Minecraft in language learning is apparent in how students utilize the game to improve their English skills. In one instance, a student is using an electronic device to follow the teacher's instructions, but struggles with understanding an object in the game. Their peers quickly offer their assistance, exemplifying the potential for collaborative learning and skill development through interaction. This scenario highlights the effectiveness of technology, specifically video games like Minecraft, as a means to promote conscious and engaging learning, piquing students' interests in the process.

Observation number 1 illustrates the benefits of using games to facilitate language acquisition, as students take turns using the device and engaging with one another, in a dynamic and playful environment that fosters teamwork and deliberate learning. What is particularly significant is how connected students feel during these sessions.

In observation number 2, a student consults the teacher about a word they did not understand in relation to an object in the game. The device effectively captures the students' attention and motivates them to complete the task at hand. This scenario demonstrates not only the students' desire to learn and understand but also their capacity to manage technological devices.

Overall, these observations reveal how Minecraft, and other games like it, can serve as valuable tools in enhancing language learning, particularly through collaborative work and interactive engagement. Studies have shown that technological devices, such as games, can effectively promote learning and engender a positive attitude toward learning among students. The ability of devices to capture the attention of the younger generation can potentially foster a more positive and receptive attitude towards learning, as seen in the active participation of students in each of the observed lessons. Overall, observation number 2 highlights how phones, particularly games, can facilitate interaction and promote positive attitudes toward learning.

Observation number 3 demonstrates how collaborative learning can be facilitated through the use of technological resources. Two students are seen assisting their peer with the electronic device, who is intently focused on the game and their partners' actions. The common goal of achieving success in the game motivates the students to work together and provide peer feedback, effectively nurturing their social and teamwork skills. By working collaboratively in the game, students are able to learn in a more focused and active manner. In short, the use of technological devices helps students to generate collaborative work.

In conclusion, observation number 3 reinforces the notion that multimedia resources, such as games, can foster meaningful learning and promote collaborative work among students. The game's ability to capture the students' interest and motivate them toward achieving a common goal can positively impact their attitude and motivation towards learning a second language. Furthermore, the students' willingness to seek assistance from their peers demonstrates their active engagement in the learning process.

Transcription 4. Student EDU answers some questions to the teacher related to his English class experience using Minecraft as a way to learn new vocabulary and interactive activities with classmates.

Teacher Johan: What do you think your English learning was influenced by collaborative tasks in Minecraft?

Jhn: We had to talk a lot to each other in order to develop our project. We would take turns using our phones to work on the project together in Minecraft.

Teacher: What was the most interesting part of your English class for you?

Aliea: Using Minecraft made it feel like we were actually using the words in a real-life context,

which made it easier to remember them. Plus, working with my classmates made it more enjoyable and helped me stay engaged in the activity.

In this space, the teacher Johan asked a student on a group project involving English. In this instance, the student emphasizes that they had to communicate with each other frequently, highlighting the importance of communication to the project's success. This emphasizes that the project required the involvement and suggestions of several people, and that good communication was essential to making sure everyone was on the same page. The student adds that they would alternately use their phones to collaborate on the assignment in Minecraft. As each person had an opportunity to contribute and work on the project, this emphasized the value of taking turns. In other words, the completion of the task or achievement of the shared objective depended on the interaction.

The students emphasized that they collaborated with their peers, demonstrating that the task required a team effort. This shows that the activity was intended to encourage pupils to work together and as a team. The children said that utilizing Minecraft gave them the impression that they were actually using the words, which helped them to remember them. This suggests that the activity's explicit goal, which was to aid pupils in remembering vocabulary words, was achieved. The achievement that the activity met this goal successfully implies that the students were able to cooperate to achieve a common objective. The kid also adds that participating in the activity alongside their peers made it more fun and kept them interested. This implies that the pupils were enthusiastic about the activity and driven to take part. It also implies that the activity was planned to be participatory and interesting, which probably helped the pupils feel interested and engaged.

Chapter V. Conclusion

Lack of student attention in the classroom is a common problem. This problem is caused by disinterest in the subject being taught and a shortage of new innovative methods in teaching EFL. Moreover, for this reason, we applied video games in teaching. For instance, students who are bored or disengaged in traditional grammar and vocabulary exercises may find it more enjoyable and effective to learn new words and structures through a video game. This can help increase their motivation and confidence, which can, in turn, lead to improved language proficiency.

Video games could provide students with a more immersive and interactive learning experience. Many language learning video games are designed to simulate real-life situations, where students can practice their language skills in context, such as the seasons; they constructed in Minecraft a season for group, and inside the game they could find several items and related to each one, learning new vocabulary for instance, Pumpkin, Snow, Leaves, Oak. This type of contextual learning could help students understand and remember new words and structures more effectively, as they are presented in a meaningful and memorable way, due to the fact that they associate the images with the words.

The application of video games in the classroom was successful. By applying Minecraft with the learning lessons they noticed an improvement in participation and vocabulary learned, they were more active and showed progress in their attitude to learn and have the EFL class after being exposed to the language in the video game with the teacher's instructions. We can conclude that exposure to gamification generates more participation and engagement than without it.

Incorporating devices, such as tablets and smartphones, in language teaching can also foster collaboration among students. Collaborative work is crucial for students to develop social and interpersonal skills, which are essential in today's interconnected world. By working in teams,

students learn how to communicate effectively, respect each other's ideas and perspectives, and work towards a shared goal. This can help create a positive and inclusive classroom environment, where every student feels valued and heard.

Additionally, integrating technology in language instruction can give pupils a more tailored and individualized learning experience. Technology can be used by teachers to evaluate the learning needs and progress of their pupils and modify their lesson plans and instructional materials as necessary. This can help to ensure that every student, regardless of ability or learning style, has the support and challenge they need to realize their full potential.

Moreover, integrating electronic devices in the classroom was of great help for the purpose of integration. The pupils used the devices according to the teacher's indications, and this helped them to generate collaborative work since they had a common goal, which in turn forced them to listen to each other and this generated feedback among themselves. This demonstrated how effective electronic devices can be in improving interaction and collaborative work skills.

In conclusion, gamification is a powerful tool for language learning that improves students' engagement, participation, and interaction in the classroom. Thanks to incorporating video games and gamified activities in the classroom, students could develop a range of skills, including listening to each other and peer feedback, while also learning new vocabulary. Additionally, gamification and the use of devices in language teaching are a powerful combination that promotes engagement, participation, interaction, motivation, and collaborative work. By harnessing the potential of technology and game-based learning, educators can create fun, dynamic, and effective language learning experiences for their students. The interactive and dynamic nature of video games captures students' attention and encourages them to keep learning and improving.

However, there is a possibility that the video game Minecraft could not be used to learn. In such cases, it is important for the teacher to follow up with the students to ensure proper learning.

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Appendices

Appendix A: Ethical considerations for the parents and students

Bogotá D.C. 14 de septiembre de 2022

Formato de consentimiento informado

Título de la investigación: Gamification In Learning Environments Implemented In Elementary Students. “Implementación de la gamificación en ambientes de aprendizaje en estudiantes de primaria”.

Respetados padres de familia:

Este estudio tiene como objetivo establecer cómo el uso de videojuegos en el aprendizaje de una lengua extranjera, influye en el compromiso de cada estudiante hacia la adquisición del idioma.

De acuerdo a lo anterior, la participación de su hijo/hija es importante para nosotros con el fin de permitirnos abordar cada clase de una manera objetiva, con el uso de instrumentos de recolección de datos: observaciones a través de grabación de video, entrevistas a cada uno de los participantes, y toma de notas a causa de la observación de comportamientos.

Esta investigación se llevará a cabo con los estudiantes del grado 401 que debidamente aceptaron este consentimiento informado; la duración de esta investigación es de 10 clases, la participación podrá revocarse en cualquier momento mientras dure la investigación, sin la necesidad de dar una

razón en especial, y sin ningún tipo de consecuencias, así mismo el investigador puede revocar este consentimiento del estudiante que no siga reiterativamente con las orientaciones proporcionadas y acordadas.

Este estudio no tiene riesgos ni consecuencias físicas, emocionales o sociales hacia los estudiantes. Adicionalmente, los investigadores no tendrán ningún beneficio individual o colectivo directo. Los datos suministrados por el estudiante en este estudio serán completamente privados y confidenciales, ningún nombre o rostro será de carácter público, para garantizar que estos datos sean de carácter privado y confidencial los nombres serán cambiados y los rostros tapados o cambio en su totalidad en los videos recolectados y además las únicas personas que manipulen los datos serán los investigadores.

El estudiante no tendrá que asumir ningún costo en todo el transcurso de la investigación, pues serán asumidos en su totalidad por los investigadores.

El estudiante no recibirá ninguna compensación o pago por aceptar participar en este estudio, ya que realizamos este proyecto como parte de nuestra formación académica e investigativa.

Para formalizar la participación en el proyecto de investigación por favor diligencie el siguiente formulario:

Al firmar el documento acepta todos los términos y condiciones anteriormente mencionados para que su hijo/hija pueda participar en este estudio.

Yo _____ autorizo a mi hijo/hija

_____ a participar en el estudio dirigido por

los docentes Carlos Mendez, Diana Gonzalez, Diego Niño y Johan Garzon y acepto lo mencionado en este consentimiento.

Nombre tutor: _____

Firma tutor: _____

Número de identificación: _____

Nombre del estudiante _____

¿A quién contactar en caso de cualquier pregunta?

Johan Steven Garzon Galarza

Diana Carolina Gonzalez Rodriguez

Carlos Estiven Méndez León

Diego Fernando Niño Martinez

Appendix B: Ethical considerations for the school

Bogotá D.C. 14 de septiembre de 2022

Rectoría y coordinación.

Cordial saludo,

Apreciada comunidad educativa, nos permitimos dirigirnos a ustedes para presentar una solicitud de permiso frente a una propuesta de investigación gestionada desde la licenciatura en bilingüismo con énfasis en la enseñanza del Inglés de la facultad de educación de la Universidad El Bosque, en la cual, se busca desde un estudio de acción participativa, analizar las interacciones que se generan en ambientes virtuales de aprendizaje, y así, develar la influencia de estos recursos tecnológicos en el compromiso y la apropiación del proceso de aprendizaje en los estudiantes de inglés de la licenciatura.

Esto, con el fin de estudiar y proponer estrategias didácticas mediadas por tecnologías, de esta forma, fortalecer la práctica educativa, promoviendo el aprendizaje y compromiso individual con este.

Agradecemos enormemente su atención,

Pda: Adjunto formato de consentimiento informado en caso tal de que la propuesta sea avalada.

Atentamente,

Appendix C: Lesson plans**UNIVERSIDAD EL BOSQUE****SCHOOL OF EDUCATION****BACHELOR PROGRAM IN BILINGUALISM****LESSON PLAN FORMAT**

Pre-service teacher's name	Johan Steven Garzon Galarza
Date	31/8/22
Institution	Public School
Course/group	401 J.T
Homeroom teacher	Mercedes
Lesson Number	1
Class time	2 hours
Topic	Introduction to Minecraft and Vocabulary building
Main learning objective	To introduce students to Minecraft and build their vocabulary skills in English.
Specific learning objectives	To become familiar with the basic tools and features of Minecraft. To learn and practice new vocabulary words related to Minecraft.

	To work collaboratively in groups to complete a Minecraft building challenge.
Materials and resources	Smartphones with Minecraft installed Whiteboard and markers Minecraft vocabulary list Building challenge instructions

Warm up 10 minutes
<p>know about Minecraft.</p> <p>Introduce the basic tools and features of Minecraft, such as crafting, building, and mining.</p>
Presentation 20 minutes
<p>Have students brainstorm and share what they know about Minecraft.</p> <p>Introduce the basic tools and features of Minecraft, such as crafting, building, and mining.</p>
Practice 30 minutes
<p>Divide students into small groups and give them a building challenge, such as creating a house or farm.</p> <p>Encourage them to use the Minecraft vocabulary they learned earlier in the lesson.</p> <p>Walk around the classroom and provide assistance and feedback as needed.</p>
Production 25 min

Have each group present their Minecraft creation to the class and explain the vocabulary words they used.

Ask students to reflect on what they learned and how they can use Minecraft to practice their English skills.

Evaluation 30 minutes

Have students write a short paragraph describing their Minecraft creation using the new vocabulary words they learned in the lesson.

Encourage them to continue practicing their English skills by playing Minecraft at home and looking up new vocabulary words

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BACHELOR PROGRAM IN BILINGUALISM

LESSON PLAN FORMAT

Pre-service teacher's name	Johan Steven Garzon Galarza
Date	7/9/22
Institution	Public School
Course/group	401 J.T
Homeroom teacher	Mercedes
Lesson Number	2

Class time	2 hours
Topic	Likes and dislikes
Main learning objective	Have the knowledge to use and identify their likes and dislikes through hobbies and food.
Specific learning objectives	Ease of use of their likes and dislikes, and knowledge of their hobbies.
Materials and resources	A stress ball Smartphones with Minecraft Education Hobbies vocabulary Food vocabulary

Warm up 10 minutes
It is the presentation of the students with their teacher and through that presentation they talk about their likes and hobbies, and identify what they like and dislike.
Presentation 20 minutes
They are introduced to their hobbies, what they do and if they like to do or not. Is taught the hobbies vocabulary and the food vocabulary.
Practice 30 minutes

Students are organized in groups of 4 people and they are going to follow the instruction of the teacher.

They will build on the Minecraft edition, what they like to do, what they like to eat, depending on the vocabulary that was learned, that generates retention and students have more focus in the learning.

Production 25 minutes

Students will present what they do and the objects used to their partners.

At the same time, students raise their hands if something was wrong or if they want to add something.

Evaluation 30 minutes

Students raise their hands to go to the board and write their hobbies, and what they dislike to eat or do, they must classify in likes and dislikes.

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BACHELOR PROGRAM IN BILINGUALISM

LESSON PLAN FORMAT

Pre-service teacher's name	Johan Steven Garzon Galarza
Date	14/9/22

Institution	Public School
Course/group	401 J.T
Homeroom teacher	Mercedes
Lesson Number	3
Class time	2 hours
Topic	Minecraft and Vocabulary
Main learning objective	Students will learn new English vocabulary words and their meanings
Specific learning objectives	Students will be able to identify and use English vocabulary words related to the theme of the lesson. Students will be able to pronounce English vocabulary words correctly
Materials and resources	Smartphones with Minecraft installed internet connection Minecraft Education Edition Minecraft dictionary

Warm up 10 minutes
Teacher will play a vocabulary game with the students, calling out a word and having students give synonyms, antonyms, or use the word in a sentence.

Presentation 20 minutes
<p>Teacher will introduce a list of English vocabulary words related to a specific theme, such as animals or transportation.</p> <p>Students will use their smartphones and Minecraft to find images related to each vocabulary word and share them with the class.</p> <p>Teacher will provide pronunciation guidance for each vocabulary word.</p>
Practice 30 minutes
<p>Students will use Minecraft Education Edition to build structures related to each vocabulary word.</p> <p>Teacher will circulate and provide guidance and feedback as needed.</p>
Production 25 minutes
<p>Students will create a Minecraft world based on the vocabulary words learned, incorporating structures and objects related to each word.</p> <p>Students will give a brief presentation to the class, explaining how each element in their world relates to the vocabulary words.</p>
Evaluation 30 minutes
<p>Students will take turns pronouncing the vocabulary words learned in class, and the teacher will provide feedback on pronunciation.</p>

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LESSON PLAN FORMAT

Pre-service teacher's name	Johan Steven Garzon Galarza
Date	21/9/22
Institution	Public School
Course/group	401 J.T
Homeroom teacher	Mercedes
Lesson Number	4
Class time	2 hours
Topic	Minecraft and Grammar
Main learning objective	Students will learn English grammar rules and how to apply them in writing and speaking.
Specific learning objectives	Students will be able to identify and use English grammar rules related to the theme of the lesson. Students will be able to write and speak in correct English sentences.
Materials and resources	Smartphones with Minecraft installed

	<p>internet connection</p> <p>Minecraft Education Edition</p> <p>Minecraft grammar guide</p>
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Warm up 10 minutes
Teacher will play a grammar game with the students, calling out a sentence and having students identify the subject, verb, and object.
Presentation 20 minutes
<p>Teacher will introduce a grammar rule, such as subject-verb agreement or sentence structure.</p> <p>Students will use their smartphones and Minecraft to find examples of the grammar rule and share them with the class.</p> <p>Teacher will provide examples of how to apply the grammar rule in writing and speaking.</p>
Practice 30 minutes
<p>Students will use Minecraft Education Edition to build sentences that incorporate the grammar rule learned.</p> <p>Teacher will circulate and provide guidance and feedback as needed.</p>
Production 25 minutes

Students will create a Minecraft world that includes a variety of sentences that apply the grammar rule learned.

Students will give a brief presentation to the class, explaining how each sentence applies the grammar rule.

Evaluation 30 minutes

Students will take turns reading their sentences out loud, and the teacher will provide feedback on grammar and sentence structure.

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SCHOOL OF EDUCATION

BACHELOR PROGRAM IN BILINGUALISM

LESSON PLAN FORMAT

Pre-service teacher's name	Johan Steven Garzon Galarza
Date	28/9/22
Institution	Public School
Course/group	401 J.T
Homeroom teacher	Mercedes
Lesson Number	5
Class time	2 hours
Topic	Learning vocabulary related to food through Minecraft

Main learning objective	Students will be able to identify and use vocabulary related to food items in English.
Specific learning objectives	<p>Students will be able to identify and name different types of food items in English.</p> <p>Students will be able to use food-related vocabulary to describe food items in Minecraft.</p> <p>Materials and resources: Minecraft, whiteboard, markers, images of food items.</p>
Materials and resources	Smartphones with Minecraft installed, internet connection, Minecraft Education Edition, Whiteboard and markers

Warm up 10 minutes
Food memory game: Students will take turns saying a food item that begins with a specific letter. The next student will repeat the previous item and add one of their own. The game continues until a student is unable to remember all the previous items.
Presentation 20 minutes
Introduction to food-related vocabulary: The teacher will use images and videos to introduce food-related vocabulary. They will write the words on the whiteboard and have students repeat them aloud.
Practice 30 minutes

Minecraft food challenge: Students will work in pairs to design and build a restaurant in Minecraft. They will use the food-related vocabulary learned in the previous section to label the different food items and menus in the restaurant.

Production 25 minutes

Menu writing: Each student will create a menu for their restaurant in Minecraft. They will use the food-related vocabulary learned in the previous section to write descriptions for the different food items.

Evaluation 30 minutes

Food vocabulary quiz: The teacher will administer a quiz to test students' knowledge of the food-related vocabulary learned in the lesson. Students will be asked to match words with images or write short descriptions of food items.

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BACHELOR PROGRAM IN BILINGUALISM

LESSON PLAN FORMAT

Pre-service teacher's name	Johan Steven Garzon Galarza
Date	5/10/22
Institution	Public School
Course/group	401 J.T
Homeroom teacher	Mercedes

Lesson Number	6
Class time	2 hours
Topic	Prepositions
Main learning objective	To recognize and use prepositions correctly in context
Specific learning objectives	To identify the correct preposition for a given sentence To use prepositions to describe the location of objects
Materials and resources	Smartphones with Minecraft installed Minecraft world with a variety of structures and objects Whiteboard and markers

Warm up 10 minutes
<p>Students will be asked to stand up and follow the teacher's instructions for moving around the classroom using prepositions (e.g. walk under the table, jump over the chair, etc.)</p> <p>The teacher will then ask students to share some of their own preposition examples</p>
Presentation 20 minutes
<p>The teacher will introduce and define the concept of prepositions</p> <p>Students will be shown examples of prepositions in sentences and asked to identify the preposition and its object</p> <p>The teacher will provide additional examples and explanations as needed</p>

Practice 30 minutes	
<p>Students will enter the Minecraft world and be given a task to find various objects and structures using prepositions (e.g. "find the chest inside the house", "go up the stairs to the tower", etc.)</p> <p>After completing the task, students will be asked to give their own prepositional directions to a partner in the game</p>	
Production 25 min	
<p>Students will work in pairs to build a structure in Minecraft, using prepositions to describe the location of various objects within the structure</p> <p>Each pair will present their structure to the class and describe the location of the objects within it using prepositions</p>	
Evaluation 30 minutes	
<p>Students will work in pairs to build a structure in Minecraft, using prepositions to describe the location of various objects within the structure</p> <p>Each pair will present their structure to the class and describe the location of the objects within it using prepositions</p>	

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BACHELOR PROGRAM IN BILINGUALISM

LESSON PLAN FORMAT

Pre-service teacher's name	Johan Steven Garzon Galarza
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Date	19/10/22
Institution	Public School
Course/group	401 J.T
Homeroom teacher	Mercedes
Lesson Number	7
Class time	2 hours
Topic	Seasons
Main learning objective	To learn the four seasons of the year and the changes in weather patterns and natural scenery that occur during each season.
Specific learning objectives	<p>Students will be able to identify the four seasons of the year.</p> <p>Students will be able to describe the changes in weather patterns and natural scenery that occur during each season.</p> <p>Students will be able to use vocabulary related to the seasons to communicate ideas.</p>
Materials and resources	<p>Smartphones with Minecraft installed</p> <p>Access to Minecraft Education Edition</p> <p>Internet connection</p> <p>Speaker</p>

Warm up 10 minutes
<p>Ask students to describe what they think the different seasons of the year are like. Write their responses on the board.</p> <p>Show pictures of the four seasons and ask students to guess which season is which.</p>
Presentation 20 minutes
<p>Use Minecraft to create a virtual world that represents each of the four seasons.</p> <p>Walk the students through the world and point out the different features that represent each season, such as snow in winter, flowers in spring, and leaves changing colors in fall.</p> <p>Introduce and explain new vocabulary related to the seasons, such as "blizzard," "blossom," and "harvest."</p>
Practice 30 minutes
<p>Divide students into pairs or small groups.</p> <p>Give each group a list of vocabulary words related to the seasons.</p> <p>In their groups, students will take turns using the Minecraft world to point out and describe features of each season, using as much vocabulary as possible.</p> <p>Encourage students to help each other and to use the new vocabulary words in their descriptions.</p>
Production 25 min
<p>In the Minecraft world, ask students to build their own scene for each season using the vocabulary they learned.</p> <p>They can work in pairs or small groups, and they should be encouraged to use their creativity.</p> <p>After the building activity is complete, each group should present their creation and describe the different features they added to represent each season.</p>

Evaluation 30 minutes

In the Minecraft world, ask students to build their own scene for each season using the vocabulary they learned.

They can work in pairs or small groups, and they should be encouraged to use their creativity.

After the building activity is complete, each group should present their creation and describe the different features they added to represent each season

Summarize the lesson by reviewing the four seasons and the vocabulary related to each season.

Ask students if they enjoyed using Minecraft to learn about the seasons and if they found it helpful.

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BACHELOR PROGRAM IN BILINGUALISM

LESSON PLAN FORMAT

Pre-service teacher's name	Johan Steven Garzon Galarza
Date	26/10/22
Institution	Public school
Course/group	401 J.T
Homeroom teacher	Mercedes

Lesson Number	8
Class time	2 hours
Topic	Didactic Material
Main learning objective	To recognize vocabulary from different classroom materials
Specific learning objectives	To use vocabulary about classroom materials and their use. Recognize in minecraft the material used in the classroom
Materials and resources	Smartphones with Minecraft installed Minecraft world with a variety of structures and objects Whiteboard and markers

Warm up 10 minutes
Students get up from their chairs and make a list of the different materials used in class such as blackboard, backpack, book, pencil, colors, ruler, scissors, chair, desk, eraser and pencil case.
Presentation 20 minutes
The teacher will introduce and define the concept off the class materials Students make diagrams of classroom materials and classify them. The teacher will provide additional examples and explanations as needed
Practice 30 minutes

Students will enter the Minecraft world and be given a task to find various objects and structures using class materials (e.g. "find the scissors on the desk", "Keep your pencils and colors in the pencil case.", etc.)
Production 25 min
Students will work in pairs to build a structure in Minecraft, Using the different materials that are scattered in the room they created in minecraft. Couples will introduce themselves and describe the organization of the show.
Evaluation 30 minutes
Students will plan the different ways in which different classroom materials can be used in different activities.

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BACHELOR PROGRAM IN BILINGUALISM

LESSON PLAN FORMAT

Pre-service teacher's name	Johan Steven Garzon Galarza
Date	2/11/22
Institution	Public School
Course/group	401 J.T

Homeroom teacher	Mercedes
Lesson Number	9
Class time	2 hours
Topic	Describing Objects
Main learning objective	Students will be able to accurately describe objects using appropriate adjectives.
Specific learning objectives	Students will be able to accurately describe objects using appropriate adjectives.
Materials and resources	Smartphones with Minecraft installed Access to Minecraft Education Edition Internet connection Worksheet with adjectives Whiteboard and markers

Warm up 10 minutes

Introduction to adjectives: Teacher will write several sentences on the board and have students identify the adjectives.

Example sentences:

The big dog barked at the mailman.

The red apple is juicy.

The tall boy plays basketball.

The small kitten slept on the chair.

Presentation 20 minutes

Teacher will present a Minecraft world and introduce several objects within it.

Students will work together to identify and describe the objects using appropriate adjectives.

Teacher will model a few examples to get students started.

Practice 30 minutes

Students will work in pairs to build a small structure in Minecraft.

They will take turns describing the structure to their partner using adjectives.

The partner will then try to recreate the structure based on the description.

Production 25 min

Students will work in groups of 3-4 to create their own Minecraft world based on a theme.

Each student will take turns describing an object within the world using appropriate adjectives.

The group will work together to build the object based on the description.

Evaluation 30 minutes

Each group will present their Minecraft world to the class.

The class will provide feedback on the accuracy of the descriptions and the quality of the Minecraft world.

Teacher will summarize the lesson and provide feedback to the students.

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BACHELOR PROGRAM IN BILINGUALISM

LESSON PLAN FORMAT

Pre-service teacher's name	Johan Steven Garzon Galarza
Date	9/11/22
Institution	Public School
Course/group	401 J.T
Homeroom teacher	Mercedes
Lesson Number	10
Class time	2 hours
Topic	Final Project - Minecraft Showcase
Main learning objective	To showcase students' language skills and creativity using Minecraft.

Specific learning objectives	<p>To demonstrate proficiency in using Minecraft for language learning.</p> <p>To develop creativity and innovation in using Minecraft for language learning.</p> <p>To present ideas and knowledge in an organized and clear manner.</p>
Materials and resources	<p>Smartphones with Minecraft installed</p> <p>Internet connection</p> <p>Whiteboard and markers</p> <p>Rubric for the final project.</p>

Warm up 10 minutes
<p>Review the main learning objective of the final project.</p> <p>Remind students of the guidelines and expectations for the final project.</p> <p>Ask if there are any questions or concerns before they start working on the project.</p> <p>The small kitten slept on the chair.</p>
Presentation 20 minutes

Provide examples of past student projects to inspire and motivate.

Demonstrate how to use Minecraft to create a presentation.

Practice 40 minutes

Students will work in pairs or small groups to create a Minecraft project that showcases their language skills and creativity.

Encourage students to use a variety of language skills in their project (e.g. reading, writing, speaking, and listening).

Allow time for students to explore and experiment with Minecraft and give guidance as needed.

Production 20 min

Students will present their Minecraft project to the class, using English to describe and explain their work.

Encourage students to ask questions and give feedback to their classmates.

Evaluation 30 minutes

Use a rubric to evaluate each student's presentation and Minecraft project.

Provide feedback and suggestions for improvement.

Congratulate students on their hard work and creativity.

Encourage them to continue using Minecraft for language learning and exploring new ways to use technology in the classroom.

