

Trabajo Fin de Máster

The use of Fortnite in the teaching of
English as a foreign language

El uso del Fortnite en la enseñanza del inglés
como lengua extranjera.

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Abstract (English)

In recent years, the methodologies applied in the teaching of English are very diverse. The traditional way of teaching in which the teacher was the main source of information and the students were the receivers is losing followers, and more and more teachers are advocating a more active methodology in which the students are the protagonists. During the two internship periods at the CPRI-INPRISE Escuelas Pías, Escolapios, it was observed that there was little participation on the part of the students, both in the oral activities and when correcting the exercises. In order to meet this need, it was proposed to work on 21st century skills, such as creativity and collaboration, as well as to improve student motivation and participation by introducing a topic that was of interest to them.

This approach has been combined with Task Based Learning framed within the Project Based Learning structure, and always taking into account the communicative approach. The proposed didactic unit called "Fortnite 'n' English" is characterised by applying the aforementioned approaches with the aim of making students create a final project in which they change the game to their liking. In order to exploit the video game genre, a corpus has been carried out in which each of the characteristics and how they can be extrapolated to teaching were analysed in depth. Finally, to promote student participation, most of the proposed activities are carried out in groups or pairs in which an atmosphere that facilitates student participation is created.

Key words: participation, motivation, 21st century skills, video games, Fortnite, creativity, collaboration, SLA.

Abstract (Spanish)

En los últimos años, las metodologías que se aplican en la enseñanza del Inglés son muy diversas. La forma tradicional de enseñanza en la que el profesor era la principal fuente de información y los alumnos eran los receptores está perdiendo adeptos y son cada vez más los profesores que abogan por una metodología más activa en la que los alumnos son los protagonistas. Durante los dos periodos de prácticas en el CPRI-INPRISE Escuelas Pías, Escolapios, se observó que había poca participación por parte de los alumnos, tanto en las actividades orales como a la hora de corregir los ejercicios. Para poder cubrir esta necesidad se ha propuesto trabajar las habilidades del siglo XXI, tales como la creatividad y la colaboración, así como mejorar la motivación y la participación de los alumnos mediante la introducción de un tema que fuera de interés para ellos.

Este enfoque se ha combinado con el Aprendizaje basado en Tareas encuadrado dentro de la estructura del Aprendizaje basado en Proyectos, y siempre teniendo en cuenta el enfoque comunicativo. La unidad didáctica propuesta llamada *Fortnite 'n' English* se caracteriza por aplicar los enfoques anteriormente mencionados con el objetivo de que los alumnos creen un proyecto final en el que cambien el juego a su gusto. Para explotar el género de los videojuegos se ha llevado a cabo un corpus en el que se analizan en profundidad cada una de las características y cómo se pueden extrapolar a la enseñanza. Finalmente, para promover la participación de los alumnos, gran parte de las actividades propuestas se realizan en grupos o parejas en las que se crea una atmósfera que facilita la participación de los alumnos.

Palabras clave: participación, motivación, habilidades del siglo XXI, videojuegos, Fortnite, creatividad, colaboración, adquisición de una segunda lengua.

1. Introduction

The teaching of English as a Foreign Language (EFL) has been evolving during the last decade, and as a result, EFL needs to adapt to the new methodologies and technological improvements which have appeared recently. The teaching of L2 is moving towards a more cognitive approach of teaching in which students have an active role, i.e. they are responsible for their own process of learning. Consequently, the teacher's purpose is that of organising and sequencing the information and helping students to merge new knowledge with the previous one. All of this is fostered by the introduction of ICTs in the lessons which has signified a change in materials and techniques; this has also meant the development of methods and approaches which have obtained benefits of this introduction. In addition, the dissertation wants to encourage not only the use of ICTs but also students' multimodal competence and the 21st century skills by the exploitation of the video game genre, particularly Fortnite.

This dissertation aims at proposing a learning unit focusing on the exploitation of video games, more specifically Fortnite, in the teaching of EFL to foster students' willingness to participate in the EFL lesson. The main goal is to improve not only language acquisition but also participation by increasing motivation, the development of 21st century skills and the introduction of multiliteracies in class. Therefore, the implementation of a Project Based Learning methodology was considered essential in order to provide students with the enough opportunity to provide output and interpersonal communication during the process of learning. With this purpose, a combination of PBL methodology with TBLT methodology has been selected since it promotes the implementation of group work and cooperative activities. Besides, Communicative Language Teaching (CLT) will also be a cornerstone in the learning unit proposed since one of the main aims of it is raising the interaction patterns among students.

The reason for the design of this learning unit is based on a need detected during my first and second placement periods at CPRI-INPRISE Escuelas Pías, Escolapios, in the three groups of 1st and 3rd year of ESO. The lack of participation, not only in speaking activities but also when my tutor wanted to correct exercises or asked them to provide more knowledge about a topic, was significant. Several reasons could be attached to the lack of participation, one could be the topics dealt with and the other

reason could be the traditional methodology proposed. This learning unit seeks to provide a solution for that issue by enhancing students' participation in class introducing a PBL and group work which will enhance natural and real-world communication.

The PBL methodology through which this suggested learning unit is based is supported by the Aragonese Curriculum (2016) as it states that this approach permits the improvement of different competences and proposes an action plan whose product is mainly practical. As a result, critical thinking abilities, creativity, and the implementation of ICTs are fostered, making students aware of their own process of learning.

Furthermore, there are some theories, such as PBL, CLT and TBLT, which have been taken into account when designing the proposal in order to guarantee a learning unit which really addresses the problems observed and proposes a solution which falls under the scope of some of the most important points of Second Language Acquisition (SLA). Additionally, the approaches which will be discussed after, such as PBL, CLT and TBLT, will be cornerstone in this dissertation. However, these are not the only theories which will be discussed in this dissertation. Since the lack of participation could be related to a lack of motivation, Dörnyei's theory on motivation will be also examined. In addition, some specific literature on the use of video games in the EFL classroom will be mentioned.

The dissertation is organised in different sections and each of the sections deals with different aspects which are cornerstone in the development of the dissertation. In the next section, the purpose and aims of the dissertation will be mentioned. In the third section, the justification of this dissertation together with the explanation of the theoretical and curricular framework will be elaborated. Moreover, this section will also deal with the methodology which has been followed in the process of writing. In the fourth section, the unit plan will be presented, and it will be critically analysed (see Appendix 5) following the next organisation: the first section consists on a description of the context of the class and the description of the whole unit plus a justification of the structure, the second section consists on a presentation of the criteria used to analyse the unit and, finally, the last section consists on the analysis of the unit. Finally, a conclusion of the dissertation will be provided.

2. Purpose and Aims of the Dissertation

The purpose of this dissertation is designing a learning unit which enhances the participation of the students in the EFL classroom by developing their 21st century skills, such as the *Ways of Thinking* and the *Ways of Working*, particularly *creativity* and *collaboration (teamwork)*, and motivation. According to Blinkey et al. (2012), the skills found in *Ways of Thinking* “emphasize high order thinking skills [...] they require greater focus and reflection”. So, creativity is a skill that should be enhanced and it refers to the use of different resources possessed by the students in order to solve problems. *Creativity* can be related with the use of ICTs because technology allows students to create products quickly and efficiently giving room for creativity. Blinkey et al. also talk about the different ways that ICTs have changed how people work nowadays, and he also mentions that communication and collaboration are key skills. *Collaboration* refers to the fact that students have to work together in order to achieve a common goal. So, students need to know when they have to listen and speak, know the individual roles of each member of the group, and plan how they are going to work to achieve the common goal (Blinkey et al., 2012).

At the end of the learning unit, they will have to create their own background story, HUD, characters and locations based on the videogame Fortnite. This should be done from a communicative and collaborative perspective due to the needs perceived. Considering the concepts mentioned beforehand, it can be concluded that the main aims of this dissertation are:

- the improvement of the students’ communication in English as a foreign language and their motivation by introducing a topic they may like, i.e. the exploitation of the video game genre, particularly Fortnite.
- the enhancement of the 21st century skills, particularly *Ways of Thinking* (creativity) and *Ways of Working* (collaboration).

The learning unit developed in this dissertation seeks to meet the necessity found during the placement period. The purpose is to raise students’ participation in class by promoting motivation, and 21st century skills through the implementation of a cooperative approach that boosts collaboration. So as to achieve this purpose, a TBLT

methodology will be put into practice with the tasks that have been stated. In an effort to accomplish the goal, there are more objectives that will be analysed.

To begin with, participation in class holds a solid connection with motivation. Hence, increasing the motivation in students will be also one of the targets pursued by this learning unit. Secondly, as aforementioned, the unit seeks to foster the participation among the students by introducing a topic, video games, they like and by collaborative work. So, interaction and communication will be cornerstone in this process.

In order to foster the students' willingness to participate in the EFL classroom, it is necessary to foster students' confidence. The enhancing of this confidence could be by introducing topics they like, such as Fortnite (video games), which will lower their anxiety when speaking in English. The way in which the learning unit works is by introducing teamwork in almost all activities, creating a distress atmosphere, instead of focusing on more individualistic activities. These individualistic activities can cause a student, who does not feel confident in the English class, to reduce his/her participation and as a result he/she may feel less confident.

Regarding the Aragonese Curriculum (2016), this dissertation also takes into account the development of some of the key competences such as the Communicative Linguistic Competence, Digital competence, Learning to Learn competence, Social and Civic competence, Sense of Initiative and Entrepreneurship, and Cultural Awareness and Expression Competence. Not only these key competences have been essential in the development of the learning unit, but also the 21st century skills such as creativity, and collaboration. In addition, this unit also seeks the integration of the four skills.

3. Justification, Theoretical and Curricular Framework, Methodology

3.1.- Justification

During my first and second placement period I had the occasion to observe and work with two different school years, 1st year of Secondary Education and 3rd year of Secondary Education, of which two classes of each school year belonged to the bilingual program, although there was not any differentiation in the teaching of English because the three classes received the English lesson in the same way. Some differences can be observed between the two school years. For example, in 1st of Secondary Education, some students showed a good level of English in the four skills (writing, speaking, reading, and listening), whereas the rest of the students showed either low level of English or no level at all. In the 3rd of Secondary Education, the same results could be observed, some of the students showed a very high level of English, mainly 3^o A, but the other students showed a low level of this language. Although some of the students showed a great level of L2, there was an obvious lack of willingness to participate orally in the lesson. What was observed is that students only concentrated their efforts in following the instructions of my tutor and answering the exercises, but they did not look forward to expressing their opinions orally.

This could be based on different issues such as the fear of being judged, fear of comments, lack of knowledge, lack of motivation or the traditional methodology followed in which only individual activities were practised. This hypothesis was confirmed when my teaching period started, and I wanted to implement several group activities which required not only the cooperation between the members of the group but also the development of critical thinking and creativity. During my teaching period, it could be observed that this change only had a positive influence on the students, because the students who participated were still participating, and the students who did not participate at all started to contribute more.

In relation to the observation tasks carried out during my second placement, only one of them was measuring the interaction patterns amongst the students and the teacher (see Appendix I), whereas the other observation task focused on the instructions given by my tutor. After the analysis of the observation task related with the interaction patterns in my Practicum II portfolio (see Appendix I), it can be concluded that

questions were asked to the students so that they could talk because their answers tended to be limited to answering the exercises and my tutor or commenting about some vocabulary. I also had the opportunity to send my students a questionnaire (see Appendix I) in order to know how they feel when speaking in English for the *Innovation and Research* subject. In that questionnaire (Lóciga, et al., 2022), students had to answer two types of questions (two Likert scales and one open question) concerning how they feel when facing the activity of speaking in English in front of the class or when they have to solve some exercises, most of the answers justified the fact that they feel anxiety when speaking in English because of self-esteem issues, lack of knowledge, and fear of comments. Taking into consideration these results, what was evident is that students prefer not to work individually and work in groups.

Hence, the didactic learning unit proposed is depicted by a great number of cooperative activities in which students need to collaborate to make them successfully accomplished. Furthermore, to get that collaboration, activities and tasks are organised in a way in which all of them are going to be done in groups or in pairs so that the anxiety and pressure may be substantially less. Moreover, the main topic of the unit is videogames, and the final product is that students have to modify some elements of the video game “*Fortnite*”.

Since motivation can be seen as one of the factors which affects participation among students, the learning unit will seek to increase students’ level of motivation by fostering group work, collaboration, and cohesion. One material chosen to sustain this dissertation is the corpus analysis carried out in the *Communicating in English* subject, as the same compilation and analysis steps and methodology were used in order to analyse the video game Fortnite. The other essay chosen to sustain this dissertation is a poster (see Appendix I) made for the subject *Innovation and Research* which copes with how anxiety, in terms of self-esteem, lack of knowledge and fear of comments, affects the speaking production of the students. Finally, the last essay that has been used to sustain this dissertation will be my Undergraduate dissertation. Although it deals with the localization of video games, the fact that it covers the main topic of my unit was my source of inspiration because a great number of students would love this topic leading to an increase of motivation. To sum up, another essay which has been used as a source of information for the analysis of the learning unit is the essay written for the *Instructional*

and Curricular Design in EFL subject (see Appendix I). In this essay, a learning unit was critically analysed with some criteria selected from the compulsory and suggested readings, consequently this essay was a guide used to the analysis of the learning unit which will be discussed in the fourth section.

3.2.- Theoretical and Curricular Framework

This section of the dissertation aims to describe the theoretical and curricular framework which is going to be used for the learning unit. As a result, the main theoretical pillars of this dissertation are Second Language Acquisition by Lightbown, Communicative Language Teaching, Project-based language learning, task-based learning teaching, along with issues related with motivation, 21st century skills and multimodality. Moreover, the Aragonese Curriculum will be also taken into consideration as it regulates the methodologies and the design of the activities.

3.2.1.- Second Language Acquisition (SLA) and Communicative Language Teaching (CLT)

Before commenting on the Second Language Acquisition (SLA) and the Communicative Language Teaching (CLT) theories, it is necessary to remember that the teaching of English as a foreign language (EFL) has been changing considerably since the first researches on SLA were done. Recent research in SLA has shown that new methodologies have been developed and validated and, as a result, new approaches have appeared. These new approaches have been fostered due to the introduction of ICTs in the teaching repertoire of the teachers. As a further matter, it is important to mention that SLA research is one of the most important sources that foreign teachers should consider when making decisions about their teaching (Lightbown, 2003). In addition, it is also important to mention that there is a distinction between acquiring and learning a second language. These two concepts could be similar but it is essential to not mix them. In this respect, Krashen (1982) established the difference between acquisition and learning, he says that “*acquisition* is language knowledge that develops incidentally as learners focus on meaning in comprehensible input and *learning* is knowledge about language gained through formal instruction or metalinguistic analysis”. Following this distinction, the aim of teaching should be the acquisition of the second language, because learners will focus on meaning in comprehensible (real) input, thus,

communicative competence will be enhanced. To achieve this, collaborative activities should be emphasised.

As aforementioned, the cornerstone element of the learning process would be the development of communicative competence. In this line, the Aragonese Curriculum (2016) states that one of aims of the English subject is “express themselves orally and exchange messages in an understandable, appropriate and autonomous way, on everyday, general topics or of their interest, in different communicative situations derived from specific tasks”. According to this citation, students should develop the ability to communicate and interact with others by also adapting their speech to the different communicative situations. As a result, it could be said that by placing students in groups where they have to communicate in order to overcome challenges and reach agreements, contributes to the development of this competence. Finally, according to Richards (2005), the communicative approach began when activities started to be done in pairs or groups instead of individually.

Communicative Language Teaching (CLT) establishes as its main aim the teaching of communicative competence. According to Richards (2005), CLT “can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom”. Moreover, CLT states that grammar is no longer important in language teaching, students learn the language through communicating and that activities should be meaningful and involve real-life situations. In addition, CLT has implied new roles in the classroom for teachers and learners (Richards, 2005). So, lessons have become student-centred, being learners the protagonists of their own process of learning and relegating teachers to a second level in which they become the facilitators or guides of the process of learning and not the main source of information. Richards also states that learning a language happens when there is communication between the interlocutors which seek to negotiate meaning or create meaningful interactions.

Finally, one of the implications of CLT methodology is that it moved away from the traditional lessons in which the focus was on “mastery of different items of grammar and practice through controlled activities” (Richards, 2005). Besides, CLT has some advantages, such as the chance to improve fluency and accuracy without being aware of

it. So, the main idea of CLT approach is the development of activities in which learners should make use of spontaneous and natural language in order to assure that these speeches are not artificial.

3.2.2.- Task-based Learning Teaching (TBLT) and Project Based Learning (PBL)

The unit plan proposed for solving the problems found during my placement period follows a Task-based Learning Teaching (TBLT) following the structure of the seven steps of the Project-based Learning (PBL) proposed by Gil (2021).

Richards (2005) claims that “task-based instruction [...] makes strong claims for the use of tasks and sees them as the primary unit to be used”. So, the first thing that should be considered when commenting on the main ideas about the TBLT is what can be considered a task. According to Willis (1996), a task is “an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome”. So, the main idea of this approach is the creation of activities where the L2, English, is used by the students in order to negotiate meaning and solve problems. Considering what has been mentioned before, it can be said that Task-based learning consists of using authentic language and asking students to produce tasks using the target language.

When looking at the different authors who talk about this perspective, one of the main frameworks is Willis'. Willis' framework is divided into three steps: pre-task, task cycle and language focus. In the *pre-task*, it is where the introduction to the topic and to the task happens; so, the teacher will explore the topic with the class and, also, helps the students to understand the instructions to the task and prepare to do it. The *task cycle* is divided into three parts: *task* where the students realise the activity proposed by the teacher either in pairs or in small groups while the teacher controls the development of the activity, *planning* where the students prepare the activity to be reported to the whole class and *report* where the students present their findings to class. Finally, the *language focus* is divided into two steps: *analysis* where students analyse and discuss specific features of elements which have appeared in the task, and *practice* that is led by the teacher to make the students practise some new words, phrases or patterns found in the task. Finally, it is important to mention that this framework is flexible in the sense that it is not necessary to include all the three steps in each session.

Another important framework related to the TBLT is Ellis' framework which is divided into three steps: pre-task, during task and post-task. In the *pre-task*, the teacher will prepare students to perform the task in "ways that will promote acquisition" (Ellis, 2006). So, in this sense, the students will perform an activity similar to the one which will be done in the task but more controlled. Dornyei (2001) emphasises the importance of presenting a task in a way that motivates learners. During the *during task*, students will do the proper task. Finally, in the *post-task*, students can either repeat the performance of the task, reflect on how they have performed or pay attention to form.

The framework which has been chosen to prepare the unit plan is Ellis' framework. Those three steps are included into the structure of the Project-based learning (PBL) commented by Gil (2021). Gil divided the structure of the PBL into seven steps: activation, discovery, deepening, planning, creation, publishing, and assessment and reflection. In the *activation stage*, it happens the activation of schemata, of the previous knowledge and presentation of the challenge. In the *discovery stage*, it is where the students start to explore the topic. In the *deepening stage*, it is where students generate ideas about the topic. In the *planning stage*, it is where students organise the ideas and receive feedback. The *creation stage* corresponds to the creation of the product. The *publishing stage* is related to the reporting, sharing and putting all class ideas together. Finally, *assessment and reflection* consists on assessing the creation process.

3.2.3.- 21st century skills, the Aragonese Curriculum and Multimodality.

The 21st century skills are one of the most important elements that should be developed in nowadays education, especially in the English lesson. Blinkey et al. (2012) created the *KSAVE* model to organise the analysis of 21st century skills. This model states that there are 10 different skills which are organised into 4 categories (image 1).

Ways of Thinking

1. Creativity and innovation
2. Critical thinking, problem solving, decision making
3. Learning to learn, metacognition

Ways of Working

4. Communication
5. Collaboration (teamwork)

Tools for Working

6. Information literacy (includes research on sources, evidence, biases, etc.)
7. ICT literacy

Living in the World

8. Citizenship – local and global
9. Life and career
10. Personal and social responsibility – including cultural awareness and competence

Image 1 taken from: Binkley, M., et al. (2012). *Defining twenty-first century skills*.

As aforementioned, the learning unit seeks to foster 21st century skills. Among the 10 skills found in the KSAVE model, the ones which will be enhanced are creativity and collaboration, which are considered to be core competencies for the future students. As it will be explained later, these skills will be worked through the whole unit by the different activities proposed.

Regarding the Aragonese Curriculum (2016), this dissertation also takes into account the development of the key competences. The Aragonese Curriculum (2016) mentions 7 different key competences: Communicative Competence, Competence in Mathematics, Science and Technology, Digital Competence, Learning to Learn Competence, Social and Civic Competence, Sense of Initiative and Entrepreneurship and Cultural Awareness and Expression Competence. As has been highlighted in this dissertation, this learning unit seeks to develop the Communicative Linguistic Competence, Digital competence, Learning to Learn competence, Social and Civic competence, Sense of Initiative and Entrepreneurship, and Cultural Awareness and Expression Competence by the activities proposed.

Although 21st century skills and key competences may seem different, they have some similarities. As can be seen in image 2, there are some skills and competences which both systems share, i.e. communication, the use of ICTs, learning to learn, etc. However, there are some 21st century skills which are not shared with the Aragonese

Curriculum, such as creativity and critical thinking. These skills are very important in a cosmopolitan and digital society in which most of the information is found on the internet and citizens need to read different sources of information to know which information is acceptable. Furthermore, creativity, as aforementioned, is a cornerstone skill in the development of society due to the introduction of ICTs in all aspects of life and the different ways in which problems can be solved.

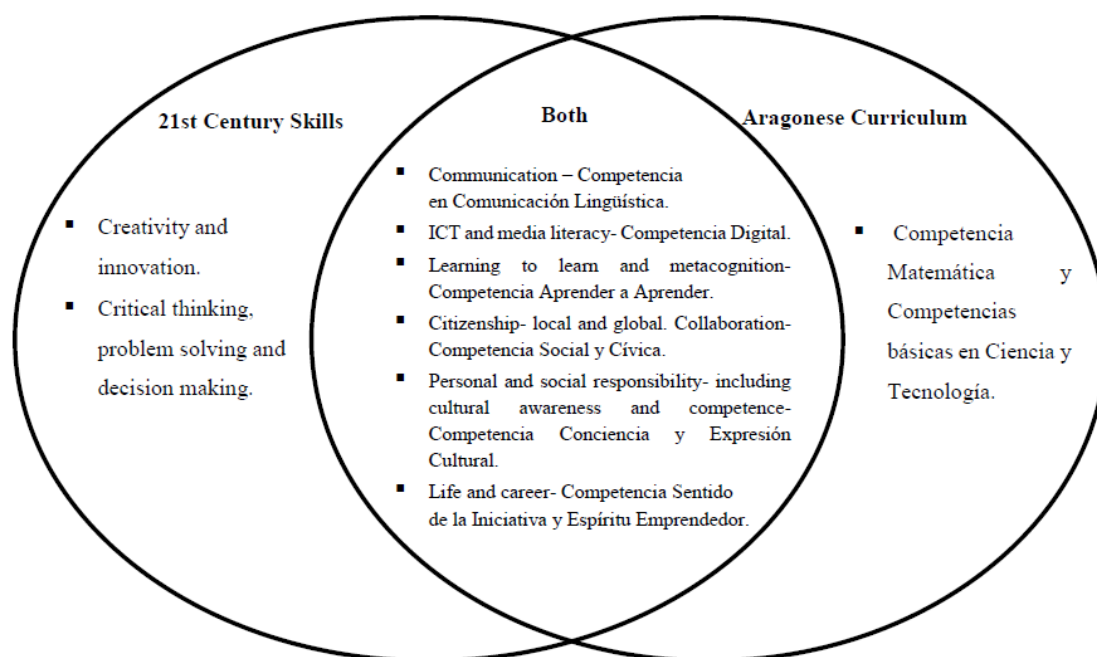


Image 2 taken from *Communicating in English subject*.

Besides, another important aspect that is worth mentioning is *multiliteracies*. This concept refers to “the reconceptualization of literacy as a multidimensional set of competencies and social practices in response to the increasing complexity and multimodal nature of texts” (Serafini, 2014:26). This concept arised due to the number of communication channels and media which have appeared in the last years and this has also meant the integration of different modes to make meaning, i.e. textual, visual, audio, spatial, etc. As now texts use different modes to convey meaning, this has signified a growing complexity in the analysis of those texts (print and digital).

Moreover, it can be said that 21st century skills are not only related to the Aragonese Curriculum but also to the multiliteracies, i.e. the *Tools for Working* from the KSAVE model by Blinkey et al. are related to the multiliteracies proposed, such as Linguistic literacy, Academic literacy, Visual literacy, Digital literacy, Media literacy and Multimodal literacy. From the six multiliteracies, one which is worth remarking because it is cornerstone in this dissertation is *Multimodal literacy* which “focuses on the design of discourse by investigating the contributions of specific semiotic resources (e.g. language, gesture, images) co-deployed across various modalities (e.g. visual, aural, somatic)” (Lim et al. 2015: 917). This means that the analysis of multimodal literacy considers how these elements interact and integrate between them when constructing a coherent text. As a result, researchers such as Lim and Tan (2018) believe that multimodal literacy should be taught at school because students need to have a critical understanding of media texts.

Multimodal literacy, as aforementioned, is one of the most important multiliteracies for the development of this dissertation. The question is, what is multimodality? According to Kress, ‘Multimodality’ is an

“inter-disciplinary approach that understands communication and representation as more than language and attends systematically to the social interpretation of a range of forms of making meaning. It provides concepts, methods, and a framework for the collection and analysis of visual, aural, embodied, and spatial aspects of texts and interactions” (Kress, 2010; found in Jewitt, C. 2015. *Multimodal analysis*, p. 69).

Furthermore, multimodality can be related to 21st century skills, the Aragonese Curriculum and multiliteracies as digital technologies are very important to multimodality because they allow different modes which are different channels of communication socially created. To sum up, there are three assumptions which constitute the grounds of multimodality. The first assumption is that multimodality does not establish language as the central element in communication. The second assumption is that all modes have been established thanks to their social and cultural use. Finally, the third assumption establishes that people convey meaning through their choice of modes.

3.2.4.- The Use of video games in the English classroom

Before analysing the use of video games in the English classroom, it is necessary to know what a video game is. *Video games* are “interactive multimedia and multimodal products with a strong audio-visual component, based on complex systems of rules, and designed with the primary function of entertaining, albeit not exclusively limited to that function” (Mangiron, 2013, p. 2). The last sentence is key to the development of this dissertation. Although the main function of video games is to entertain, video games can also have educational purposes, i.e. the acquisition of L2 and the development of 21st century skills, particularly creativity and collaboration.

Among the technologies which are currently found in the daily lives of students, video games are the most common. According to Stanley & Mauer (2008, p.3), “trends show that people are spending more time playing computer games in their leisure time, at the expense of television viewing and cinema attendance.” Additionally, teachers have always the challenge of keeping students motivated and engaged with the lesson they are teaching. Nowadays, this challenge has intensified due to the introduction of ICTs in the classroom, such as laptops, and due to the introduction of video games in students’ mobile phones which have caused the distraction. So, it is important to keep the students engaged because if they have the opportunity to use either the mobile phone to text with their friends or the laptop to watch videos on YouTube or play video games, they will take advantage of this situation and the teacher may not recover the attention of those students.

In order to solve this problem of engagement, the use of video games in the EFL classroom seems to be the main instrument to re-engage students. The main issue when trying to use video games to teach EFL is what kind of video game is useful for that particular purpose. The common answer to this question is the use of educational video games in which the creators have adapted the language that appears to an educational environment, although other genres can be used. The main idea is that those video games should not be too childish or have explicit content, in-game text should be clear and should be a challenge to the players. Besides the genre used, the most important thing to bear in mind is that video games allow students to be exposed to real usage of the language and learn vocabulary and grammar incidentally (Whittaker, 2013).

Once at this point, it is important to remember that video games contribute to the development of motivation. The kind of video games that have a high influence on the development of students' motivation is Massive Multiplayer Online Video Games (MMO). MMO offers students an informal atmosphere with a lot of interaction which allows them to use the English language as a lingua franca to communicate with players from different countries, mainly European. This is possible thanks to the great number of video consoles and PCs that have made communication between people of different and even the same country easier than social media. So, the use of video games in class provides them with a relaxed atmosphere which helps them to reduce their anxiety, enhances their willingness to communicate in L2, they learn vocabulary and grammar in context, and it enhances their participation in class. So, Fortnite is a MMO which provides students with the relaxing atmosphere they need to use English for speaking with other players.

Moreover, as aforementioned, video games are not only used to engage students and improve their motivation but also to learn English. Because while students are playing video games, they are not only enjoying themselves but also they are learning different grammatical structures and vocabulary in context which will help them to use that language better in the correct situations than if they have learnt it in the traditional environment of the classroom.

Finally, multimodality is also present in video games. Beavis (2014) states that “‘reading’ or playing video games requires the player to interpret all sorts of different symbol systems—words, pictures, sounds, symbols, colour, and so on—simultaneously as well as alone and in combination”. In video games, different elements can be found that players have to know in order to fully understand what they are playing. Between those elements, it can be found: symbols, different colours (each colour can have different meanings), words... All these elements have been analysed as part of this dissertation in order to comprehend the affordances and limitations of this genre's exploitation to design a learning unit. In the case of Fortnite, all these elements are found, e.g. different colours when grabbing a weapon from the ground, words in the quests that players have to fulfil, etc. Additionally, video games as semiotic domains, which are “any set of practices that recruits one or more modalities (e.g., oral or written

language, images, equations, symbols, sounds, gestures, graphs, artefacts, etc.) to communicate distinctive types of meanings” (GEE, 2003, p. 18).

3.3.- Methodology

3.3.1.- Previous analysis

The didactic unit seeks to enhance language acquisition by means of promoting participation, and as a result motivation with a focus on the implementation of 21st century skills such as creativity and collaboration. The proposal has not been implemented because it has been designed after the necessities observed during my first and second placements. The learning unit which was implemented was completely different because gamification was chosen as an approach to teach the unit assigned.

In the first place, during the observation period, a particular necessity was identified in that specific class: the participation of the students was not very high, and it was always the same five/six students who raised their hands to answer my tutor. This fact could be attributed to their level of English and the confidence they had, or it was because they were outgoing and outspoken. Once the necessity was observed and a questionnaire was carried out for *Innovation and Classroom research* subject in relation with self-esteem, lack of knowledge, fear of comments, I deeply read the literature provided throughout the *Master's* dealing with SLA and CLT. Also, some research was carried out on the specific approach I wanted to focus the didactic unit on and on the topic of videogames and its application in Education. Subsequently, I started to think about possible materials, activities, interaction between the students and the integration of the four skills.

Likewise, I decided to analyse the Aragonese Curriculum (2016) for English as a Foreign Language so as to centre the proposal within the guidelines set. Then, I took a look at the contents and broke them down to establish specific learning outcomes, evaluation criteria and key competences, together with the specific objectives for each of the sessions taking into consideration the necessity I wanted to solve.

3.3.2.- Corpus: compilation and analysis

Before analysing the corpus (see Appendix 2), it is important to comment on the video game used to create the didactic unit. Fortnite consists of a battle royale in which 100 players land on a map where you can find different cities and locations, weapons, shields and healings. The players fight against each other and the winner is the last one standing. The main topic of this genre is survival as players must outlast by eliminating other players to be the last standing in order to win the game. The compilation of the corpus was in fact made by means of playing Fortnite in PS4 (PlayStation 4) and by making photos of the different characteristics which will be analysed later on.

To begin with the analysis, Fortnite's communicative purpose is to communicate between players in order to achieve victory. So, one wondering that arises after analysing the communicative purpose is how can this be used to design a learning unit?



The participants of the video game are the players who are from different countries, mainly different European countries. Fortnite can be played either in solo, duo or squads. So, if players play duos or squads, they will have to use English as a *lingua franca* in order to communicate between them and get the *victory royale*. As a result, the communication between the players is *global* because there are players from different linguistic backgrounds. As the communication is global, it is important to mention that there can be participants from the three Kachru's circles, e.g. the inner circle can be represented by the UK players, the outer circle can be represented by Indian players, and the expanding circle can be represented by the Spanish players. In relation to the medium, Fortnite is clearly online as it is played on the internet either in

PCs or consoles. Moreover, aural and written texts can be found, i.e. aural can be found when players communicate between them or with the songs that appear in the video game, and written can be found in the quests that players can do.

In relation to the structure of the video game, it is worth noting that it does not have a proper structure as a novel can have. However, a “structure” can be identified. The introduction can be related to the selection of the skin, the selection of the playing mode and the selection of the place to land. The body can be related to the player moving around the map, looting and eliminating other players to achieve victory. This is related to the path that players need to follow until reaching the climax of the game which is either winning the game or being eliminated by other players.

When dealing with the affordances, several of them can be found in the video game. The players can press the button associated to make the action (X in PS4/PS5) to start the game, to make an emote, to enter in the battle pass, to enter in tournaments, to select different skins in the locker, to purchase on the item shop (outfits, harvesting tools, wraps and gliders), to know the statistics of the player and to buy *V-bucks* (coin of the game). Another affordance which can be found is the fact that when the player levels up, five stars are given to them which are used to buy rewards in the battle pass.

Regarding the linguistic and discursive features of the video game, it can be found the use of exclamation, the use of coordinating conjunctions, there is subject omission, use of onomatopoeias and short commands to communicate, etc. So, it can be concluded that the register found is mainly informal.

In relation to the pragmatic features, it can be concluded that the main communicative function is that of persuading players to fulfil the quests and engage them to play it. In relation to the maxims, each of them is used, i.e. quality because the information provided by the game is as informative as it is required and it does not say more than is required; quantity as all the things said by the game are true in the world created by the designers of the game; relevance as the info is relevant for the players; and manner because the info is presented briefly and ordered, and it is not obscure or ambiguous.

Finally, there is also the presence of multimodal features. Fortnite combines the four modes (written, aural, visual and digital). Moreover, different dots, lines and shapes to distribute the information are found. Furthermore, there are also elements of multimodal ensemble which refers mainly to the orientation of the video game which is always horizontal and with different elements, such as the map on the top right, weapons of the bottom right, etc.

3.3.3.- Criteria for the analysis of the learning unit

Before analysing the learning unit, it is important to remember that the purpose of it is improving not only the participation and motivation of students but also their acquisition of L2. To analyse the learning unit several criteria were chosen, as can be seen in the following chart:

Criterion 1	The use of communicative language strategies as described in the CEFR
Criterion 2	Activities should develop at least three of the four modes of communication stated by the CEFR
Criterion 3	Tasks should be based on meaning and not on form as it is stated by Ellis (2003)
Criterion 4	Tasks should use authentic language and materials
Criterion 5	The fostering of motivation by introducing creativity (21st century skill) to boost it as it is pointed out by Dörnyei, Swann and Maybin

Criterion 6	Collaboration provides students with a relaxed atmosphere
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The **first** criterion which will be used for the analysis of this learning unit is the use of communicative language strategies as described in the CEFR; these strategies are asking for clarification, turn-taking, negotiating meaning, cooperating, etc. These strategies will enhance the communicative competence of the students. The CEFR states that tasks should “provide opportunities for students to negotiate meaning, engage in language play, and develop interactional competence (e.g., ability to manage discussions)”. Following this idea, Nunan (1989) mentions that “a task should involve learners in comprehending, manipulating, producing or interacting in the target language”.

The **second** criterion used for this analysis is that activities should develop at least three of the four modes of communication stated by the CEFR which are production, reception, mediation and interaction.

The **third** criterion refers to the fact that tasks should be based on meaning and not on form as it is stated by Ellis (2003). This focus on meaning is considered to be a key factor in Communicative Language Teaching (CLT) as Brown (2007) reports that “meaning is paramount”. For this reason, meaning is considered to be a cornerstone element of CLT, and as a result, of this learning unit.

The **fourth** criterion will deal with the fact that it is of tantamount importance that tasks should use authentic language and materials. Skeham (1996) goes on to say that meaning is primary and that there should be a relationship between the activities presented and the real world. In this sense, the use of Fortnite as a source of input will provide students with those authentic materials and also they are presented and used in context so that students will be able to know the usage of them.

The **fifth** criterion is related to the fostering of motivation by introducing creativity (21st century skill) to boost it as it is pointed out by Dörnyei, Swann and Maybin. Following this statement, it is of paramount importance to make students protagonists of their own process of learning by allowing them to create their own path which will keep them motivated and willing to learn. This will be also favoured by the

introduction of creativity in the learning process, as they will have the opportunity to use all the resources that they have to achieve their goal which is the final project of the unit.

Finally, the **sixth** criterion will be related to the fact that collaboration provides students with a relaxed atmosphere in which they support each other to achieve their goals. Moreover, this will also help the students to develop their communicative strategies as they have to take into account the opinions of others, negotiate meaning, etc.

4. Critical Analysis and Discussion of the Didactic Proposal

4.1 Context and Description of the Learning Unit

The proposed learning unit whose title is “Videogames ‘n’ English” (see Appendix 6) has been designed for a group of 3rd year of Secondary Compulsory Education in the CPRI-INPRISE Escuelas Pías, Escolapios. This highschool is located in the city centre of Zaragoza. Although located physically in the San Pablo neighbourhood in Zaragoza, it is remarkable to mention that the highschool mainly receives students from both San Pablo and El Gancho neighbourhoods. In the high school, there is a great diversity of students and this is seen by the high school as a great opportunity to show students how they have to behave between themselves and how important is the collaboration between the different individuals with different backgrounds to achieve a common goal.

The educational offering of the educational centre is wide ranging as all the educational stages can be found in the same building: Childhood Education, Primary Education, Secondary Education and Baccalaureate. Moreover, the centre puts into practice different projects and educational programmes. Among the programmes offered, the most important is the *Bilingual* program in CILE 2 which means that at least 30% of the class hours are taught in English. The subjects which are inside this programme in the 3rd year of Secondary Education are Geography and Values subjects. Another important programme is *AUNA* in which some students, selected by the teachers, attend reinforcement lessons after class hours to review the subjects with which they have difficulties. Finally, the use of ICTs in the classroom has become very important for this high school and, for that reason, the school management team decided to introduce the programme *One to One*. In this programme, students from 1st to 3rd

year of Secondary Education use ChromeBooks in class meaning that textbooks are either left out or substituted for the online version in all the subjects. Regarding the target group for those this didactic unit is aimed at, they did not use any printed student's book or workbook because they had the online version of them in their laptops. As these students are used to using computers, this will help them to develop not only their Digital competence but also their creativity and collaboration skills, as aforementioned.

The target group are 25 students belonging to 3rd year of Secondary Education and to the Bilingual programme offered by the highschool. As these students have studied several subjects in English in the previous school years apart from English, they are starting to show a wide range of knowledge about vocabulary and grammar. Although they have a good level of English, their participation in class and their speaking skills are not widely developed and this is proved when they are required to answer the questions asked by the teacher and when they have to do small presentations in front of the class. It could be said that they show a good level in reading, writing and listening, but there is a gap in knowledge of the speaking skills. Additionally, it could be said that the atmosphere of the classroom shows that there is some cohesion inside the group which should benefit a relaxing atmosphere. Finally, there are no students with special needs, but it can be observed that there are different learning styles and rhythms.

The main necessity which has been found in the target group is the lack of participation of some students given the fact that it was always the same students who answered the questions made by the teacher. The base of this problem may be either the lack of an interesting topic for those students or the fact that the activities were mainly individual. As mentioned in the Purpose and Aims section, the main purpose of this learning unit is to improve students' communication and motivation by exploiting the topic of video games, particularly Fortnite, and it also pursues the enhancement of 21st century skills particularly *Ways of Thinking* (creativity) and *Ways of Working* (collaboration). Another way in which communication will be improved is by introducing the *thinking strategies* designed by *Project Zero Harvard*. This project seeks to promote human potential by promoting different thinking strategies which allow the teacher to know if the students are learning and the topics that need more deepening, and also helps students to get to the bottom of the topic dealt in the lesson and test their knowledge about it.

As has been mentioned during the whole dissertation, the topic of the learning unit revolves around the use of video games for using English as a lingua franca, particularly Fortnite, and it aims to develop participation in class by developing 21st century skills (*creativity* and *collaboration*) and students' motivation. The unit follows a TBLT methodology following Ellis' framework as each session is divided into three steps: pre-task, task and post-task. Furthermore, it is important to mention that the sessions are framed in the PBL structure by Gil (2021), because each lesson deals with one of the steps proposed by Gil. As it is a PBL, it is necessary to mention that the final product created by the students is a presentation in which they have to show their own background story for Fortnite, the changes they will make to the HUD (Head-up display), the characters created by them, and some cities to introduce to the map. Finally, the reason for merging these two approaches is because TBLT allows the use of authentic materials and presents tasks which are appealing to the students and PBL allows team work and presents a relaxed atmosphere which is very beneficial for students.

As has been said in the Theoretical and Curricular Framework, this learning unit seeks to develop the Key Competences stated in the Aragonese Curriculum, such as Communicative Linguistic (LTL), Social and Civic competence (SCC), Digital Competence (DC), Learning to Learn Competence (LTL), Sense of Initiative and Entrepreneurship (SIE), and Cultural Awareness and Expression Competence (CAE) by the activities proposed. The *CLC* will be developed as all the tasks proposed in the unit are done in groups and students will have the opportunity to use the L2 in order to communicate with each other and to reach agreements. The *SCC* will be developed also in group activities as they will have to solve problems and take decisions at the same time that they are respectful with others' opinions. The *DC* is developed through the different ICTs that students will have to use in order to realise the final product. The *LTL* competence will be delivered through the introduction of a topic of their interest which will raise their willingness to learn English. The *SIE* competence will be put into practice throughout the different steps which students will have to do to get to the final product. Finally, *CAE* competence will be accomplished through making students know that all opinions should be respected and developing their critical thinking skills.

The learning aims of the Aragonese Curriculum are developed throughout all the learning unit as can be seen in the Appendix 3. For instance, *Obj.IN.1* is put into practice as the learning unit seeks to make students understand general and specific information from a song. *Obj.IN.2* is developed through the different tasks that students need to do because they need to speak to reach an agreement. *Obj.IN.3* is developed as students need to show understanding of general and specific information about the advantages and disadvantages of video games. *Obj.IN.4* is put into practice thanks to the different small writings that students need to produce in order to get the final product. *Obj.IN.5* deals with the critical use of English that will be developed when students explain their writing process. *Obj.IN.6* is put into practice by the use of ICTs in the different stages of the project and by the group work in the different tasks. *Obj.IN.7* is developed as students will use English to communicate between themselves. Finally, *Obj.IN.8* is developed when students will have to evaluate their own process of learning.

Most of the Contents of the Aragonese Curriculum (see Appendix 4) will be developed through the learning unit. *Comprehension and production strategies* will be exploited as students will have to comprehend the different texts and listenings. *Sociocultural and sociolinguistics aspects* will be exploited when students show respect for others opinions. *Communicative functions* will be exploited, for example, when students will have to describe the characters created by themselves and when they will talk about their hobbies. *Syntactic and discursive structures* will be developed when students will use the different tenses, adjectives and coordinating conjunctions. *Oral and common-use lexis* is related to the use that students will make of the lexis related to video games and Fortnite. Finally, *accentual, rhythmical and intonational patterns* are related to the use of contractions.

The Evaluation criteria (see Appendix 5) are developed through different activities. For example, a rubric will be used to evaluate the presentation of the final projects, a 2 stars and a wish will be used by students peer-evaluate themselves.

The unit design is divided into eight lessons of 50 minutes each, and it has been designed for the 3rd term of the academic year, when students have done more projects in the subject and they know how to proceed. Moreover, the reason for choosing this

term is because students will know better between them and some bonds will have been created which will make the grouping easier for the teacher.

4.2 Analysis of the Learning Unit

As aforementioned, the methodology which the unit plan follows TBLT because each session follows Ellis' framework. This means that there is a pre-task, task and post-task when required. This TBLT approach is framed inside the PBL structure commented by Gil (2021). PBL is used as it allows cooperative learning and makes students be focused on a common purpose. As aforementioned, the PBL methodology employed is based on Gil's seven steps: activation, discovery, deepening, planning, creation and publication, self-reflection, and assessment. Additionally, the communicative competence was always considered as it is the basis of the CLT approach. The process to achieve this communicative competence is by engaging the students in significant and real communication by fostering their participation. Lastly, a rubric for teacher assessment, and a 2 stars and a wish for peer-evaluation were designed (see Appendix 7).

The analysis of the learning unit "Fortnite 'n' English" (see Appendix 6) will be done following the next structure: a presentation of each lesson will be done, then the pre-task, task and post-task will be dealt with, and finally, each lesson will be analysed according to the criteria previously mentioned. All the materials used can be seen in Appendix 7.

4.3.1.- Lesson 1

Lesson 1 whose title is "Raising awareness of video games" corresponds to the *activation* stage of the PBL proposed by Gil. The main objective of this lesson is to present different points of view about the use of video games and it is also intended to know how the students in the classroom use video games.

In the *pre-task*, students will have to answer some questions related to the use that they make of video games using *Think, pair, share* thinking routine. The *task* will be divided into two parts. In the first part, students will be divided into pairs and they will talk about the possible benefits and drawbacks of playing video games. In the second part, the same pairs will have to read some statements said by experts about the topic of the first part of the lesson, and then, they will have to write some Tweets (a

thread) talking about the experts' ideas and their own ideas; the link to the thread created will be shared through a Padlet. Finally, in the *post-task*, two pairs of students will join and they will have to debate about the statements previously seen in the board. Each pair will be given a role (in favour or against the statements) and they will have 5 minutes to prepare the arguments and expose them to the other pair. Also, they will carry out an exit ticket (I used to think... Now I think...) about how this lesson has changed or not their thoughts.

The first criterion mentioned before refers to the use of communicative language strategies as described in the CEFR. In this sense, the three activities mentioned above fulfil this criterion because students need to negotiate meaning, for example in the first part of the task where they have to talk about the benefits and drawbacks of the use of video games; they also have to cooperate with the pair and turn-take in order to know what is the opinion of each other and reach an agreement. The most important thing is that this will allow the students to use the L2 in a relaxed atmosphere.

In relation to the second criterion, activities should develop at least three of the four modes of communication stated by the CEFR which are production, reception, mediation and interaction. Following this statement, students would use the four modes of communication as they have to produce a message in English (written and oral), they have to listen to what the pair is saying (reception), they will have to mediate between his/her ideas and the ideas of the pair/group (debate) and they will have to interact between them in order to gather information about the benefits and drawbacks of the task and for the debate.

When talking about the third criterion, all the tasks presented have the focus on meaning and not on form because all the activities have the focus on gathering information and presenting it and they do not focus on grammatical elements.

The fourth criterion refers to the fact that authentic materials should be used in class. In this respect, the pre-task do not use specifically authentic materials because they have to use the thinking routine to answer some questions made beforehand by the teacher. However, in the task and in the post-task, they will use authentic materials because they will use some statements made by some experts about the topic of the lesson.

The fifth criterion refers to the fostering of motivation by introducing creativity which is a 21st century skill. Regarding this statement, all the activities promote that students use their imagination and creativity to answer the questions and to gather information to create the thread in Twitter and to perform in the debate.

Finally, criterion number six refers to the fact that collaboration provides students with a relaxed atmosphere that will help them to produce messages in L2 (English) without feeling threatened by other classmates. In this respect, all the activities in this lesson are done either in pairs or in groups providing help to students who are introverted when speaking in English with the opportunity to do it with other classmates who will help them if they go blank.

4.3.2.- Lesson 2

Lesson 2 whose title is “What is a video game?” corresponds to the *discovery* stage of the PBL. The main objective of this lesson is to present different definitions of video games and it is also intended to know the listening skills of the students and how many video games they know.

In the *pre-task*, students will be asked to provide a definition of what they consider a video game is in a Google Slides presentation. In the *task*, students will listen to a song about Fortnite and complete some exercises (fill in the blanks and close questions about the song). Finally, in the *post-task*, students will be divided into pairs and they will use the thinking routine *See, Think, Wonder* to guess which game is shown in each photo and then share the guess with the partner.

The first criterion refers to the use of communicative language strategies as described in the CEFR. Also, the second criterion refers to the fact that activities should develop at least three of the four modes of communication stated by the CEFR which are production, reception, mediation and interaction. In this sense, only the activity done in the post-task fulfils these two criteria as students will be divided into pairs and they will produce a message, mediate, turn-taking, negotiating meaning, cooperating, etc. if they do not know the videogame. In the other activities, there won't be any communicative strategy as both of them are done individually.

When talking about the third criterion, all the tasks presented have the focus on meaning and not on form because all the activities have the focus on presenting their own definition of the concept, gathering information and knowing which video game is

presented in the photo. However, in the listening activity, students will not only focus on meaning but also in form as they will have to look for vocabulary and verbs to answer the exercises.

The four criterion refers to the fact that authentic materials should be used in class. In this respect, the pre-task does use authentic materials because the teacher will provide an accepted definition of the genre. Furthermore, in the task and in the post-task, they will also use authentic materials because they will use a song created by a youtuber and in-game photos of each video game.

The fifth criterion refers to the fostering of motivation by introducing creativity which is a 21st century skill. Regarding this statement, the activities suggested in the pre-task and post-task promote that students use their imagination and creativity to create their own definition and to know the video game presented. However, in the main task, their creativity is not exploited as they do not have to create anything new and only answer some “pre-made” questions.

Finally, criterion number six refers to the fact that collaboration provides students with a relaxed atmosphere that will help them to produce messages in L2 (English) without feeling threatened by other classmates. In this respect, only the last activity is done in pairs providing help to students who are introverted when speaking in English with the opportunity to do it with other classmates who will help them if they go blank.

4.3.3.- Lesson 3

Lesson 3 whose title is “Fortnite’s context!” corresponds to the *deepening* stage of the PBL. The main objective of this lesson is that students present their own background story for the game.

In the *pre-task*, Fortnite will be presented to the students just in case some of them do not know the game; the presentation will be done by showing gameplay on YouTube and by doing a Think, Pair, Share about the video shown. In the *task*, the teacher will present the project to the students. Then, students in groups of 4 will have to create their own background story for the game, and for doing that, the teacher will give them a think chart (see Appendix 6). Finally, in the post-task, students will have to complete the thinking routine *Take Note* in which they will answer some questions related to the development of the lesson.

The first criterion refers to the use of communicative language strategies as described in the CEFR. Also, the second criterion refers to the fact that activities should develop at least three of the four modes of communication stated by the CEFR which are production, reception, mediation and interaction. In this sense, the activities done in the pre-task and in the task fulfil both criteria as students need to use the different communicative strategies and the modes of communication in order to negotiate meaning, discuss, etc.; this means that the communicative competence is fully developed with the two activities. However, the thinking routine does not make use of these strategies or modes of communication because it is done individually.

When talking about the third criterion, all the tasks presented have the focus on meaning and not on form because all the activities focus on analysing the meaning of the video, on discussing about how the new background story of the game will be and on answering some questions related to the development of the lesson.

The fourth criterion refers to the fact that authentic materials should be used in class. In this respect, the pre-task does use authentic materials because the teacher will show a gameplay of Fortnite on YouTube. Furthermore, in the task and in the post-task, they will not use authentic materials because they will have to create the story by using a chart and, in the post-task, they will have to answer some questions prepared beforehand.

The fifth criterion refers to the fostering of motivation by introducing creativity which is a 21st century skill. Regarding this statement, the activities suggested in the pre-task and task promote that students use their imagination and creativity to analyse the video and to create their background story of Fortnite. However, in the post-task, their creativity is not exploited as they do not have to create anything new and only answer some “pre-made” questions.

Finally, criterion number six refers to the fact that collaboration provides students with a relaxed atmosphere that will help them to produce messages in L2 (English) without feeling threatened by other classmates. Although the last activity is done individually, the activities done in the pre-task and task are done in pairs providing help to students who are introverted when speaking in English with the opportunity to do it with other classmates who will help them if they go blank.

4.3.4.- Lesson 4

Lesson 4 whose title is “Changing the home screen?” corresponds to the *deepening* stage of the PBL. The main objective of this lesson is to present the HUD to the students and allow them to change it as they like.

In the *pre-task*, the main menu and the HUD will be presented to the students and they will play a Kahoot! to know what elements have been removed from each screenshot. In the *task*, students, gathered in the same groups as the previous day, will discuss what they want to change about the main menu and the HUD with a chart provided (see Appendix 6). Finally, in the *post-task*, students will finish the design of the HUD and main menu, and they will send it to the teacher.

The first criterion refers to the use of communicative language strategies as described in the CEFR. Also, the second criterion refers to the fact that activities should develop at least three of the four modes of communication stated by the CEFR which are production, reception, mediation and interaction. In this sense, only the activity done in the task fulfils these two criteria as students will be divided into groups and they will have to mediate, turn-take, negotiate meaning, cooperate, etc. to change the main menu and the HUD as they like. In the other activities, there will not be any communicative strategy as both of them are done individually.

When talking about the third criterion, all the tasks presented have the focus on meaning and not on form because in none of the activities there is a focus on the grammatical point. For example, in the task, they have to use all the vocabulary and grammatical structures to convey meaning but they are not obliged to use a specific structure or tense.

The fourth criterion refers to the fact that authentic materials should be used in class. In this respect, the pre-task does use authentic materials because the teacher will provide screenshots of the game in order to play the Kahoot!. Furthermore, in the task, students will use authentic materials because they will have the screenshots as support for the redevelopment of the main menu and the HUD. However, they will not use authentic materials in the post-task because they only need to send their products to the teacher.

The fifth criterion refers to the fostering of motivation by introducing creativity which is a 21st century skill. Regarding this statement, the activities suggested in the pre-task and task promote that students use their imagination and creativity to guess which element of the screenshot is missing and to redevelop their own main menu and HUD. However, in the post-task, their creativity is not exploited as they have to send the product to the teacher.

Finally, criterion number six refers to the fact that collaboration provides students with a relaxed atmosphere that will help them to produce messages in L2 (English) without feeling threatened by other classmates. In this respect, only the activity done in the task is done in groups providing help to students who are introverted when speaking in English with the opportunity to do it with other classmates who will help them if they go blank.

4.3.5.- Lesson 5

Lesson 5 whose title is “Art Attack!” corresponds to the *deepening* stage of the PBL. The main objective of this lesson is to allow students to create their own characters which will have to be described physically and commented on their personality.

In the *pre-task*, the teacher will show to the students a character created by him/her-self with the physical and mental description. In the *task*, students will be gathered in the same groups and they will be provided with a chart (see Appendix 6) in order to create 4 characters and they will use Bitmoji to design the character. Finally, in the *post-task*, the teacher will provide some quests by Quizlet and students in their groups will decide which character can do each quest.

The first criterion refers to the use of communicative language strategies as described in the CEFR. Also, the second criterion refers to the fact that activities should develop at least three of the four modes of communication stated by the CEFR which are production, reception, mediation and interaction. In this sense, only the activity done in the task fulfils these two criteria as students will be divided into groups and they will have to mediate, interact, produce, turn-take, cooperate, etc. in order to create their characters. Moreover, in the post-task, the activity also fulfils these two criteria as students will have to discuss which character does each quest.

When talking about the third criterion, the tasks presented in the task and post-task have the focus on meaning and not on form because students do not have to analyse any grammatical structure or use a specific one as a result all the focus is on the description of the characters and which quests can be done by each character, i.e. the focus is on meaning.

The fourth criterion refers to the fact that authentic materials should be used in class. In this respect, none of the activities presented in the pre-task, task and post-task fulfil this criterion because all the materials presented are created either by the teacher (his/her own character, the chart given to the students and the flashcards of the quests) or by the students (the characters created by them).

The fifth criterion refers to the fostering of motivation by introducing creativity which is a 21st century skill. Regarding this statement, the activities suggested in the task and post-task promote that students use their imagination and creativity to create their own characters and to decide which character can do each quest. However, in the pre-task, their creativity is not exploited as they do not have to create anything new because they are presented with something created by the teacher which can be motivating but it is not creative.

Finally, criterion number six refers to the fact that collaboration provides students with a relaxed atmosphere that will help them to produce messages in L2 (English) without feeling threatened by other classmates. In this respect, the main activity and the last activity are done in groups providing help to students who are introverted when speaking in English with the opportunity to do it with other classmates who will help them if they go blank.

4.3.6.- Lesson 6

Lesson 6 whose title is “Mapping!” corresponds to the *deepening* stage of the PBL. The main objective of this lesson is to present different locations of the video game and make students create their own locations.

In the *pre-task*, students will play Kahoot! with different locations of the video game taken from the corpus. In the *task*, students will have to design 2 or 3 cities after the vocabulary presented by the teacher. Finally, in the *post-task*, students will get an exit ticket (I used to think... Now I think...) about their learning in the lesson.

The first criterion refers to the use of communicative language strategies as described in the CEFR. Also, the second criterion refers to the fact that activities should develop at least three of the four modes of communication stated by the CEFR which are production, reception, mediation and interaction. In this sense, only the activity done in the task fulfils these two criteria as students will be divided into groups and they will produce a message, mediate, turn-take, negotiate meaning, cooperate, etc. to create 2 or 3 new cities for the game. In the other activities, there won't be any communicative strategy as both of them are done individually.

When talking about the third criterion, all the tasks presented have the focus on meaning and not on form because all the activities have the focus on presenting some locations of the game, students will create their own cities and they will have to complete an exit ticket. So, all the focus is placed in meaning as there is not any presentation or analysis of grammar.

The fourth criterion refers to the fact that authentic materials should be used in class. In this respect, the pre-task does use authentic materials because the teacher will provide some screenshots of cities from the game. However, in the post-task, there is no use of authentic materials because the exit ticket is something created to check the knowledge of the students and not to exploit a characteristic of the video game.

The fifth criterion refers to the fostering of motivation by introducing creativity which is a 21st century skill. Regarding this statement, the activities suggested in the pre-task and task promote that students use their imagination and creativity to guess the city and to create their own cities. However, in the post-task, their creativity is not exploited as they do not have to create anything new and only complete an exit ticket about the lesson.

Finally, criterion number six refers to the fact that collaboration provides students with a relaxed atmosphere that will help them to produce messages in L2 (English) without feeling threatened by other classmates. In this respect, only the task is done in groups providing help to students who are introverted when speaking in English with the opportunity to do it with other classmates who will help them if they go blank.

4.3.7.- Lesson 7

Lesson 7 whose title is “Developing time!” corresponds to the *planning* and *creation* stages of the PBL. The main objective of this lesson is that students gather the different products which have been created in the previous lessons and create a multimodal presentation with them in order to inform other groups of the changes made.

In the *pre-task*, the teacher will provide a WAGOLL of the multimodal presentation that students need to make. Also, students will do a Think, Pair, Share in which they will have to comment on the presentation and ask for clarification if needed. In the *task*, students will use Genial.ly in order to create the multimodal presentation.

The first criterion refers to the use of communicative language strategies as described in the CEFR. Also, the second criterion refers to the fact that activities should develop at least three of the four modes of communication stated by the CEFR which are production, reception, mediation and interaction. In this sense, the creation of multimodal presentations requires students in their groups to use the communicative strategies and modes of communication to create it as they will have to decide the design of the presentation, the images to include, the videos, etc.

The fifth criterion refers to the fostering of motivation by introducing creativity which is a 21st century skill. Regarding this statement, the creation of the multimodal presentation allows students to use all the creativity they have in order to create a product which will be appealing to the teacher and the other students.

Finally, criterion number six refers to the fact that collaboration provides students with a relaxed atmosphere that will help them to produce messages in L2 (English) without feeling threatened by other classmates. In this respect, giving to each member of the group the same responsibility to create the presentation will lower the anxiety of the students as all of them have to make decisions to create the final product.

4.3.8.- Lesson 8

Lesson 8 whose title is “Presentations” corresponds to the *publication and assessment* stages of the PBL. The main objective of this lesson is to present the final product to the rest of the class. In the *task*, students will present their final project to the class. Finally, in the *post-task*, the teacher will evaluate the presentations with a rubric (see Appendix 6) and the groups will do a peer-evaluation through Two Stars and a Wish thinking routine.

The first criterion refers to the use of communicative language strategies as described in the CEFR. Also, the second criterion refers to the fact that activities should develop at least three of the four modes of communication stated by the CEFR which are production, reception, mediation and interaction. In this sense, the presentation of the final project has the presence of the two criteria because the strategies and the modes of communication are present.

When talking about the third criterion, all the tasks presented have the focus on meaning and not on form because the presentation has not a specific focus on the grammar used though it is important to use the correct grammar. Moreover, the fourth criterion is not fulfilled because the materials presented have been created by the students.

Finally, criterion number six refers to the fact that collaboration provides students with a relaxed atmosphere that will help them to produce messages in L2 (English) without feeling threatened by other classmates. In this respect, as the presentation is done in groups, the support will help the students to be more confident as they have the support of the group members who will help them if they go blank.

5. Conclusions

In conclusion, this dissertation had the objective of providing a possible solution to the necessity detected during my placement periods in the CPRI-INPRISE Escuelas Pías, Escolapios. The problem was the lack of participation in the EFL classroom, not only in speaking activities but also when my tutor wanted to correct exercises. As a result, the learning unit proposed focused on the enhancement of the students' participation in the EFL classroom by developing their 21st century skills, particularly *creativity* and *collaboration (teamwork)*, and motivation by also introducing a topic they may like. It should be mentioned that the learning unit which has been commented and analysed before has not been implemented so that results cannot be observed.

The aims of the learning unit proposed were the enhancement of students' communication and motivation. This was accomplished by introducing in the classroom a topic they may like, i.e. the exploitation of the video game genre through Fortnite. Moreover, the fostering of 21st century skills, particularly *Ways of Thinking* (creativity) and *Ways of Working* (collaboration), as well as improving students' proficiency in English were also sought. In order to cope with these aims, a cooperative approach was

applied as a methodology which could answer that necessity and, as a result, lead to the improvement of SLA. Moreover, this learning unit, in response to the CLT principle that new roles have appeared in the classroom, pursues the objective of making students responsible for their own process of learning by being the protagonists as the activities are student-centred which means that the teacher is only there to guide and solve doubts not for being the main source of information.

In order to solve the lack of participation, the majority of the activities proposed in this learning unit are done either in pairs or in groups which can help students to reduce their anxiety when speaking in English. It has been proven that group work provides a relaxed atmosphere which helps students to feel more comfortable and confident with themselves as they know that they have the support of their teammates. Moreover, video games have also been proven to be a great source of motivation for students as it provides them with a source of input with which they are familiar with so that it will improve their interest in the EFL classroom and as a result their willingness to participate.

The learning unit analysed in this dissertation deals with the exploitation of Fortnite, and follows a TBLT approach framed with the structure of the PBL and the seven steps proposed by Gil (2021). As it is a PBL, there is a final product in which students will have to create their own multimodal presentation in which they will present their final product to the class. Their final product is the background story of the game, the changes done to the main menu, HUD and map and the description of the new characters designed by them. So, in this sense, the unit seeks to enhance participation of the students by improving their motivation, the collaboration and the creativity by following a PBL and TBL approach. Moreover, the learning unit also works the key competences described in the Aragonese Curriculum (2016). Among the seven key competences, the ones which are mainly worked are Communicative Competence, Linguistic competence, Digital competence, Learning to Learn competence, Social and Civic competence, Sense of Initiative and Entrepreneurship, and Cultural Awareness and Expression.

Additionally, the materials used in the sessions have been specifically designed for them after realising a process of compilation and analysis of the video game which has given a deeper knowledge about the genre and possible implications of the usage of it for teaching English as a foreign language, although some of them have been selected

according to the needs of that specific lesson. The materials are mostly digital since students have access to laptops and internet, therefore the digital competence is developed and also there is an integration of the ICTs in the classroom.

The Aragonese Curriculum (2016) has been also mentioned to this learning unit about hobbies and leisure time, enumerating the contents, learning objectives, key competences and the evaluation criteria.

Regarding the potential improvements that could be made for this learning unit, they would be better commented if this learning unit could have been implemented as it is fundamental to see the outcome. However, there are some elements that could be improved, for example more collaborative activities should have been introduced as some of them are individual, some activities focused on form should have been developed in order to check the grammatical understanding of the students, different web pages should be used in order to make students see that there are different platforms... So, it could be said that the activities in the pre-task, task and post-task should be improved in order to offer different ICTs and, also, make those activities more collaborative as it will help the students to feel more confident when speaking in English.

To sum up, after the analysis of the learning unit, I learned that creating a unit that exploits the analysis made of the genre and, at the same time, fosters the motivation of the students and their willingness to speak in English is difficult. Also, I realised that teachers have to take into account different external and internal factors which can change from one minute to another. Those factors can change the behaviour of the class and make the teaching of the lesson more difficult. Moreover, now I also comprehend the way teachers may feel when they have created some activities which they think student's would like and then those activities are not. Finally, this dissertation will be an inspiration for me because I enjoyed so much the process of researching and creating a learning unit which will be motivating and enhance their creativity and collaboration.






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Appendices

Appendix 1 Assignments used as evidence of the necessity of improvement

1. ***Hit the road!***:  Hit the road!.pptx . This presentation was designed for the subject *Design of Learning Activities for EFL* during the second term of the year. It proposes a learning unit which has a TBL methodology following the structure of the Project-based approach. The learning unit includes activities that might be of the students' interests and group work.
2. ***Anxiety when speaking in the EFL classroom***:  Anxiety when speaking in the EFL classroom . This poster was written for the subject *Innovation and Classroom research* during the second term of the year. It analyses how students feel when they speak L2 in the classroom. The analysis was made after the students answered a questionnaire about three different items: lack of knowledge, fear of comments and self-esteem.
3. **Second placement period portfolio**:  Portafolio Practicum II.docx . In this essay a table with the interaction patterns can be found (also found below). Here the number of times plus the time in seconds were analysed, focusing, consequently, on eighth teacher interactions and four student interactions. These interactions show the oral language skills produced by students which can be used as evidence of their lack of participation leading to poor communication skills.
4. **Analysis of a Learning Unit**:  Critical analysis of a unit EFL . This essay was written for the subject *Instructional and Curricular Design in EFL* during the first term of the year. Its aim was analysing a learning unit based on some criteria which has inspired the criteria used in this dissertation.
5. **Corpus 'Fortnite'**:  Corpus Fortnite . This corpus is the base of this dissertation and it was used to analyse the video game and to design the learning unit proposed.

Observation task 2: interaction patterns

Day: 28/03/2022 Class: 1°C

TEACHER

STUDENTS

Type	No of times + time in secs. <i>(approximate values)</i>	Type	No of times + time in secs. <i>(approximate values)</i>
Gives instructions - tells pupils what to do	8 times + 30 seconds each	Answers teacher	17 times + 10/20 seconds each
Gives instructions – tells pupils how to do it	3 times + 20 seconds each	Asks teacher	1 time + 15 seconds
Corrects errors Explains grammar Explains vocabulary	2 times + 30/60 seconds each	Talks in pair	0
Reprimands	2 times + 80/90 seconds each	Talks in a group	0
Asks questions	2 times + 40/50 seconds each	.....
Chats with pupils	2 times + 120/140 seconds each	.....
Check understanding	17 times + 20/30 seconds each	.....
	1 time + 120 seconds	.....
	2 times + 60 seconds each		

Day: 28/03/2022 Class: 1^oA

TEACHER

STUDENTS

Type	No of times + time in secs. (approximate values)	Type	No of times + time in secs. (approximate values)
Gives instructions - tells pupils what to do	14 times + 40 seconds each	Answers teacher	23 times + 10/20 seconds each
Gives instructions – tells pupils how to do it	8 times + 15 seconds each	Asks teacher	7 time + 10 seconds
Corrects errors Explains grammar Explains vocabulary	1 times + 60 seconds	Talks in pair	0
Reprimands	2 times + 80/90 seconds each	Talks in a group	1 time + 50 seconds
Asks questions	3 times + 30/40 seconds each	.....
Chats with pupils	2 times + 120/140 seconds each	.....
Check understanding	23 times + 20/30 seconds each	.....
	1 time + 120 seconds	.....
	2 times + 60 seconds each		

Day: 31/03/2022 Class: 1^oB

TEACHER

STUDENTS

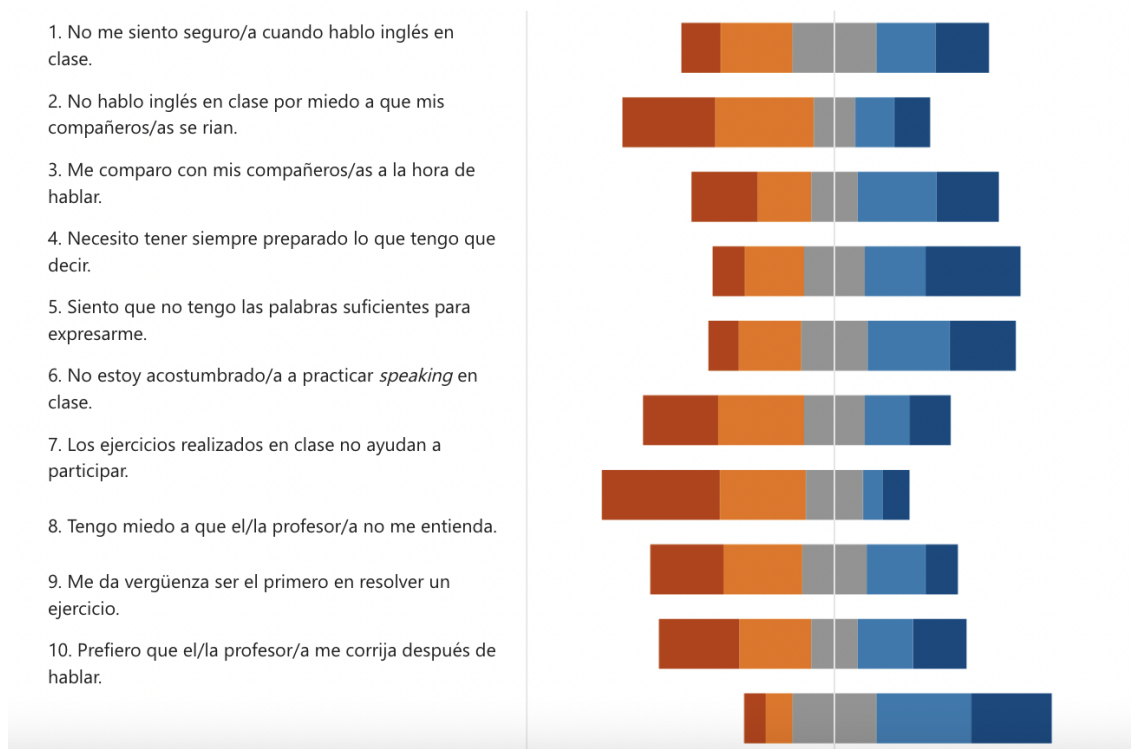
Type	No of times + time in secs. (approximate values)	Type	No of times + time in secs. (approximate values)
Gives instructions - tells pupils what to do	12 times + 40 seconds each	Answers teacher	20 times + 10/20 seconds each
Gives instructions – tells pupils how to do it	5 times + 20 seconds each	Asks teacher	3 times + 10 seconds each
Corrects errors Explains grammar Explains vocabulary	2 times + 30/60 seconds each	Talks in pair	0
Reprimands	4 times + 70/80 seconds each	Talks in a group	0
Asks questions	1 times + 30 seconds	.....
Chats with pupils	4 times + 120/140 seconds each	.....
Check understanding	20 times + 20/30 seconds each	.....
	3 time + 70 seconds each	.....
	4 times + 60 seconds each		

Questionnaire from *Innovation and Classroom research subject*

1. Indica tu grado de desacuerdo o acuerdo con las siguientes afirmaciones, marcando una de las opciones: muy en desacuerdo, en desacuerdo, ni de acuerdo ni en desacuerdo, de acuerdo, y muy de acuerdo

[Más detalles](#)

■ Muy en desacuerdo ■ En desacuerdo ■ Ni de acuerdo ni en desacuerdo ■ De acuerdo ■ Muy de acuerdo



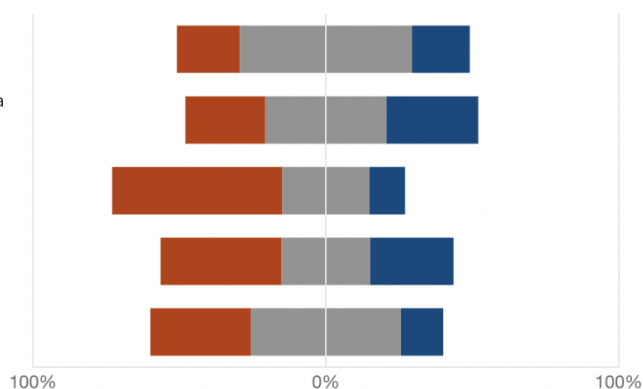
2. Indica con que frecuencia (nunca, a veces o siempre) te sientes identificado con estas afirmaciones

(0 punto)

[Más detalles](#)

■ Nunca ■ A veces ■ Siempre

11. Me ofrezco voluntario/a en clase
12. Me da miedo no saber que responder cuando el/la profesor/a me pregunta en Inglés
13. Me da miedo que el/la profesor/a me corrija
14. Me afecta físicamente el hecho de presentar oralmente en clase (mareos, sudor, temblor, aument...)
15. En el momento de responder delante de toda la clase me quedo en blanco.



3. Hemos intentado incluir las dificultades más importantes que explican el miedo al error. Si piensas que hay alguna que se nos ha olvidado incluir, por favor escríbela a continuación. Muchas gracias por tu colaboración. (0 punto)

[Más detalles](#)

🔔 Información

170

Respuestas

Respuestas más recientes

"de nada :)"

"No creo que falte nada más"

"Nada"

37 encuestados (22%) respondieron **Nada** para esta pregunta. ...



Anxiety when speaking in the EFL classroom



Authors: Naiara Bueno Guerrero, Inés Pilar Giménez Urdániz, Pablo Miguel Lólciga Latorre & Loreto López Bolea

Introduction

The study was conducted among high school and upper education students, from the age of 12 to 17. A total of 172 students participated in the questionnaire.

During our placement period we all agreed we had identified in our respective high school many students that had anxiety when speaking.

The study was basically concerned with investigating how to reduce students' anxiety in speaking tasks. However, one of the main concerns encountered was that the students had different personality traits and motivations related to language learning that could influence the success of the research.

Objectives

Anxiety could be described as the fear of giving a speech or presentation in public because of the expectation of being negatively evaluated or humiliated by others. Language anxiety may be viewed as part of other more general types of anxiety or as a separate form of anxiety that the second language (L2) learner experiences in response to language learning (Horwitz & Young, 1991).

Despite having implemented in different school centers and groups, it has been found that students' anxiety when speaking activities concerned the students themselves. Students tended to fear and often avoided communicating orally in class but sometimes they even started shaking, sweating, or were unable to say a word. In response to this issue, a questionnaire was carried out and administered to the different classes.

Consequently, it was observed that probably the teaching methodology did not help them to speak freely and the atmosphere of the class was not the best. For this reason, what is aimed with this research is mainly to reduce students anxiety when speaking in front of a public by designing an activity to be implemented in an actual classroom.

Methodology

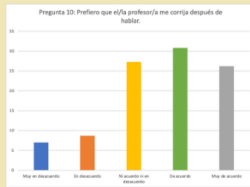
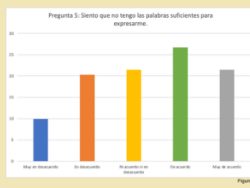
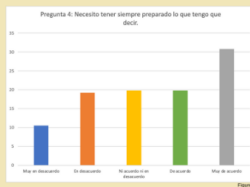
In order to obtain more than one perspective on the research questions for the study of anxiety when speaking, a questionnaire was chosen to obtain a more in-depth view about the issue. The procedure involved first of all constructing a questionnaire.

A questionnaire was then constructed using a five-point Likert scale format ranging from strongly disagree to strongly agree, and also a three-point Likert scale format ranging from never to always. In addition, in order to obtain qualitative data, an additional open question was provided where students were asked to comment and explain their opinions, or suggest more ideas.

In the interests of preserving anonymity, students were not obliged to provide their names or gender. Plus, the questionnaire was carried out in Spanish in order to ease students' understanding of the topic.

The results of the questionnaires were used for the purpose of analysis.

Findings



Results & Discussion

Based on our results, we can conclude that anxiety when speaking in the L2 classroom is mainly related to self-esteem issues, lack of knowledge, and fear of comments.

When it comes to lack of knowledge, most of the students need to have their speech prepared in advance (figure 1) and they feel they do not have enough words to explain themselves (figure 2) because they are not used to practising speaking communicative tasks in real contexts in their English classes since all their activities are mainly focused on form and not in meaning. Moreover, these results could be obtained due to the fact that 3 out of 4 teachers tended to follow a traditional methodology based mainly on the use of the book. In addition to the lack of practice, we have to take into account that the materials given by the teachers were not authentic, so this does not provide real situations for the students to enhance their creativity and develop their speaking skills. If authentic materials were implemented, 21st century skills would be boosted, especially creativity, as mentioned before, social skills, initiative, productivity and communication above all.

Focusing on the fear of comments, students show that feedback is preferably given by the teacher after they finish their speaking (figure 3) and they sometimes feel fear when the teacher asks them a question and they do not know what to answer (figure 4). Concerning the results, it could be said that students need feedback after they speak without being interrupted because this will foster their fluency without being judged while they speak. When analysing figure 6, more guided activities during the English classes would be adequate in order to provide with time enough for them to gather the information they need to do the speaking activities. So, scaffolding their knowledge by letting students work firstly in pairs or small groups and then share their thoughts with the rest of the class would lead to a more secure environment in which they could eventually produce spontaneous oral messages.

In relation to self-esteem, the majority of the students agreed that they do not feel self-confident when speaking L2 in the English class (figure 5) and they also agree that they tend to compare themselves with their classmates when they speak in English (figure 6). This is the most relevant issue for it encompasses the previous ones. Since students suffer from a low vision of themselves and they are afraid of hearing classmates' comments or being misunderstood, they feel the necessity of having their speech prepared beforehand.

Conclusion

After analyzing the main findings and results, it can be concluded that the three issues are correlated and one depends on the other when anxiety raises.

There is no clear evidence for these relationships since further research needs to be carried out. Furthermore, the role of the teacher is of tantamount importance due to the fact that her/his methodology influences these factors.

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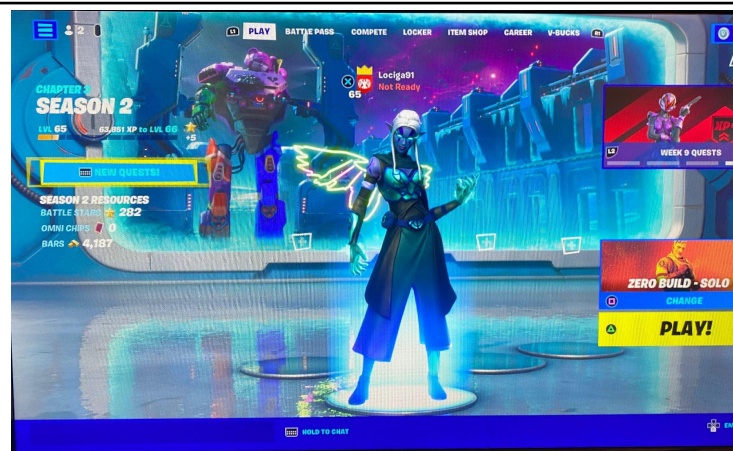
Appendix 2 Fortnite's Analysis

	DESCRIPTION (functions, realisations)	JUSTIFICATION (Examples)	Wonderings (Conclusions and implications)
1. Communicative purpose	The communicative purpose is mainly developed when the players have to communicate with other players to achieve victory.	<p>This communicative purpose can be justified in the sense that when you are playing duos or squads, the players have to maintain a conversation between them not only to loot the map but also to orient the map and achieve victory. This communicative purpose is achieved through instructions and commands given orally.</p> <p>Another way in which the communicative purpose is achieved is through the use of different sentences when describing the quests that players have to make each season and through the audios and music that can be found. So, this genre implies communication by written, digital and oral discourses.</p>	<p>How can I use this in the unit plan?</p> <p>One task could be to decide in pairs/groups which character could achieve the victory.</p>

2. Topic(s)

Fortnite is a battle royale in which 100 players land on a map where you can find different cities and locations, weapons, shields and healings. The players fight against each other and the winner is the last one standing.

The main topic of this genre is survival as players must outlast by eliminating other players to be the last standing in order to win the game.


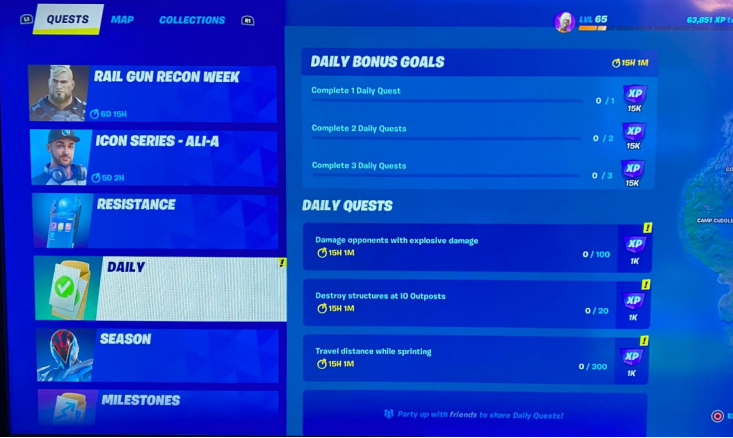


In this first photo, it can be seen the start screen. This is the first thing that players have to understand to play the game. In this first screen, players can see the quests which can be done on the left side, the navigation menu on the top of the photo, and the modes of playing and news on the right side. Finally, players can see the skin which they are going to wear during the game in the centre of the image.

See, think, wonder visible thinking strategy.



In this second photograph, it can be seen the second screen of the videogame. This screen is previous to the start of the game. This place is a waiting area in which players can interact with the rest of the players and pick the guns on the floor and practise with them. On the top of the photo, it can be seen the coordinates and the time remaining to begin the game. On the top right, you can see the map. On the bottom left, it can be seen the health of the player plus the shield. Finally, on the bottom right, it can be seen the harvesting tool and five gaps which can be used to carry out guns and different consumables such as shields, heals, grenades...

			
<p>3. Participants and medium</p>	<p>The players are the main participants in this genre. The players are from different parts of the globe. So, if you are playing duos or in squads, you will find people from different nationalities who use English as a lingua franca to communicate between them. As a result, the communication is global, because, as it was said before, there are users from different linguistic backgrounds.</p>		<p>ELF</p>
		<p>This screenshot refers to the quests that players can realise while they are playing and trying to</p>	

	Finally, in relation to the medium, the whole game is clearly online by the use of the internet using either the PC or a console, and it can be found in both aural and written texts.	survive. The quests are divided into different categories: daily, season, milestones (these three are the ones which can be solved during the whole time). The first three categories are quests which change from time to time depending on the development of the video game's story.	
4. Structure (i.e. moves)	Introduction	Although the videogame does not have a proper introduction as a book/video/film could have, the selection of the skin on the locker, the playing mode and the place to land could be identified to this introduction as this can be considered a preparation for the game itself.	
	Body	The body of the game could be related to moving around the map, looting and eliminating other players. This could be also related to the path that players have to go through to get to the climax which is the end of the game.	
	Closure	The closure of the video game can be related to the end of the game which can be either by winning the game eliminating all the players or when a player has killed you. If this last option happens, players can observe their position and how the player who has eliminated them is playing.	

5. Affordances

Sites of meaning/Sites for action
(navigation, hyperlinking)

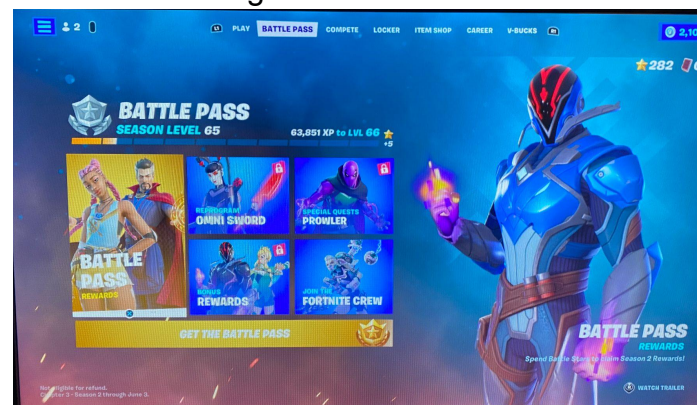
The players can press the button associated to make the action (X in PS4/PS5) to start the game, to make an emote, to enter in the battle pass, to enter in tournaments, to select different skins in the locker, to purchase on the item shop (outfits, harvesting tools, wraps and gliders), to know the statistics of the player and to buy V-bucks (coin of the game).

Different regions to play, players can choose Europe so that they will play with players from different Kachru's circles: inner (UK), Outer (India), Expanding (Spanish).

XP to level up and 5 stars each level up.

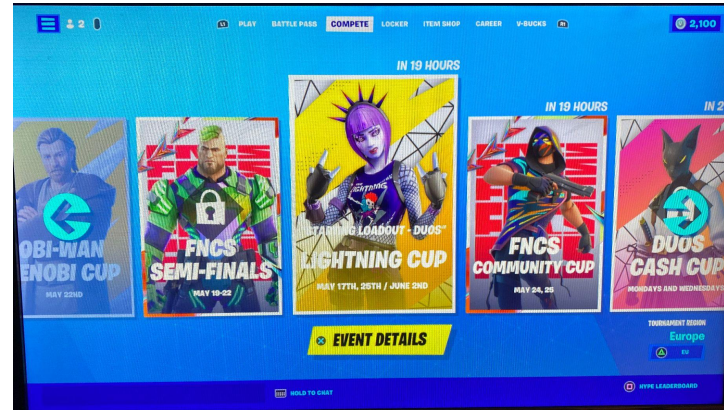


In this first photo, it can be seen the start screen. This is the first thing that players have to understand to play the game. In this first screen, players can see the quests which can be done on the left side, the navigation menu on the top of the photo, and the modes of playing and news on the right side. Finally, players can see the skin which they are going to wear during the game in the centre of the image.

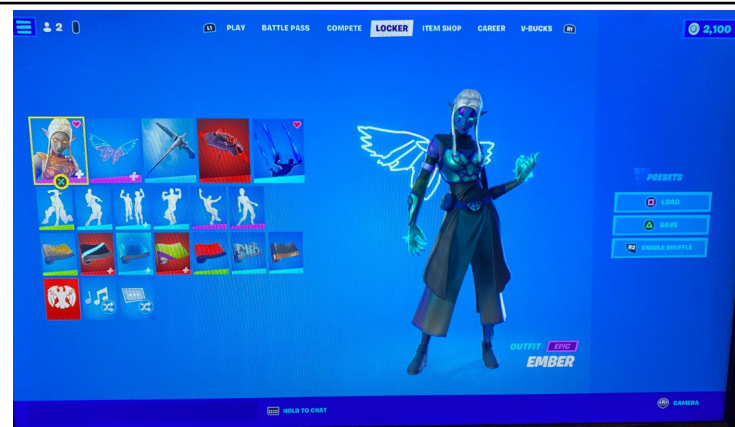


Evaluate the students by giving 1 to 5 stars after they complete an activity.

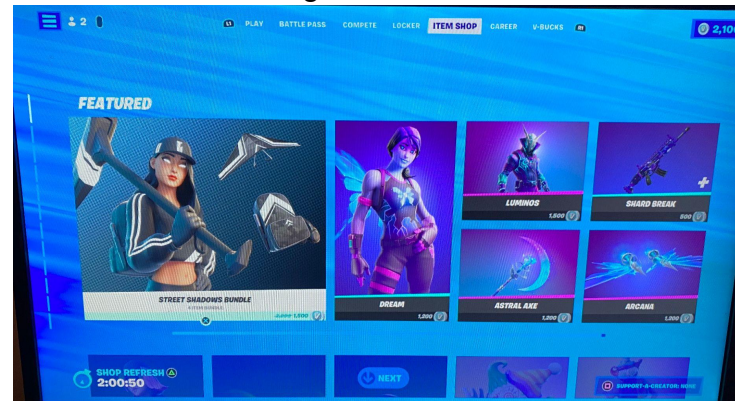
This photo is related to the “Battle Pass” which is a paying element through which players can get different elements to design the outfit which they want to wear during the match.



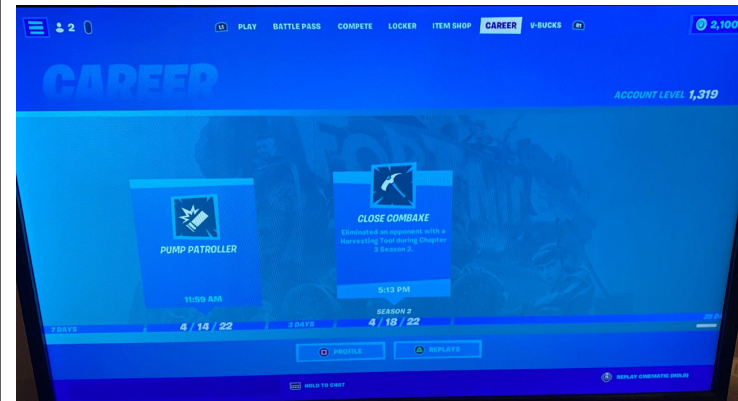
This photo is related to the tournaments that any player can participate in. These tournaments are either done individually or in duos/squads. Depending on the performance the player gets points and he/she will be higher or lower in the ranking of that specific tournament. The players who get in the first three places get a reward.



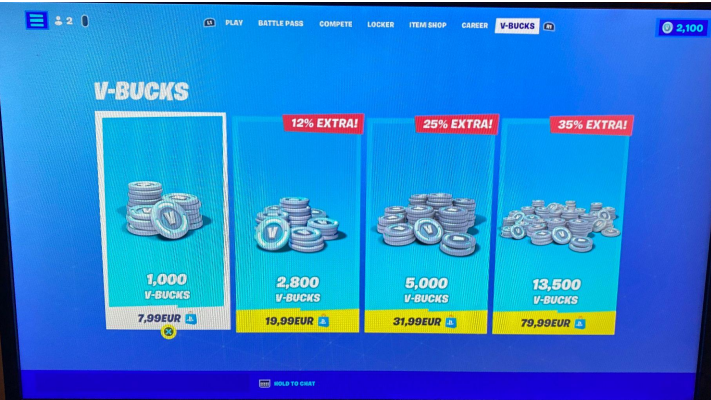
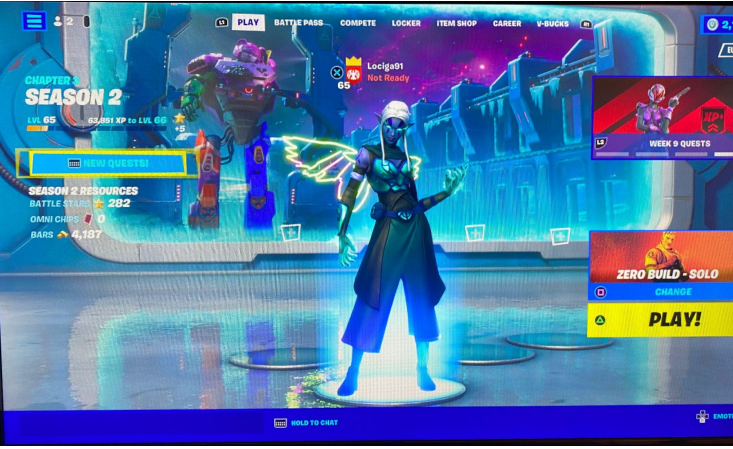
This photo is related to the locker. As the name implies, this is the place where players can “design” their own outfit for the game. Here, they can pick the costume, bag, harvesting tool (gathering materials and break different elements of the map), gliding and the tail when they are landing. Also, they can select different emotes and dances, wraps for the weapons and vehicles, music and the loading screen.

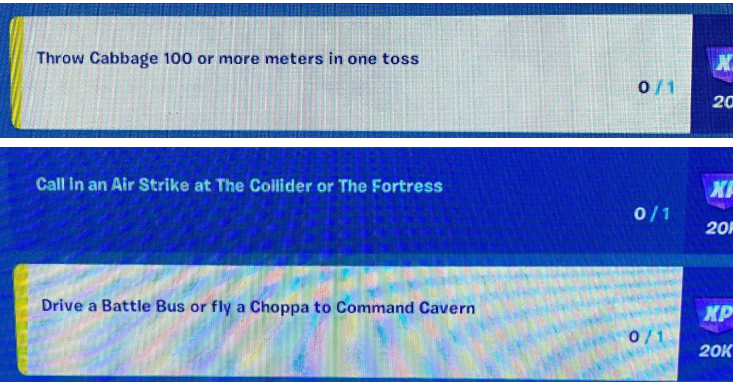
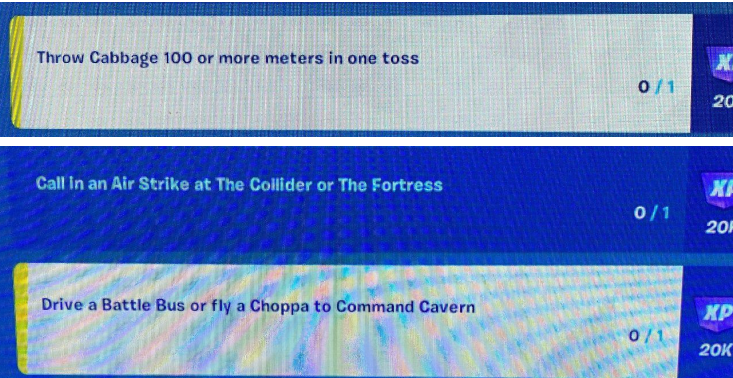


This screen refers to the item shop, where players can use the V-bucks (coin created by the game) to purchase different elements similar to those found in the locker.

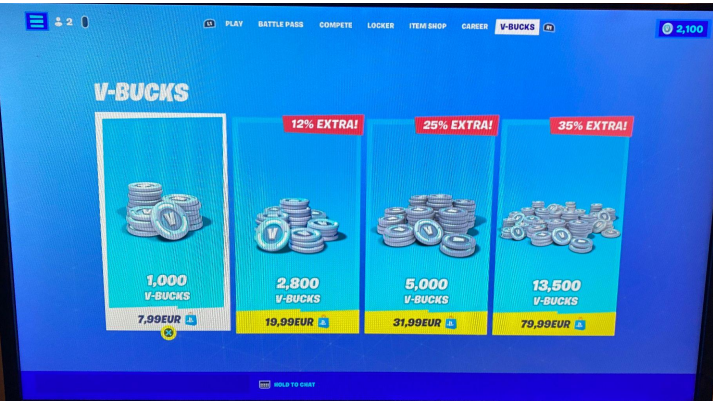
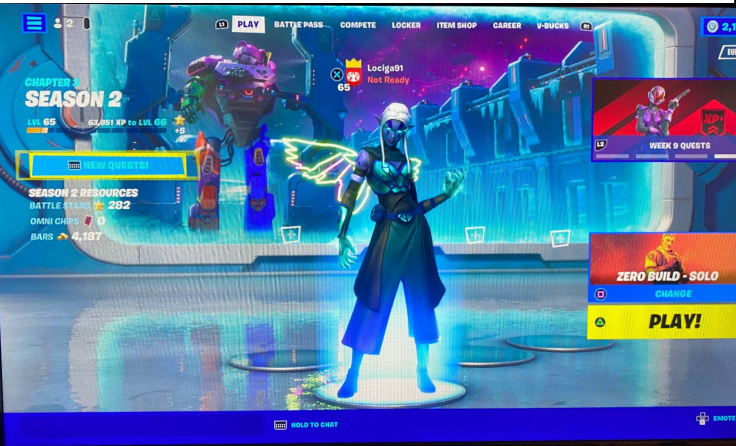


This screen refers to the career where players can find a timeline of the current season with the milestones they have achieved. Moreover, they can also access their profile where they can see their current level, the number of points made in the different gaming modes, the number of wins... Players can compare with friends and with the best players.

		 <p>This is the last element which can be found in the start screen. This is the screen where players can swap euros, in this case, to V-Bucks which is the coin created by Epic Games to be used in Fortnite to acquire different items in the shop.</p>		
<p>6. Linguistic, and discursive features (verbal mode)</p>	<p>Lexico-grammatical</p>	<p>In the text found in the videogame, we can find the use of exclamations.</p>	<p>For example: New quests!, Play!... as it can be seen in the next photograph:</p> 	

	Discursive-syntactic	<p>Quests: use of coordinators, there is subject omission.</p> <p>Informal discourse markers.</p> <p>Uso de onomatopeyas para comunicarse, short commands...</p> <p>The register used in the game is mainly neutral, although there is sometimes use of informal one. During the explanations of the quests, the imperative mode is used. However, in the in-game cinematic, the mode which is used is the narrative.</p>		Moreover, there are cutscenes at the beginning of the season that provides players with more information (oral and written).
	Communicative functions	To persuade the player to finish the quests or to play	This persuasion can be seen due to the fact that the message “New quests!” is always moving.	
7. Pragmatic features	Speech acts	Quests that engage players to play.		

	Maxims	There are four different maxims: quality, quantity, relevance and manner.	<p>The four maxims are fulfilled:</p> <ul style="list-style-type: none"> ● Quality: the information provided by the game is as informative as it is required and it does not say more than is required. ● Quantity: all the things said by the game are true in the world created by the designers of the game. ● Relevance: the info is relevant for the players ● Manner: the info is presented briefly and ordenated, and it is not obscure or ambiguous. 	
8. Multimodal features	Combinati on of modes	Written, aural, visual and digital	<p>The four modes are combined as it is a video game. The digital and visual modes are always present because you play it thanks to a video console and a screen. Moreover, the aural and written modes are also present because of all the written information that players find related to the quests and description of the consumibles and skins, and the aural is found in the songs played inside the game and the different sounds made by the guns, animals, vehicules, etc.</p>	

	<p>Elements of visual art</p>	<p>We can find different dots, lines and shapes to distribute the information. Words in colour are also important as the position they take.</p>		
	<p>Elements of multimodal ensemble</p>	<p>It refers to the orientation of the video game, what elements can be found and where, and the fonts.</p> <p>The orientation of the video game is always horizontal (16:9). There are different elements which can be found on the screen; as it can be seen in the photograph, players can access quests, game mode, locker... Also, they can access different buildings, pick different weapons... while they are playing.</p> <p>In relation to the fonts, it can be said that almost all the words are written in capital letters but with different sizes.</p>		

	Elements of visual grammar (representational)	Representational structures are used to convey meanings, construct narratives and suggest conceptual relationships. There are two types: narrative and conceptual.	<p>Narrative refers to the relationship established between the characters (“avatars”) in the videogame and the player. In the videogame, different vectors can be found (Kress and van Leeuwen, 1996), for example, when the character is shooting another character, when the character is gathering materials...</p> <p>Conceptual refers to the relationships among visual elements. In this case, it can be found headings, subheadings and text in general.</p>	
	Elements of visual grammar (interpersonal)	This part is related to the relationships established between the image and the player.	Different <i>offers</i> can be found which describe the relationship between the player and the objects he/she is looking at in the videogame.	
	Elements of visual grammar (compositional)	This element is related to the information zones, the modality, the salience...	<p>In relationship with the <i>information zones</i>, elements in the videogame appear in different placements depending on the importance, for example, the character is always in the middle of the screen, the map is found in the top right, the materials and the weapons are found on the bottom right, and the health is shown on the bottom left of the image.</p> <p>The modality is fictional.</p> <p>The salience is found when weapons have different colours mainly depending on the damage they make.</p>	

Appendix 3 Title and Learning Aims of the Unit

The title of the learning unit is: “Fortnite ‘n’ English”.

Learning Aims of the Unit:

Curriculum objectives	Specific objectives of the learning unit
<p>Obj.IN.1. Comprender la información general y específica de textos orales, sobre temas cotidianos, generales o de su interés, emitidos en situaciones de comunicación cara a cara o por medios técnicos</p>	<ul style="list-style-type: none"> - To show understanding of general and specific information from a song about Fortnite’s Victory Royale.
<p>Obj.IN.2. Expresarse oralmente e intercambiar mensajes de forma comprensible, adecuada y con cierta autonomía, sobre temas cotidianos, generales o de su interés, en diferentes situaciones comunicativas derivadas de tareas concretas</p>	<ul style="list-style-type: none"> - To orally discuss the advantages and disadvantages of video games - To orally identify different video games - To orally explain Fortnite to those who do not know it - To orally decide the background story of Fortnite - To orally decide the changes done to the HUD - To orally discuss the characteristics (physical and mental) of their own characters - To orally decide which character created by the group will do each quest - To orally decide the characteristics of the new cities - To orally present the final product to the class

<p>Obj.IN.3. Leer y comprender textos escritos de tipología diversa, de un nivel adecuado a sus capacidades e intereses, con el propósito de extraer la información general y específica, y valorar la lectura como fuente de información, disfrute y ocio</p>	<ul style="list-style-type: none"> - To show understanding of general and specific information from several statements said by experts about the advantages and disadvantages of video games.
<p>Obj.IN.4. Escribir textos sencillos sobre temas conocidos, generales o de su interés, con suficiente corrección, cohesión y coherencia, teniendo en cuenta el lector al que se dirige y la intención comunicativa</p>	<ul style="list-style-type: none"> - To write about the changes made to Fortnite’s story, main menu, HUD, and map. - To write the description of the new characters. - To write the description of the new cities/locations.
<p>Obj.IN.5. Utilizar los conocimientos sobre la lengua y las normas de uso lingüístico para comprender textos orales y escritos, hablar y escribir de forma adecuada, y reflexionar sobre el funcionamiento de la lengua extranjera en situaciones de comunicación</p>	<ul style="list-style-type: none"> - Explain their working process
<p>Obj.IN.6. Desarrollar estrategias de aprendizaje autónomo y cooperativo, mediante la realización de las tareas de clase, el trabajo individual y en equipo, el uso de todos los medios a su alcance (especialmente las TIC), la autoevaluación y co-evaluación, con el fin de progresar en el aprendizaje y adquisición de la lengua extranjera</p>	<ul style="list-style-type: none"> - To work collaboratively to achieve the goals set - To autonomously decide the changes to the different elements: story, main menu, HUD, characters and cities. - Use of different ICTs to change Fortnite’s HUD - Create a multimodal presentation of the final project by the use of

	<p>ICTs</p> <ul style="list-style-type: none"> - To evaluate their peers' final presentation by making use of Two stars and a wish
<p>Obj.IN.7. Valorar el uso de la lengua extranjera como medio de acceso a la información, y reconocer su importancia como instrumento de comunicación y entendimiento entre personas de distintas procedencias y culturas, con el fin de desarrollar una consciencia intercultural sin prejuicios ni estereotipos</p>	<ul style="list-style-type: none"> - To use English in order to communicate with their teammates for the development of the tasks. - To show respect towards the use of English - To help teammates in their speaking.
<p>Obj.IN.8. Desarrollar y mostrar una actitud receptiva, de interés, esfuerzo y confianza en la propia capacidad de aprendizaje y de uso de la lengua extranjera</p>	<ul style="list-style-type: none"> - Evaluate their own process of learning.

Appendix 4 Contents of the Unit

SPECIFIC CONTENTS OF THE LEARNING UNIT
Comprehension and production strategies
<ul style="list-style-type: none"> - Comprehension of general and specific information of the advantages and disadvantages of video games, of Fortnite and of the project explanation provided by the teacher. - Comprehension and autonomous reading of general and specific information of statements about video games said by experts. - Using comprehension strategies in order to activate previous knowledge about video games. - Using comprehension strategies in order to understand the gist of a song without needing to understand every element of it.

- Using comprehension strategies in order to deduce meaning of the main vocabulary words from the context.
- Oral production of descriptions, narrations and explanations about facts, experiences and diverse contents.
- Spontaneous participation in communication situations in the classroom and in conversations about everyday topics or of interest, with various communicative purposes, using the conventions of conversation.
- Properly use digital or bibliographic resources to make the final project presentation.

Sociocultural and sociolinguistics aspects

- Social conventions, rules of courtesy and linguistic registers (formal, informal, specialised).
- Show respect for their classmates' ways of thinking.
- Valuation of the foreign language as an instrument of information, communication and understanding between cultures.
- Interest in establishing contacts with speakers of other languages by playing video games.

Communicative functions

- Initiation and maintenance of personal and social relationships with their classmates when working cooperatively.
- Description of physical and abstract qualities of people, objects, places and activities.
- Exchange of personal information, hobbies, opinions and views about video games.
- Expression of interest, approval, appreciation towards the information provided by the teammates.
- Establishment and maintenance of communication, and organisation of discourse when deciding the different aspects to change, and when presenting the final project.

Syntactic and discursive structures

- Use of the present simple and continuous, past simple and continuous, irregular verbs, and future forms when discussing the products that they want to make for the final project and when doing the final presentation.
- Modality: Ability (can, could, be able to); possibility (may, might); obligation (must, have (got) to); no obligation/no necessity (don't need to, don't have to); prohibition (mustn't); advice (should, ought to).
- Using adjectives and adverbs when describing their own characters and the changes introduced to different aspects of Fortnite: *Adjective order; common adjective endings (e.g. -y -ing -ed -ful -able -ive); adj. + prep. (e.g. good at); comparison (as/not so + adj. + as; less/more + adj./adv. (than); the fastest; the most popular); too + adj (e.g. too expensive); (not) + adj. + enough (e.g. not cheap enough). Adverbs: degree (e.g. pretty good, so nice, rather tired, a (little) bit angry); manner (e.g. carefully); time (already, yet, just, ago); frequency (e.g. hardly ever, twice); irregular adverbs (e.g. hard, fast, well, straight).*
- Nominal clauses: *That clauses (e.g. I'm sure that he will come); Yes-No interrogative clauses (e.g. Do you know if she's coming to the party?); To-infinitive clauses (e.g. She promised to marry me; I'm glad to hear from you); -ing clauses (e.g. Using the Internet is easy; I like dancing); gerunds after prepositions (e.g. She's afraid of flying).*
- Use of coordinators and conjunctions when doing the presentation about their final project.

Oral and common-use lexis

- Identifying and using lexis related to video games and Fortnite.
- Identifying and using expressions related to video games and Fortnite.

Accentual, rhythmical and intonational patterns

- Use of contractions (e.g. 'll, won't, 'd, mustn't, shouldn't).

Appendix 5 Evaluation Criteria of the Unit

Specific Evaluation Criteria	Curriculum evaluation criteria and standards		Assessment tools	Key competences
Students can identify the main information from a song dealing with Fortnite and use it to answer some exercises and in the creation of their final project.	Crit. IN. 1.1. Crit. IN. 1.2.	Est. IN. 1.1.1. Est.IN.1.1.2. Est.IN.1.2.1.	Rubric for the final product	CLC-LTL-SCC.
Students can talk about their use of video games and their opinion about it by using specific vocabulary and expressions and adequate grammar structures. They can establish a conversation on this topic with the classmates following social conventions and being respectful with others opinions.	Crit.IN.2.1. Crit.IN.2.2.	Est.IN.2.1.1. Est.IN.2.1.2. Est.IN.2.2.1.	Teamwork tasks and presentation.	CLC-LTL-SCC -CAE

<p>The student can realise and display an oral presentation about their changes to Fortnite with a multimodal presentation with their own words.</p>	<p>Crit.IN.2.1. Crit.IN.2.2. Crit.IN.4.1.</p>	<p>Est.IN.2.1.1. Est.IN.2.1.2. Est.IN.2.2.1. Est.IN.4.1.2. Est. IN.4.2.1.</p>	<p>Rubric for the final product</p>	<p>CLC-DC-LTL-SCC-SIE-CAE</p>
<p>The student can use ICTs for different purposes (research, creating a presentation, designing...)</p>	<p>Crit.IN. 3.1. Crit.IN. 3.2. Crit.IN. 4.1. Crit.IN.4.2.</p>	<p>Est.IN.3.1.2. Est.IN.3.2.1. Est.IN.4.1.2. Est. IN.4.2.1.</p>	<p>Rubric for the final product Different task</p>	<p>CLC-DC-LTL-SIE-</p>
<p>The student can provide feedback on their classmates' presentation by using an assessing element (2 stars and a wish)</p>	<p>Crit.IN.4.1.</p>	<p>Est.IN.4.1.1.</p>	<p>2 stars and a wish</p>	<p>CLC-LTL-SCC - CAE</p>

Appendix 6 Lesson Plans

LESSON 1: Raising awareness of video games

Learning outcomes: Students will be able to

- Reflect about their use of video games.
- Develop critical thinking of the advantages and disadvantages caused by video games when they play.
- Apply their knowledge through a debate

Pre-task: At the beginning of the class, there will be several questions that will be asked to the students by using **Think, pair, share** routine. For example, have you ever played video games? Which videogames have you played? How many hours have you spent playing video games?

Task: Students will be divided in pairs, and they will have to talk with the shoulder partner about the possible benefits and risks of playing video games. After that, students will read on the board some statements said by experts about the risks and benefits of video games (presented by some flashcards with **Quizlet**), and with the pair, they will have to write down some **Tweets** talking about the ideas and including links, photos, videos... The link to the thread created will be shared through **Padlet**.

Post-task: In groups of 4 (one pair joins with another pair), they will have a debate about the different statements that have been shown in the board, each pair will have 5 minutes to prepare their arguments against and in favour, and they will expose their ideas to the other pair.

To end this session or as homework, each student will have to write an exit ticket (**I used to think... Now, I think...**) about how their thoughts have changed after this lesson.

Lesson 2: What is a video game?

Learning outcomes: Students will be able to

- Identify different videogame's genres
- Retain chunks of language in short-term memory.

Pre-task: At the beginning of the lesson, the students will be asked to state a definition of what they consider a videogame in a **Google Slides** presentation, each student will have to write their definition in a different slide, and he/she could add photos or videos as well as the name together with an avatar of themselves created with **Bitmoji**. After reading all of them, the teacher will tell the students to vote which is the most adequate one. Then, the teacher will provide a definition to complement, if necessary, the definition chosen by the students.

Task: Students will do a listening about the song entitled “Chug Jug With You - Parody of American Boy (Number One Victory Royale)” by Leviathan; this is a song that talks about Fortnite's victory royale and it is a parody of American Boy by Estelle and Kanye West. Then, students will do some exercises related to this song, such as fill in the gaps with the lyrics of the song and some open-ended questions.

Song: <https://youtu.be/Z0Uh3OJCx3o>

Post-task: After doing the listening, different pictures about videogames will be presented through **Canva**. Then, students will be divided in pairs, and they will do a **See, Think, Wonder** routine in which they will have to guess which game is shown in each photo and then share it with their shoulder partner.

Lesson 3: Fortnite's context!

Learning outcomes: Students will be able to

- develop knowledge about the videogame
- Produce an acceptable core of words and use appropriate word order patterns.
- Produce chunks of language of different lengths.

Pre-task: Fortnite will be presented to the students. This will be done just in case some of them do not know which video game it is or have never played. This will be done by showing gameplay on YouTube and by doing the **Think, pair, share** thinking routine about the video which was previously shown.

Task: At the beginning, the project (creation of a context for the game, changing the HUD, creation of some characters, and creation of a city) will be explained to the students; they will have to create a new background story, change the HUD of the game giving their personal style, create some characters and create a localization. Then, students will be divided in groups of 4 and they will have to create a completely new background story of the game. For doing that, students will be given a think chart (see Appendix 6)

They have freedom of vocabulary and grammar, so this means that they could use anything. However, some sentences will be shown to help them in the writing process. First, the group will have to debate, and, after that, they will put those ideas in **Genial.ly** and be ready to present their background story.

Post-task: After hearing all the presentations, students, individually, will complete the thinking routine **Take Note** in which they will have to answer one of these questions: What is the most important point? What are you finding challenging, puzzling, or difficult to understand? What question would you most like to discuss? What is something you found interesting?

Lesson 4: Changing the home screen?

Learning outcomes: Students will be able to

- Develop creativity and collaboration.
- Produce an acceptable core of words and use appropriate word order patterns.
- Use different ICTs to change Fortnite's HUD

Pre-task: To present the main menu and the HUD, students will be shown several snapshots by a presentation made on **Genial.ly**. After that, students will play a kahoot! In which some elements are hidden and they will have to choose the element which is missing between the different options.

Task: Following this previous idea, students will be gathered in the same groups as the previous day. In the task, students will have to discuss what they want to change and then draw the main menu, map, and the HUD as they like. In order to achieve that, they will have to change at least two or three elements of the main menu, map, and the HUD.

Post-task: Finish the design of the new HUD and send it to the teacher.

Lesson 5: Art Attack!

Learning outcomes: Students will be able to

- Design characters by describing them physically and mentally.
- Develop decision making skills.

Pre-task: The teacher will show the students a character created by him/her-self and the description of the character. This is what students will do in the task.

Task: In the groups of 4 previously created, students will have to design their own 4 characters and describe them physically (costume, bag, harvesting tool and gliding) and make a description of their personality. They do not only have to describe them, but they will also have to draw them. They will have to include the image of the character done with **Bitmoji** and its description in a presentation (Google slides or Genial.ly). In order to do the description, students will be given the following chart:

Adapted from materials extracted from the subject *English in Primary Education I*.

Post-task: To finish with this session, the teacher will provide 7 quests to each group by using flashcards from **Quizlet**. They should read them and then, they will have to reach an agreement and decide which of the characters previously created and described could fulfil each of the quests.

Lesson 6: Mapping!

Learning outcomes: Students will be able to

- Design locations based on Fortnite.
- Develop decision making.

Pre-task: A Kahoot! will be played with different locations of the videogame taken from the corpus. After the game, the teacher will tell the students that in the task they will have to create 2/3 cities for the game.

Task: At the beginning, the teacher will provide some vocabulary related to cities which will help the students in the task. In the groups of 4 previously created, students will have to design 2/3 cities saying the background of the city and what it can be found there (loot, buildings...).

Post-task: Students will do an exit ticket (I used to think... Now I think...) that reflects their learning through the unit.

Lesson 7: Developing time!

Learning outcomes: Students will be able to

- Create a multimodal presentation

Pre-task: the teacher will provide a WAGOLL of the presentation that groups will have to make. In that presentation, the teacher will include not only the index but also some examples of multimodality, such as videos, photos, gifs, music, written elements, etc.

Task: Students will have to use **Genial.ly** to create the presentation following the WAGOLL presented by the teacher. Students will have to include the background of the videogame, the new menu and HUD, the characters created, and the new cities. It is important to remember that presentations should be multimodal and that they will have a maximum of 10 minutes to do the presentation.

Lesson 8: Presentations

Learning outcomes: Students will be able to

- Present the final project using diverse modes (oral, visual, written, etc.)
- Evaluate their own process of learning.

Task: Each group will present their ideas by using the multimodal presentation they have created.

Post-task: the teacher will use a rubric for evaluating the presentation and the groups will do a peer-evaluation through Two stars and a wish.

Appendix 7 Materials

LESSON 1

1.- Pre-task:

THINK, PAIR SHARE 🤔	
Question	Your answer..
Have you ever played video games? 🎮	
Which video games have you played? 🎮	
How many 🕒 have you spent playing video games?	

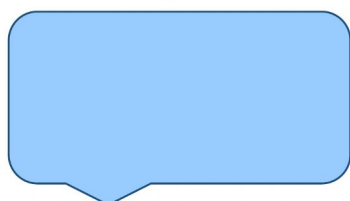
2.- Task:

Statements said by the experts: https://quizlet.com/_bpe6fl?x=1jqt&i=4g7jm4

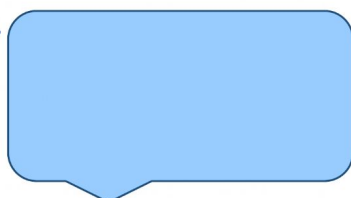
Link to Padlet: <https://padlet.com/7392571/dfj77babyz4osssr>

3.- Post-task:

I used to think ...



Now I think ...



Source: <https://www.liveworksheets.com/mq793609ut>

LESSON 2

1.- Pre-task:

Definitions of video games by the students: [Definitions of Video Games](#)

2.- Task:

Link to the song:

[Chug Jug With You - Parody of American Boy \(Number One Victory Royale\)](#)

Worksheet with answers: [Chug Jug With You - Fill in the gaps \(answer sheet\)](#)

Worksheet with gaps: [Chug Jug With You - Fill in the gaps](#)

Worksheet close questions: [Chug Jug With You - closed questions](#)

3.- Post-task:

Images of the video games presented by Canva:

https://www.canva.com/design/DAFDxvb4Ze0/ddYteNnkiZB39hoaekw1ZA/view?utm_content=DAFDxvb4Ze0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

what do you see?	what are you thinking?	what do you wonder?
I see...	I think...	I wonder...

Source: [See, Think, Wonder Graphic Organizer by BlackJack Martian | TpT](#)

LESSON 3

1.- *Pre-task:*

Gameplay of Fortnite:

[▶ High Elimination Solo vs Squads Win Full Gameplay Fortnite Chapter 3 Season ...](#)

2.- *Task:*

Chart for the elaboration of the context:

Plot	Setting (place)	Main characters	Main elements (weapons, animals...)	How do you win?	The best thing
Fortnite goes about...	The place where all happens is called And we can find...	The main characters are...	The main weapons are... but there are also... The main animals are...	To win, players need to...	The best thing of the videogame is...

3.- *Post-task:*

Questions for the Take Note thinking routine: [☰ Take note thinking routine](#)

LESSON 4

1.- *Pre-task:*

Link presentation of the main menu and HUD:

<https://view.genial.ly/62ab4c31c81b4200111a01a4/presentation-presentacion-videojueg>
o

Link Kahoot!: <https://create.kahoot.it/details/73461aaa-3374-4095-a663-7f2ce7d83fd7>


2.- *Task:*

Chart for questions concerning the changing of the main menu and HUD:

	Main menu	HUD
What do you like about it?		
What don't?		
What would you change?		
Why?		
Would you change the position of any element?		
Where would you like to place it?		

LESSON 5

1.- Pre-task:

Image	Description
	<p>The name of the character is Dragoninja. The character's height is 1,80m. He wears a dragon costume with two horns. He is very daring and intelligent, and he is also empathetic. While he plays, he feels very calm because he is not afraid of anything. He would like to fly because his wings are not strong enough yet. He has a special harvesting tool which is a katana that makes fire.</p>

2.- Task:

Character description	
<i>Name of character</i>	
<i>What does he/she look like? (size, clothes, hair; voice, how he or she walks or moves... and his/her personality)</i>	
<i>How does he or she feel?</i>	
<i>What is he or she afraid of (the character's fears)</i>	<i>S/he dreads / is afraid of (+ing / +noun)</i>

<i>What would he or she like to do? (The character's dreams)</i>	<i>S/he would like to...</i>
<i>Other: e.g., does he or she have a special skin, harvesting tool, gliding...</i>	

Adapted from materials extracted from the subject *English in Primary Education I*.

3.- *Post-task*:

Flashcards with the quests: https://quizlet.com/_bpih77?x=1qqt&i=4g7jm4

LESSON 6

1.- *Pre-task:*

Kahoot! About Fortnite's locations:

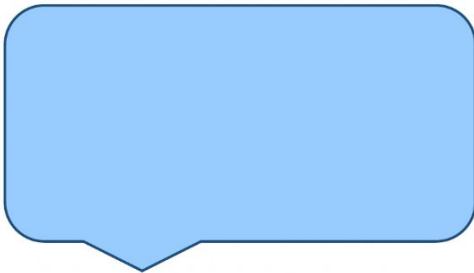
<https://create.kahoot.it/share/fortnite-s-locations/a5192ad0-9bfc-40f2-9de2-d3ab06c8d5cb>

2.- *Task:*

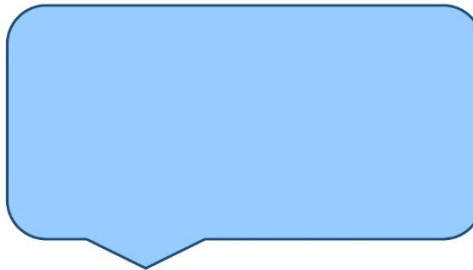
Topics	Answer
Name of the city	
How is it? (buildings, means of transport...)	
What can be found? (loot, chests...)	
Are there any animals?	
Where is the city placed in the map?	

3.- *Post-task:*

I used to think ...



Now I think ...



Source: <https://www.liveworksheets.com/mq793609ut>

LESSON 7

1.- Pre-task:

WAGOLL presentation:

<https://view.genial.ly/62ab7027ac83910018d80c47/presentation-presentacion-retrofutur>

o

LESSON 8

1.- Post-task:



Two stars and a wish for peer-evaluation:






Source:

<https://www.pinterest.es/pin/two-stars-and-a-wish-anchor-chart-in-2022--1003950941905086350/>

Rubric for the oral presentation in the following page: Retrieved from *Communicating in English* subject and made by Lóciga et al. (2022).

	EXCELLENT 🥰	GOOD 😊	SUFFICIENT 🙄	POOR 😞
CONTENT  20%	Students show a full understanding of the topic providing a <u>detailed explanation</u> of the recipe using both <u>grammatical structures</u> accurately AND <u>vocabulary</u> <u>correctly</u> during the presentation.	Students show understanding of the topic providing <u>some details</u> about the recipe AND mostly using the <u>grammatical structures</u> <u>accurately</u> and the <u>vocabulary</u> <u>correctly</u> during the presentation.	Students <u>sometimes</u> use <u>grammatical structures</u> <u>accurately</u> and <u>vocabulary</u> <u>correctly</u> AND students show some understanding of the topics providing <u>few details</u> of the recipe.	Students do not seem to understand the topic very well and do not provide <u>any details</u> of the recipe using NEITHER <u>grammatical structures</u> <u>accurately</u> nor <u>vocabulary</u> <u>correctly</u> .
STRUCTURE AND TIMING  15%	The presentation <u>sticks</u> perfectly to the time AND it is <u>well organised</u> following a logical order (equipment, ingredients and steps to follow).	The presentation <u>deviates by 1'</u> BUT it is <u>organised</u> following a logical order (equipment, ingredients and steps to follow).	The presentation <u>deviates by 2'</u> AND it <u>lacks one part of the structure</u> either equipment, ingredients or steps to follow.	The presentation <u>deviates by 3'</u> or more AND has <u>no logical order</u> (equipment, ingredients and steps to follow).

<p>CREATIVITY</p>  <p>20%</p>	<p>Students communicate ideas in a <u>visual and innovative way</u> using multimodality and supporting materials.</p>	<p>Students communicate ideas mostly in visual and innovative ways using multimodality and supporting materials.</p>	<p>Some ideas are not communicated clearly in a visual and innovative way, AND they do not use multimodality and supporting materials.</p>	<p>Students do not communicate ideas in a visual and innovative way, AND they <u>do not use</u> multimodality and supporting materials.</p>
<p>FLUENCY AND PERFORMANCE</p>  <p>15%</p>	<p>Students speak fluently during the presentation showing <u>good pronunciation</u> and a <u>good voice level</u> AND make use of the <u>body language</u> to support their ideas.</p>	<p>Students speak fluently mostly during the presentation showing <u>good pronunciation</u> and <u>enough voice level</u> AND making use of the <u>body language</u> to support their ideas.</p>	<p>Students show <u>comprehensible pronunciation</u> in spite of the <u>lack of fluency</u> and <u>low voice level</u> BUT they do not make use of body language to support their ideas.</p>	<p>Students show an <u>incomprehensible pronunciation</u> and <u>poor pronunciation</u> AND they do not make use of body language to support their ideas.</p>
<p>PROGRESS</p>  <p>20%</p>	<p>Students have <u>successfully fulfilled</u> tasks done in class and have <u>participated</u> actively providing <u>different ideas</u> and <u>points of view</u>.</p>	<p>Students have <u>fulfilled most of the tasks</u> done in class and have <u>participated</u> in class.</p>	<p>Students have <u>fulfilled some of the tasks</u> done in class BUT have <u>not participated</u> in class.</p>	<p>Students have <u>not fulfilled tasks successfully</u> AND have <u>not participated</u> in class.</p>

TEAMWORK



10%

Students have successfully worked collaboratively by doing an active listening **during** the whole process of making the recipe.

Students have worked collaboratively by **mostly** doing an active listening **during** the whole process of making the recipe.

Students have **sometimes** worked collaboratively by doing **some** active listening **during** the whole process of making the recipe.

Students have **failed** in working collaboratively by **NOT** doing an active listening **during** the whole process of making the recipe.