

**Didactic Sequence for the Use of a Video game streaming-based Methodology
to Teach Vocabulary to Eleventh Grade Students of a Public Institution in
Dosquebradas**

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Licenciatura en Bilingüismo con énfasis en inglés

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Proyecto de grado de grado como requisito para recibir el título de licenciados en
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Abstract

This paper presents a didactic sequence which is aimed at developing a video game streaming-based methodology that intends to create a new way of learning English based on the likes of this new generation. The expected results will be that professors and students will find this methodology helpful to improve language learning, as well as an entertaining way to get involved in the English language. We also expect to contribute to language education by using a methodology that takes advantage of technologies that constantly evolve and that are very useful in education.

Key words: Bilingual project, English teaching and learning, Streaming, Task-based instruction, Technology

Resumen

Este artículo presenta una secuencia didáctica que tiene como objetivo desarrollar una metodología basada en streaming de videojuegos la cual busca crear una nueva forma de aprender inglés basadas en los gustos de esta nueva generación. Los resultados esperados serán que profesores y estudiantes encuentren esta metodología útil para mejorar el aprendizaje del idioma, así como una forma entretenida de involucrarse en el idioma inglés. También esperamos contribuir a la educación de idiomas utilizando una metodología que aprovecha las tecnologías que evolucionan constantemente y que son de gran utilidad en la educación.

Palabras clave: Proyecto bilingüe, Enseñanza y Aprendizaje de inglés, Streaming, Instrucción basada en tareas, Tecnología

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Justification

Video games are audiovisual productions that create scenarios where characters or items can be modulated by one or several people. The video game industry has become as profitable as other globalized industries, such as the cinema and musical industries. There are even annual ceremonies to honor video games in different categories. One of these ceremonies is the BAFTA Games Awards, which handed in their first award in 2004. Another internationally recognized prizes gala is The Game Awards that were launched in 2014 and are recognized as the Oscars for the video game industry. Additionally, video games development offers a huge series of stimulating sources historically collected that must be considered as potentially articulable to education.

Video game streaming involves the real-time speculation of gamers who possess either complex gaming abilities or public engagement strategies. Game streaming public tends to increase, considering that the technological evolution of the video game industry has turned restricted accessibility to some video games that require high-performance machines and efficient internet connection. For that reason, children are opting for witnessing video game streaming as an alternative to enjoy those exclusive productions.

Streamers are just video gamers. They do not think if their public is learning something or not, they only show them how they play and that is enough to entertain the people who watch them. If we want to use online streaming to teach, we should have a variety of games that help us bring variety to class.

The video games' used in language teaching have been researched by some authors in order to take advantage of this entertainment medium that is becoming more popular. According to Ebrahimzadeh & Sepideh (2017) digital video games can improve language

learning motivation in high schools, considering that engagement in video games can transfer motivation to educational environments. For the achievement of this, it is important to take into consideration the interests of the learners regarding the types of video games to be implemented and the time accommodation for playing them.

According to the findings of Guerrero (2011), we have to search for a teaching strategy that allows us to vary in order to make all students interested in learning through video games, search for the common likes in terms of videogames and use it to create an environment where all the students can feel that they are learning in an innovative way; there are a lot of video games categories, some teach values, history, and politics, improve critical thinking, and even teach English, which is the main objective of this project, According to the Ministry of Education in Colombia MEN (2006) with the growing rhythm of scientific and technological advances, there is a necessity for a common language that allows all the society to participate in this new globalized world. Video games fit with the objectives of MEN through initiatives such as Be (the) 1 Challenge promoted by ColombiaAprende, it consists of the use of gamification to encourage students in the English learning outside the classroom, also video games allow students not just to interact with new technology but with other people from different parts of the world creating cultural awareness, promoting the 4 communicative competencies, and generating new vocabulary.

Taking into account the information presented in the national and regional context, it is evident that the implementation of video games for teaching English is a recent topic, unfortunately for us, it is difficult to find specific information about studies that mention which types or categories of video games are better to teach English. We have to evaluate

the categories depending on the type of language the video game uses, how many dialogs are there and how much visual information we can use to teach. According to Gee (2003), when children learn to play video games, they are also learning a new language and a new semiotic domain. Therefore, there is a need to conduct research that studies the benefits of video games in the learning of a second language to integrate language learning while performing video games and vocabulary as they relate actions, movements and environment from the video game with the target lexicon and expressions for the interaction to be learned. The pandemic creates an advantage for us because as Vega (2020) since the beginning of the pandemic the number of video gamers grew up 16% just in Colombia.

Current confinement times have accelerated the arrival of the internet to almost all homes. The game streaming consists of a person that enters a digital platform such as twitch.tv, and he can watch other people playing games or doing other activities in real-time. In ELT, the applicability of streaming will be limited to in-game activities with objectives focused on the English language learning. Streaming is a tendency that increases massively during childhood when students are spending considerable time following, watching, and supporting gamers around the world. Therefore, the purpose of this project is to evaluate video game streaming applicability in language learning having as objectives the learning of vocabulary in a dynamic way; with this didactic sequence, we expect to improve the English proficiency in the Institución Educativa Hogar Nazareth.

Be committed to the Bachelor degree and MEN objectives by contributing to the growing globalization and the searching for a global common language, add to the similar studies that have been developed on the grounds of streaming strategies for a higher

engagement of the students during extra classes, using leisure and streaming methodology as the main resources to achieve knowledge of specific vocabulary. This will also transform our perception of the so-called distractors or anti-pedagogical items as cell phones, now implemented as a direct source or entrance to the learning process for both live and virtual interactions, for students this will create a fun and dynamic way in which they can learn English inside and outside the classroom while allowing them to be involved in the crescent globalization of the English language. In our case, it will increase our knowledge and open our mind to ideas about how to design and apply new methodologies related to video games and new technologies.

Objectives

Teaching objectives

General objective

- To design a didactic sequence based on the streaming methodology in EFL classes to teach vocabulary to eleven graders from a public school in Dosquebradas, Risaralda.

Specific objectives

- To include video games and streaming on a didactic sequence as an option for learning vocabulary.
- To present vocabulary through a stream-based methodology, providing the students with a didactic way of learning.

Learning objectives

General objective

- To learn the vocabulary items provided descriptively throughout the video game's performance.

Specific objectives

- Relate the diverse stimulating sources with the corresponding linguistic descriptions provided through streaming.
- Complete different tasks that are present in the video-game.

Theoretical Framework

Context about video games and teaching will be provided in order to provide all the background information that will lead to a better understanding of the proposal that is being developed.

Conceptual Framework

This chapter addresses the main constructs necessary to understand the variables of this project, whose objective is to structure a didactic sequence based on streaming methodology in EFL classes to teach vocabulary with eleven graders from a public school in Dosquebradas, Risaralda. Thus, Didactic Sequence, Video Game Streaming, Streaming, Types of streaming, Video games, Types of games, and other constructs will be presented in order to clarify all the concepts that surround the project and how they are being integrated on the didactic sequence.

Didactic Sequence

The didactic sequence is a project in charge of some processes of specific knowledge, in our case languages, it focuses on the production of an (oral, written) text that lasts a determined lapse of time, and is also defined with some characteristics.

The didactic sequence parts from the base that text and context are attached as one, in this sense it aims to develop the student's knowledge, abilities, attitudes, and aptitudes applicable to real-life contexts. Using prior knowledge, the students advance on the global activity and the didactic focus is oriented to the new learning objectives, objectives that are delimited and explicit for students in order to be used as evaluation criteria later.

Preparation phase

The stage in which the decisions about aspects such as design, structure, and scope of the didactic sequence are determined is known as the preparation phase. As Camps (1995) stated, the purpose of the preparation phase is to plan and structure the sequence, as well as explicitly consign the learning outcomes for which this didactic guide is destined. For instance, the incipient stages of this phase are intended to determine the general aspects of the didactic sequence such as name, general objective, group or groups of students for which the didactic sequence is destined to, and the dates in which the didactic sequence is intended to take place. Progressively, the general objective of the didactic sequence needs to be structured, considering that the dynamics that the didactic sequence involves must serve to achieve this main purpose.

Execution phase

The period of time, in which the start-up of the didactic sequence is presented posterior to the preparation phase, is known as the phase of execution. The initial approaches to this stage are destined to introduce the generalities of the didactic sequence, as well as to negotiate with the students aspects of methodology, assessment and other items that have to do with the development and the achievement of the general objectives of the guide. Apart from letting students know and superficially modify what the sequence is intended to develop, the execution phase is also appropriate to diagnose if the prior knowledge necessary to develop the didactic sequence has been acquired by the students.

Evaluation phase

The evaluation phase is focused on the acquisition of the objectives that were previously stated and the socialization of the product made at the end by the students. The

final phase can be summative or final. Final means that the aim is to assess the information collected during the beginning and in the development of the process, following the purpose of identifying to what extent the goals established at the beginning were achieved. Summative means to assign a numerical value to the product.

The didactic sequence proposed for this project is mediated by video games; thus, this concept will be presented next.

Video Game Streaming

Given the fact that streaming encompasses the impact of technology and video games, it is important to define the most remarkable concepts in the following lines that derive from the application of a video game streaming methodology applied to a class of English as a Foreign Language (EFL). It is important to define streaming as the main strategy to involve the class and act as the channel to communicate with all the participants, the social groups behind the video games, the social groups that are created based on each video game-specific vocabulary and use, and also each type of those; by understanding these terms, we will be able to comprehend the use of a communicative strategy applied to an EFL classroom, the uniquenesses of every community of speech that is created within the games implied, and the importance, advantages, disadvantages, and specific purpose of the games that are implemented for the classes.

Streaming

The act of transmitting information and content such as audio and video broadcast files is known as streaming. These virtual objects are transferred throughout the internet and can be reproduced in several technological devices. As posed by Spilker & Colbjørnsen

(2020), streaming is the emission and recovery of digital content which is housed and performed in a remote server. Different from downloading, the content transmitted via streaming is not permanently retained in the hard drive of the user's device. Otherwise, the information is temporarily stored in the cache. Consequently, streaming is presented as an optimized means for information transferring throughout the internet. Another source maintains a similar definition by saying that streaming is a type of media distribution in which the data from a video file is continuously delivered via the Internet to a remote user and that allows content to be transmitted online without being downloaded on a host computer or device. (Techopedia, 2017) In this sense, we can state that streaming is a tool via which content and information can be transferred in a way that is practical for both the user and the devices used.

Furthermore, the concept of streaming can take place in social networks that allow interaction in real-time; however, streaming can occur in a deferred mode. Having clear the concept of streaming, it is necessary to know different types of streaming.

Types of Streaming

The mode in which streaming takes place is bounded by the manner in which the content is transmitted. According to Do, Hua & Tantaoui (2004), the deferred manner in which users can listen or watch virtual content they prefer whenever they decide to access these technological items is a type of streaming called *Video on Demand Streaming (VOD)*. CenturyLink (2021) defines VOD in a more detailed manner declaring that two of the most popular subscription-based providers of streaming video on demand (SVOD) services are the platforms Netflix and Hulu. Subscription-based models like these allow users to pay a

monthly fee for access to large libraries of content. VOD offers a huge collection of content that can be played several times, this content is usually oriented towards the current preferences of the audience. On the other side, the type of streaming that allows users to watch real-time content over the internet is called *Live Streaming*. These categorizations serve to determine the variables that influence the conception of streaming as a content delivery means. Streaming can be used to transmit different content such as video games which are the next topic to be explored.

Video Games

A video game is a form of entertainment played on an electronic device that reproduces audio and video. The definition of video games is pretty similar for most authors, for instance, Esposito (2005) defines video games as a product that can be played on an audiovisual device and that can be based on a story. This conception of video games is too simplistic, and it makes room for ambiguity, considering that neither all digital products are video games nor all of them are based on a story. Owen (2016) provides a more detailed definition, video games are interactive digital entertainment that is executed via a computer, a game console such as Xbox or PlayStation, a phone, or a tablet. As we can see the definition of video games is a strong concept, is easy to define, and easy to understand because is something that has become and is becoming more and more common between younger, kids, and adults, it is something that has easy access, you just need an electronic device, and it has become more popular not just as a method to spend leisure but also a way to have money, video games have created a huge new world of opportunities with multiple options to enjoy, earn money, and learn things.

Types of Games

Taking into account that nowadays technology evolution has made video game creation accessible to many people, there is a huge amount of types of games divided into genres. Owen (2016) states that video games are sports, interactive TV shows, and movies, or digital board and card games that take place interactively on a computer. They're rough simulations of everyday life, including, probably, whatever you do for a living. Vince (2018) stipulated that there are many different types of video games, and typically, they're categorized regarding the characteristics or underlying objectives. Video games are a fun form of living different lives and being whoever or whatever you want to be. Thanks to that variety, people can learn aspects of several practices, for instance, how to be a constructor, a soccer player, a lawyer, etc. This can generate a great impact on people's aspirations and even more on students' attitudes. This wide variety of games also creates linguistic and behavioral atmospheres proper of each one of them, that is the theme addressed next.

Social Groups Behind Video Games

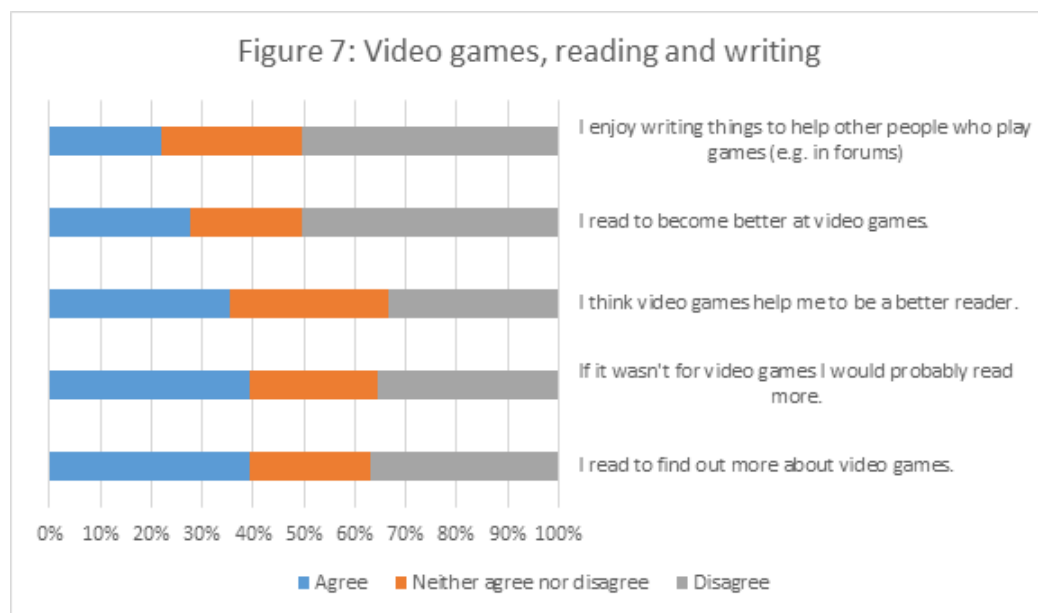
Considering that each video game possesses a determined series of elements such as characters, historical or fictional scenarios and objects to interact with, a specific literacy emerges around each one of the video games, providing users with the opportunity of being completely immersed in the gaming experience.

Video Game's Literacy. Some video games are acclimated under certain real or fictitious conditions such as place, historical scenario, social circumstances, weather, and so on. Each one of these features compose the atmosphere of the electronic game. At the same time, this atmosphere predisposes the language that is used in the game and for the users throughout the whole experience. As mentioned by Gee (2003), the set of linguistic

elements that are involved in video games makes part of the linguistic literacy behind games. In addition to this, the visual features that are involved in the video game are introduced as visual literacy. This dimension of video games involves images, symbols, graphs, diagrams, and other visual signs that are relevant for the development of the game experience and are read by gamers as well as the linguistic signs. A survey conducted by (UK's National Literacy Trust, 2020). Posteriorly, Bourgonjon (2014) addressed video games as social practices that are significant spaces to foster meaning-making. He also stated that video games must not be analyzed as mere conventional content or basic media forms. Instead, the literacy that is involved in video games needs to be addressed as a necessity. In this sense, we must realize the potential of video games as stimulative tools of secure access, useful not only for entertainment but also for society evolution and growth.

Figure 1

Video Game, Reading and Writing.



Note. Source from Picton, Clark & Judge, (2020).

As we can see (39.5%) of video game players say that they are motivated to read and to find out more about video games, while (27.8%) read specifically to improve their gaming skills, the linguistic and the visual signs together constitute the semiotic domain of a video game and reveal the opportunity on the use of video games to improve the practical knowledge of the communicative skills, and making that students become part of the multiple communities that exist in video games, each of these communities with different rules and linguistic expressions even though depending on the game the linguistic expressions can be pretty similar.

Communities of Speech.

Speech communities are groups of people who share a set of linguistic norms and expectations regarding the use of language. Morgan (2014) complements this by saying that speech communities are groups that share values and attitudes about language use, varieties, and practices. This has a huge impact on video games considering that almost every game, most online games, has its own communities of speech. Gamers usually create new terms in order to communicate with each other in the game and develop certain actions that it demands. Malisi et al., (2017) share a table with some examples of this phenomenon.

Table 1: Players choice of words and abbreviation of terms

Games	MS group	PAD group	BF group
Element			
Character	*Monster, **unit	*Monster, **unit	

Buying Character/ gacha	*Hatch, **Roll **Pull	*REM (rare egg machine), **Roll, **Pull	*Summon **Roll **Pull
Characters ' rarity	*Asc (ascension),evo, *Bevo/Trans (beast evolution/ transcension).	Evo, *ult evo (ultimate evolution), * Revo (reincarnated evolution)	*OE (Omni evolution)
Skills	*NGB (null gravity barrier) *NDW (null damage wall) *NW (null warp) *BC (bump combo), MS (minesweeper)		**BB, *SBB, UBB (super/ultra brave burst)
Characters Name's	-	Dathema (dark thema, Dkah (dark kali), Lkali (light kali), *ALB(awoken liu bei)	-

*= group's unique way to refer
to something

**= acceptable term

Table 1 (Malisi, Suharsono & Setiawan, 2017)

As we can see, the MS and PAD groups refer to some units in the game with the term monster (units are usually the enemies in the game). *Asc* is used as an abbreviation for *ascension*, a term that could mean several things depending on the game. The previous chart belongs only to one game, but, as mentioned before, each game has abbreviations or sets of rules that are used at the moment of communicating or interacting with the game.

Video Games for Education

As mentioned above, there is a huge variety of video games. That massive offer has

made it easier to find useful tools that can be applied to educational purposes. Arsa Widitiarsa & Jakarta, (2018) says that video games are an important opportunity to improve education, even in a lifelong learning perspective, thanks to its ability to force players and provide realistic simulation opportunities. An example of this is the use of warlike video games to train soldiers, an example of one of these games is Arma due to its extremely similitude to real-life military situations, and one of the armies that use this method is the US army Romaniuk (2017) says that the military has encouraged many of its soldiers to partake in the thrill of violent video games as a way to continue combat training, even when not on active duty.

Granic, Lobel, & Engels (2014) posed in their study some of the advantages that video games offer:

They have competitive and cooperative objectives, players immerse themselves in pretend worlds providing safe contexts in which negative emotions can be worked out, and games allow a sense of control with just enough unpredictability to feel deep satisfaction and intense pride when formidable goals are finally reached. In addition, video games are socially interactive in a way never before afforded. Increasingly, players are gaming online with friends, family, and complete strangers, crossing vast geographical distances and blurring not only cultural boundaries but also age and generation gaps, socioeconomic differences, and language barriers.

These benefits are significantly important considering that in the context of the didactic sequence, it will help to develop cooperative learning, which is considered to have a big impact on language learning. The sense of satisfaction would make the students focused on reaching a goal while they are motivated to learn about other cultures, and

becoming socially aware of several contexts, some of the games that can serve this purpose are warlike video games such as Call of Duty, and Battlefield or a casual game like Minecraft. Minecraft is for now the best option due to the high quantity of opportunities that brings us since we can create whole worlds that can be related to English teaching and representations of places through the use of maps. There is a huge variety of actions that can be developed inside the game and a proportional quantity of materials to be used.

Vocabulary

In the previous construct, it is mentioned the most important concepts to make this project work. Following the fundamentals to communicate, interact and teach, the paragraphs below will be focused on the objective of the project which is, developing vocabulary through the use of games, even though it is a concept too common and that every person works with it every day, it is important to define that vocabulary is a set of words that we use to communicate effectively and that those words vary depending on the language, also inside vocabulary we have two distinctions: The productive vocabulary, and the receptive vocabulary. We will comprehend these terms.

Productive vocabulary

Productive vocabulary is focused on the words that we regularly use, productive vocabulary can be regarded as a process of active word because learners can generate words to express their thoughts and feelings which are understood by others (Webb, 2005 as cited in Maskor & Baharudin, 2016) the productive vocabulary is carried out when the person produce language based on his or her perspective, emotions, or thoughts and if we have to relate this to video games, this is a concept that makes part of video games not just because there are words but because the people who play video games express a lot their

feelings, and the video game industry have empowered this by creating pre-set words, expressions and emotes that represents some feelings, so the player can use this to express something in the game.

Another interesting concept that productive vocabulary has is that according to Laufer (1998) productive vocabulary is divided into controlled and free vocabulary. Controlled productive vocabulary knowledge indicates the capacity to construct words when the cue is given while, free productive vocabulary knowledge is the ability to use words spontaneously and without specific encouragement to produce certain words, such as writing independently.

In the case of our project, we will be working more with controlled productive vocabulary taking into account that the signals that we will use to develop vocabulary will be based on the context of the game, giving specific missions that will lead learners to learn specific words, phrases, or sentences, and it will be combined with receptive vocabulary which is what they can understand.

Receptive vocabulary

On the other hand, receptive vocabulary defines the words understood by the language learner. Different from the previous concept, we can say this is a passive vocabulary that is focused on the understanding of instruction. The American Psychologists Association mentions that “an individual’s vocabulary is defined by the words that he or she can understand rather than the words that he or she normally uses”. (APA, 2002) With this definition, we can take into account the actual background knowledge and preconceived notions about the English language as a cornerstone for the ongoing development and foundations of every instruction, and even more under the circumstances

of a streaming environment, where the learner has to acquire the vocabulary from two different sources at the same time. As a matter of fact, Grow and LeBlanc (2013) mention that to “acquire simple and conditional discrimination skills under appropriate stimulus control, the learner must observe the relevant features of the programmed antecedent stimuli” where the students have to get clear instructions and signals from instructions, environment and relate it with the previous experiences so they can relate what is spoken to them or showed as text, and comprehend it as a circumstantial process that requires specific actions systematically.

The current definition of receptive language can help us to highlight and focus our efforts towards the advantages of a good instruction, where the learners can get a clear picture of what is intended with the spoken and written language, and perform the actions that are requested during the streaming sessions of this project. Furthermore, it is important to detect small variables in the students' interaction after they can confirm with gestures, sounds or words that they were able to fully comprehend the task.

Teaching vocabulary

Vocabulary teaching is main in any language learning processes taking into account that it guarantees the comprehension and performance of each one of the four principal language skills (reading, listening, speaking and writing). As said by Nelson (2008), learners add words to their lexicon in a variety of ways: looking up definitions, identifying new words in a variety of contexts, using these new words in writing and speaking, recognizing a new word's part of speech or several parts of speech, and connecting new words with others which they are familiar with. In that sense, learners can meaningfully acquire and learn vocabulary both objectively and subjectively.

According to McGlynn & Kozlowski (2017), the act of determining the vocabulary to be taught is crucial; however, it is more important to establish the methodologies through which the target vocabulary will be presented to the students. The authenticity of the words implemented are crucial in the success of the vocabulary learning process considering that if students find it useful, this lexicon can have more significance for them. In other words, if vocabulary teaching is based on real life students' needs, its learning will be helped by learners' raised willingness and positive attitudes towards what is being taught.

Literature Review

Nowadays, technology is frequently involved in several scenarios of every person's life. Every day, people are buying new phones, new computers or tablets, any kind of technological device, and with that, they are acquiring several opportunities to play video games. Consequently, a tendency for playing several kinds of digital games has been constantly growing among young people. It is for that reason that the present project pretends to innovate in the field of English teaching by combining that popular use of technology with one of educational indole. We have collected some works that will help us to establish the basis of our didactic sequence in terms of scope, methodology, and expected results.

Computer games can get your brain working': student experience and perceptions of digital games in the classroom, developed by Beavis & Muspraff (2014), pretends to shed light on the use of digital games as pedagogical tools for literacy and language learning. Similarly, a study named *Video Games in the English as a Foreign Language*

Classroom, which is developed by Anderson et al. (2008) pretends to ascertain the possibilities to implement computer games as a center pedagogical tool. The purpose of this article is to find out the relevant linguistic aspects of computer games to be incorporated into a language course curriculum. Lastly, a study developed by Guerrero (2011) called *Using Video Game-Based Instruction in an EFL Program: Understanding the Power of Video Games in Education* can establish the expectations of this project considering that in it, there are consigned the Colombian learner's attitudes towards the implementation of video games for language learning and teaching.

In the first place, *Video Games in the English as a Foreign Language Classroom*, developed by Anderson et al. (2008) is a study that searches for the potential of computer games as a center pedagogical tool and the relevant aspects of implementing them in a course curriculum. The experiment was divided into two trials; the first trial had eight subjects (three Taiwanese undergraduate students, two university exchange students from France, and four Taiwanese high school students) participating in the five stages that this experiment proposed. All of them had studied English for at least six years and they were self-motivated to participate in the study. The second trial was made with 29 Taiwanese non-English major graduate and undergraduate students. The information was collected through observation by the researchers. In addition, screen captures, video recordings, and interviews were used to analyze the results of the experiment trials; Interviews were a factor in common in the three studies.

While performing the game, the preference for interacting with classmates rather than teachers was a relevant finding in this language learning process which was centered in a warlike video game, similar listening comprehension abilities were found in both

groups, besides there were few improvements after the post-test and a preference in the learners for previously having the glossary related to the game was found by the study. The next study will help us to complement and add some aspects that will shed light on the possible methodology that is going to be used.

Guerrero (2011) in his research *Using Video Game-Based Instruction in an EFL Program: Understanding the Power of Video Games in Education* small-scale examines the perception of four students that change from a traditional method of learning to a game-based methodology, this study was developed in a military academy in Colombia. It was focused on the improvement of English language learning instructions simulating linguistic context in the game. Through a process of observation, taking notes, and recording a few interviews, the responsible of the study collected data from the military academy in Colombia using the game GTA SA. The results showed that the students were more entertained, attentive, and with greater attitudes towards their English classes considering that they felt comfortable when applying English in a context that was familiar to them and with a methodology that is more context-based, different from the previous methodology that was taught in an isolated way.

In brief, Guerrero (2011) states that “the use of GTA SA in the context of a military academy was perceived as an efficient way of teaching English that encouraged many of the interviewed students to be more attentive and engaged in class.” The response of the students gives high expectations about the possibilities of students interacting in this mechanism. However, as expected, there were some students that did not perceive the use of video games as better than the traditional way or as a methodology that can be useful for

them, so it is important to carefully consider these students' attitudes when implementing video games as pedagogical tools.

Similarly, Beavis & Muspratt (2014) study's purpose is to collect students' attitudes towards the use of video games in the classroom. It is a qualitative study in which the information as in the previous study was collected through surveys, in this case, made to 270 students from different Australian catholic schools that have prior experience with game-based learning. The findings in these areas were analyzed through statistical analysis embodied in graphics. Lastly, major findings of the study demonstrate that the most popular games in the students are sandbox and warlike videogames such as *Minecraft* and *Call of Duty*. Another important finding is the learners' preference for academic-oriented video games and learning objects rather than other commercially available games, little difference with the study made by Guerrero in which is not mentioned a preference for academic-oriented video games but stands out the adaptation of a game like GTA to language education by means of designing language exploratory activities.

Beavis & Muspratt (2014) article is beneficial to the present project considering that it can determine study expectations providing clues that allow the establishment of the project's scopes. Likewise, this research article was developed in a population similar to the one that the project works with. For that reason, the advisability of the methodologies implemented by Beavis & Muspratt (2014) is evidenced in the course of their article that provides an overview of the students' attitudes towards video games, giving us ideas about which type of games should be used, which aspects of game-based learning can be adapted to the project, and to take care of games that might lead to disinterest, monotonous content or technological difficulties.

Considering that these three studies use video games as pedagogical center tools for language and content learning, we can state that they support the present project whose purpose is to use video games as a strategy for teaching English as a second language. These studies guided us in some fundamental aspects such as the way in which video games work in specific contexts; for instance, the study of Beavis & Muspratt (2014), is focused on primary school and our project is conducted in a similar scenario. Other fundamental contributions that the studies provided to the project are the ideas about which games can be useful, and which type of games should be abstained to use. In addition, Guerrero (2011) consigned some attitudes of Colombian learners towards the implementation of video games as centered pedagogical tools that can demarcate the scope of the project, the specific regional population and their uniquenesses. Similarly, the study developed by Anderson et al. (2008) is beneficial to the project considering that it provides an overview of the learners' attitudes towards the implementation of video games in EFL teaching and learning. Also, based on the foundations and the results of these studies, we expect that our teaching strategy grounded in video game streaming helps students to enrich their communicative skills, self-motivation to learn, and a different approach while implementing the increasingly growing video games market.

Methodology

This stage will present information about the didactic sequence designed, explaining aspects such as the type of project, context, participants, instructional design, and researcher's role.

Type of project

This project searches for the designing of a didactic sequence based on the use of video game streaming for the learning of vocabulary. The teachers using task-based instructions will develop a sequence that will last around 10 classes and that will help students to achieve a general improvement in their vocabulary.

Context and Participants

This didactic sequence will be designed for students in eleventh grade from a public institution located in Dosquebradas, Risaralda. This is a stratum three sector attending students from the same neighborhood and some others that travel from up to 3 Km to get to the institution. This educational institute only teaches to girls until grade 11°, which is known as “middle education”. A classroom typically consists of 30 to 40 students with some exceptions, creating an estimated number of students per classroom of 38. There are also 15 teachers, and only one of those is in charge of the English area with secondary school learning and no English teacher for primary education. The participants will be students from 11° grade, the students are between 15 to 17 years old with an English proficiency between A2 to B1 level.

Practitioners' role:

The design of the didactic sequence was carried out by two students from the Licenciatura en Bilingüismo con Énfasis en Inglés, during the development of the project the two practitioners were in the ninth and tenth semesters. The role of the practitioners consisted in selecting a methodology, an objective, and some scenarios for the development of this process.

Instructional Design**DIDACTIC SEQUENCE FOR THE DEVELOPMENT OF ENGLISH
VOCABULARY THROUGH THE USE OF VIDEO GAMES**

During task-based learning, students solve tasks that are relevant and interesting to them. In order to solve the task, they need to use the target language they're learning to communicate with their peers. They use authentic language instead of answering grammar or vocabulary questions about the language (Kawasaki, 2021). The classes will consist of 10 sessions each one of two hours per week. Our focus is based on the creation of real-context tasks and objectives inside the video games we selected, the topics that will be followed are:

Topic 1 - Action verbs

Topic 2 - Health

Topic 3 - Environment

Topic 4 - Work

Topic 5 - Home

Topic 6 - Food and drink

Topic 7 - Tourist places

Topic 8 - Art

Topic 9 - Technology

Topic 10 - Goodbye

SEQUENCE IDENTIFICATION

- Name of the subject: English - Video Games for Language Learning
- Teacher's name: [Juan Daniel Bedoya Giraldo](#)- Juan Camilo Gutierrez Montoya
- Group: Eleventh grade
- Date of the didactic sequence: 10 sessions - first semester of 2022

PLANNING PHASE

The didactic sequence is intended to be developed in an ESL classroom with eleventh graders. The set of instructions presented below are designed to learn English vocabulary through observation of interactive gaming experiences where the performer of the video game is narrating the development of the game and their impressions of the experience.

General Objective:

After performing this sequence, students must be able to learn English vocabulary by grasping meaning during the video-game streaming experience.

Didactic Objectives:

To take advantage of each video game's context to teach specialized vocabulary.

To improve oral skills by creating activities in which students put into practice the vocabulary learned.

To improve knowledge related to the use of technological devices.

DIDACTIC CONTENTS:

- **Didactic contract:** [Didactic Contract](#)
- **Conceptual content:**

Standards from Suggested Curriculum Eleventh grade.

- Understand instructions to execute actions.
- Identify connectors in order to get discourse sense.
- Use of images and information from the context to guarantee understanding.
- Use of suitable strategies to comprehend what is spoken.
- Describe characteristics of defined topics.
- Express opinions.
- Describe experiences, events or feelings.
- Defend a proposal with valid arguments.

Language

- Action verbs
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- Environment
 - Health
 - Jobs (doctor - builder)
 - Home
 - Food and drink
 - Places

Proficiency Standards:

- Define the causes and effects of a topic of general interests.
 - Express in an oral way points of view.
 - Take a critical position on academic or social issues of interest.
 - Recognize vocabulary related to health, comparisons, and bibliographic fonts, etc.
 - distinguishes expressions related to social values.
 - Participates in a prepared discussion.
 - Defines the causes and effects of a topic of general interest.
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EXECUTION OF DEVELOPMENT PHASE

SESSION 1: Action Verbs

General objective of the session: Students identify the action verbs presented throughout the dynamic to later use them in their own gaming experience.

Video game to be used: This session is intended to be developed with one of the several video games that offer battle royal modality which is a type of all vs all game in which participants should survive to become the last participant standing. Nowadays, students are very familiar with video games such as *Fortnite*, *Free Fire* or *PUBG* which include battle royal mode.

Procedure

In this stage, the continual repetition of the actions and the items that the gaming experience involves is necessary in order to foster the assimilation of the target vocabulary.

The initial stage of the game is the parachute landing. The teacher takes advantage of this section to introduce the verbs “accelerate, decelerate, dive, eject, stabilize, look around and land”. This vocabulary should be introduced in a narrative way during the parachute landing stage.

After landing, the teacher interacts in the environment when other verbs such as “walk, run, crawl, hit, crouch and jump” can be included in the narration of the actions.

Although the didactic sequence suggests vocabulary related to a specific topic in Session 1, it is important to take into consideration that the video game offers a wide variety of learning opportunities. It is for that reason that the teachers must be able to name each item that appears in the game even if it is not related to the target vocabulary.

To finish, the teacher asks students to perform one of the video games that have battle royal modality while narrating the actions suggested in each one of the stages of the mode of the videogame.

SESSION N°2: Environment

General objective of the session:

Procedure

The video game offers a sort of different modalities such as *fighting, roleplay, survival and simulators*. The last one is the category which the mini game about animal exploration belongs to. Using this mini game, the teacher introduces some vocabulary related to wild animals.

The game allows users to simulate that they are one of the myriad animals that the game includes. The teacher can choose one animal and develop several actions such as “walk,

run, jump, attack, crouch, eat and drink”. In this sense, the teacher can take advantage of this to review the vocabulary introduced in *Session N°1*.

The teacher explores throughout the videogame the different animal habitats that the minigame offers. The teacher elicits the animals that possibly can live in each one of the habitats that the game includes. Forest, jungle, savannah, desert, the mountain and polar regions are some of the habitats that the video game possesses and which we can interact in.

SESSION N°3: Health

General objective of the lesson: Students will identify health problems and parts of the body.

Video game to be used: Games like Plague inc, Re-Mission 2, and Mortal Kombat will be used respectively to deal with topics like pandemics, virus, bacterias, cancer, and to recognize different parts of the body.

Materials: <https://www.ndemiccreations.com/en/22-plague-inc> - Computer

Procedure: Taking advantage of the COVID-19 situation we have faced during these two years and that we are still facing, with Plague inc we will start practicing health vocabulary and symptomatology which is very important due to the actual situation.

1. The teacher will greet the students, and will ask them which diseases they know, what symptoms they know, and what they do when they feel sick, after that students will be asked to draw some representations of those symptoms (2 - 3).
(20 min)
 2. The teacher will start Plague inc and will create a new game, the students and the teacher will decide which type of plague, what type of germ would they like to use, and the difficulty (which I strongly recommend to be between medium and easy because this game is very challenging.) When the game starts you will choose the country where you wanna initiate the pandemic, then start collecting the bubbles that will make your disease stronger, as you do this you will start improving your plague by adding symptoms and diseases, here you will do this with your students and use this in favor to ask about the symptoms that appear there, the diseases, if they have felt that sometime, review the vocabulary there. Here the students must reason about the type of symptoms and diseases they want, and the transmission based on the location of the country, here you can also take advantage to teach a bit of geography if you want. (60 min)
 3. Finally, regardless of whether you win or not, in the final activity the students will create their own plague in their notebooks, they will choose the type of germ, put a name, symptoms, diseases, and the methods of transmission. They will draw everything in their notebooks. (40 min) This will be graded.
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SESSION°4: Jobs

General objective of the lesson: Identify different types of jobs and the implications they have.

Video game to be used: Two point hospital

Note: (Highly recommend the teacher to play before class in order to have some resources.)

Material: Teacher can buy the game here:

https://store.steampowered.com/app/535930/Two_Point_Hospital/

Or download it for free: <https://pivigames.blog/two-point-hospital-pc-espanol/> -

Computer

Procedure: With Two point hospital we will practice on the implication that being a doctor has and the administration of a hospital.

1. The teacher will start the class by greeting, and will recall the vocabulary seen in the last class, after that he will introduce the new subject by saying that now we will go to the good side and become doctors. (20 min)
 2. Before starting the game, the teacher will ask students to design some rooms of
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- the hospital in their notebooks, after students draw, the teacher will choose some of the best drawings, then he will raffle the best to choose just one. (30 min)
3. With one of the designs, the teacher will start the game, create a new game and start building the design chosen, in the game your main objective is to administrate the hospital and cure diseases, while you are constructing the rooms of the hospital you will ask the students what the room should have, you will explain to the students all the vocabulary about the buildings, and the diseases but here you can ask for help to the students due to the diseases they saw in last class with Plague inc. (30 min)
 4. To finish you will ask the students to build a room of a hospital that can have all the necessary materials, and the resources in order to cure the patients that suffer the plague that they created in the last class, they have to write the name of each object and room they use. (40 min) This will be graded

SESSION N°5: Parts of the House

General objective of the lesson: Identify the different parts of the house and design some rooms of the house.

Video game to be used: The sims 4 - Room designer App

Note: (Highly recommend the teacher to play before class in order to have some resources.)

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

Procedure: Using The Sims 4, we will learn the vocabulary related to home, we will learn how each room is called, what it has inside, and the purpose.

1. Teacher will start class by greeting the students, and will recall vocabulary seen in the last class, after that the teacher is going to contextualize by making some students describe their homes. After that the teacher will ask students to download an app called room designer on their phones, this will be used in an activity later.
(20 min)
 2. The teacher will start the game Sims 4 and with the students he will create their character and will choose a house to live in, after that the teacher and students will start to recognize the rooms that the house initially have, also the objects in that room and its purpose. (20 min)
 3. All together we will start to modify the house, create new rooms, and put in some
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objects. We will create together at least 3 new rooms in the house and modify the rooms that we already have with objects. (30 min)

4. Now, each student will design at least two rooms in the app room designer, they have to add objects and tell the purpose of the rooms, after they finish, they will write on their notebooks the name of each object and room, then they will download the image and send it to the email of the teacher in order to grade it. (50 min)

SESSION N°6: Food and drink

General objective of the lesson: Identify different types of food, ingredients, and prepare some recipes.

Video game to be used: Cooking simulator

Material: https://store.steampowered.com/app/641320/Cooking_Simulator/

Procedure: Using Cooking simulator we will learn the vocabulary related to food and drinks at the same time we will learn vocabulary related to kitchen objects.

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1. Teacher will start class by greeting the students, and will recall vocabulary seen in the last class, after that the teacher is going to ask students to name their favorite foods. (10 min)

 2. The teacher is going to enter the game Cooking simulator and will start a new game in free mode, after that he will start looking at each ingredient and object he has in the kitchen and will name it with the students in order to learn the vocabulary. Students will write the name of their notebooks. (20 min)

 3. After that students will have 10 minutes to create a recipe on a piece of paper they want with those ingredients, the teacher will show some on the game to give ideas, students can combine all the ingredients they want. (20 min)

 4. Now we will put those recipes in a bag and we will mix, then three students will choose three of those papers, after that we will create those recipes in the game, the students will act as a guide for the teacher telling him each step he must follow, and each ingredient he has to use. (40 min)

 5. Finally, in order to evaluate, students will draw some ingredients and some objects of the kitchen and will cut them and they will put the name of each object and ingredient in the back of the paper.
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SESSION N°7: Touristic Places

General objective of the lesson: Identify different geographical parts of the world, touristic places and the history behind those places.

Video game to be used: Geoguessr - Google maps

Note: I recommend the teacher to buy the Geoguessr Pro as it is not expensive (2 usd or 6000 cop) and allows more time to play, and more places .

Material: <https://www.geoguessr.com> <https://www.google.com/maps/?hl=es>

Procedure: Using Geoguessr we will explore different places in the world and we will learn how those places are called and the history behind it. Vocabulary about places and history will be seen.

1. Teacher will start class by greeting the students, and will recall vocabulary seen in the last class, after that the teacher will ask students about which tourist places do they know in the city or in any place, and we will visit some of them using Google maps. (30 min)
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2. After that, we will play Geoguessr which consists of a game that places you in any place of the world, we will of course use the option of just tourist places and we will explore them together, the students will guess what place it is. (due to the fact that the places are random, you can make one student play on the computer and the teacher will search for the story of the place). When all together guess the place we will study the story of the place. (40 min)

3. Finally, students will make a drawing of a tourist place they will imagine and they will write the story of the place. (40 min) this will be graded.

SESSION N°8: Art

General objective of the lesson: Identify famous artwork, the elements that are used to make them and create one.

Video game to be used: SuchArt - Jigzone - Artzy

Note:

Material: <http://www.jigzone.com/puzzles/08055D4B28C5>

https://store.steampowered.com/app/1293180/SuchArt_Genius_Artist_Simulator/

<https://www.artsy.net/gene/iconic-works-of-art-history>

Procedure: Using Jigzone and Suchart we will explore the art of some famous artist, we will learn the names of the artworks, the name of the elements used and the story behind it.

1. Teacher will start class by greeting the students, and will recall vocabulary seen in the last class, after that teacher will ask students which artworks they know or recognize. (20 min)
2. Using Jigzone, the teacher will choose an artwork and all together will solve the puzzle, when the puzzle is solved we will identify together the name of the piece and we will look at the story behind it using “artsy.net” (40 min)
3. Now we will start the game SuchArt and we will design or own artwork, but for this students will first create an artwork on their notebooks, after that we will choose all together two or three of the best drawings and the author of those drawings will go to the computer and design it on the game. (40 min)

(Note: Everybody has to make the design of the artwork on their notebooks because it will be evaluated.)

SESSION N°9: Technology focused on computers

General objective of the lesson: Identify terms related to computers, parts of a computer, and how to fix some problems.

Video game to be used: PC building simulator

Note:

Material: <https://store.epicgames.com/es-ES/p/pc-building-simulator>

Procedure: Using Pc building simulator we will explore technology related to computers, how to fix some physical problems of a computer, and the vocabulary related to each part of a computer.

1. Teacher will start class by greeting the students, and will recall vocabulary seen in the last class, after that teacher will ask the students if they have a computer, what games do they like to play there and if they know the parts that make up a computer. (20 min)
 2. After that the teacher will ask the students to draw some of the parts that they
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- know a computer has. (10 min)
3. Teacher will open the game, enter free mode and will start showing the students each part of a computer, how to disarm and arm one and what they have to do in order for it to work. (40 min)
 4. Then students will continue with the drawing of the parts they were doing but this time they will add at least 5 more parts, and they will put the name of each part. (35 min) (This will be evaluated)
 5. Teacher will give instructions to the students in order for them to make a real object related to any of the topics seen in class for the next session. In front of the board they will have to say the name of it, explain what it is, and the function of it. (10 min)

SESSION N°10: Sum Up

General objective of the lesson: This class will be developed by recalling all the subjects seen, evaluate the knowledge acquired by the students and ask them what they think about this methodology.

Procedure:

1. Teacher will start class by greeting the students, and will recall vocabulary seen in the last class, after that teacher will ask students to make a general review of all the sessions by recalling some of the vocabulary seen. (20 min)
 2. The teacher will ask the students to show the object they make in front of the classroom, the students will explain what it is, the name of the object, and the function it has. (70 min) (This will be evaluated)
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Ethical considerations.

This project is proposed for being developed with secondary students of eleventh grade, it is important to implement different ethical considerations that will guide our research designs and practices. Practitioners will adhere to a set of principles that will protect students' integrity, rights, and dignity.

- The didactic sequence is intended to be guided by respect in the classroom and no judgment.
- The didactic sequence content is designed under the principles of developing competences of being, doing, knowing, and living together.

- The content selected for the didactic sequence is accurate for students' age, background, and English level.
- Students will not be required to contribute money, resources, materials, or any others that imply expenses.
- Students will sign an informed consent in which they accept the participation on the project and following that they will receive all the information of the project except the lesson plans that have not been taught to them, this includes the objectives, procedures, and the purpose.
- If the didactic sequence is used as a means for collecting data for a project, the students will have a voluntary participation and, in any case they consider necessary, they can quit the project.
- Personal information collected will be maintained in confidentiality.

Conclusions

Having considered the structuration of a didactic sequence, which intends to take advantage of video game streaming as a popular means of entertainment between childhood and adolescence, and its implementation in a public high school in Dosquebradas, Risaralda. The practitioners that head this project have concluded the next:

- The project represents promising outcomes in terms of impact considering that video game streaming has been globalized throughout the internet, becoming a very common trend in student's life.
- Due to the involvement of students in an aware process of video game expectation, the participants of this project implicitly acquire intellectual abilities which serve to extract some of the linguistic components presented in any speech.
- The teaching and learning of vocabulary mediated by a methodology based on the dynamics proper of video game streaming provide not only a character of motivation to students, but also an authentic opportunity for them to strive to develop their communicative competences.

Recommendations

- The institution or the professor must have materials such as a video beam, a computer, and some of the video games presented in the didactic sequence.
- The vocabulary should be taught within a context, for example, the one proposed in this project.

- The content of the Didactic Sequence must come from the interests of the students, selecting the correct games and exercises will be absolutely necessary for the development of the project.
- It is important to continue developing studies that, following the initial perspective, allow the continuous improvement of the project.

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<p>Pre-task</p>	<p>The students will watch a video to contextualize them about action verbs https://www.youtube.com/watch?v=t0-RoCuN4Lc&t=61s&ab_channel=Games4esl. After watching the video and with the explanation of the teacher about the topic, the students will make another activity where they have to select the correct action verb for the</p>  <p>image.</p>	
<p>Development 40 min</p>	<p>The professor will stream the videogame Minecraft performing some action verbs, the objective will be constructing a little house of wood, so among the way the students will saw some action verbs such as:</p> <ul style="list-style-type: none"> dig to cut trees to explore build up jump chop stone crafting  <p>(Example of cutting a tree with an axe inside the game)</p>	
<p>Post-task</p>	<p>20min</p> <p>The students in their notebooks will create a step by step plan to build something inside the game, they will do it by writing the actions that they have to do to develop it.</p>	