

**Role play games as a didactic tool for learning English in fourth graders at John F.  
Kennedy elementary school**



Angela Marcela Jiménez Montero

Edinson Eduardo Pabón Luna

German Gustavo Ardila Martínez

Luis Armando Rivera Montenegro

Universidad del Cauca  
Facultad de Ciencias Humanas y sociales  
Lenguas Modernas Inglés-Francés  
Popayán  
2022

**Role play games as a didactic tool for learning English in fourth graders at John F.  
Kennedy elementary school**

Presented by:

Angela Marcela Jiménez Montero

Edinson Eduardo Pabón Luna

German Gustavo Ardila Martínez

Luis Armando Rivera Montenegro

Director:

Mg. Adriana Idrobo Hurtado

University of Cauca

Faculty of Humanities and Social Sciences

Modern Languages English – French

Popayán

2022

**Role play games as a didactic tool for learning English in fourth graders at John F.  
Kennedy elementary school**

Popayán, July 19<sup>th</sup>

Judge signatures:

---

Mg. Oscar Reynaldo Muñoz

---

Lic. Cristian Fernando Salazar Valencia

---

Mg. Adriana Idrobo Hurtado

---

Date

## **Acknowledgements**

Thank God first for to allow us to culminate this process, which has meant the beginning of a new stage hoping to be able to do our part in our society, since education is a fundamental foundation for every human being, especially children.

Secondly, we would like to thank our parents and friends who were always supporting us in this process because without them it would not have been possible to have a personal growth which allowed us to learn to be better human beings.

Finally these last words of gratitude are directed to those people who during our passage through the university were our example to follow, to our professors who were responsible for guiding us not only professionally but also as human beings, especially to our dear project advisor Mag. Adriana Idrobo Hurtado who despite the obstacles that arose during this process was always supporting us.

## **Abstract**

This research project sought to improve the level of English in fourth graders at John F. Kennedy elementary school from Popayán city, Colombia, by using the role playing video games, where we proposed as objectives to motivate the learning of vocabulary and to contribute to interaction in the English area. We considered role-playing video games as a didactic tool due to they have not been used for learning English and because they allowed us to experience different environments and situations where it was possible to interact through English. Thanks to the variety of scenarios, we could also extract vocabulary and expressions which were learned and practiced by both students and teachers. On the other hand, this type of tool allowed the students to play the role of the starring of a story in which they found themselves immersed in different places which they could not access in real time.

### **Key Words:**

Role playing video games, meaningful learning, interaction, background knowledge, motivation, innovative, didactic tool, collaborative learning, vocabulary.

## **Resumen**

Este proyecto de investigación buscó mejorar el nivel de inglés en estudiantes de cuarto grado en la escuela primaria John F. Kennedy de la ciudad de Popayán, Colombia, haciendo uso de los videojuegos de rol, donde propusimos como objetivos, motivar el aprendizaje de vocabulario y contribuir a la interacción en el área del inglés. Consideramos los videojuegos de rol como una herramienta didáctica debido a que no se han utilizado para aprender inglés y porque nos permitieron experimentar diferentes entornos y situaciones donde era posible interactuar a través del inglés.

Gracias a la variedad de escenarios, también pudimos extraer vocabulario y expresiones que fueron aprendidas y practicadas por estudiantes y profesores. Por otro lado, este tipo de herramienta permitió a los alumnos desempeñar el papel de protagonistas de una historia en la que se encontraban inmersos en diferentes lugares a los que no podían acceder en tiempo real.

### **Palabras claves:**

Juegos de rol, aprendizaje significativo, interacción, conocimientos previos, motivación, innovación, herramienta didáctica, aprendizaje colaborativo, vocabulario.

## Contents

Introduction.....	1
Justification.....	4
1. Problem statement.....	6
2. Question research.....	7
3. Objectives .....	8
3.1 General Objective.....	8
3.2 Specific Objectives.....	8
4. Definition of terms.....	9
4.1 Action research.....	9
4.2 Collaborative learning.....	9
4.3 Field diary .....	9
4.4 Meaningful learning.....	9
4.5 Negotiation of meaning.....	10
4.6 Participatory observation .....	10
4.7 Qualitative research.....	10
5. Theoretical framework.....	12
6. Background Information.....	17
6.1 International Studies Review .....	17
6.2 National Studies Review .....	17

7. Conceptual References.....	20
7.1 Role Play Game.....	20
7.2 Didactic Tool.....	20
7.3 Cooperative Learning.....	20
7.4 Socialization.....	21
7.5 Interaction.....	21
7.6 Motivation.....	22
7.6.1 Intrinsic motivation.....	22
7.6.2 Extrinsic motivation.....	23
7.7 Foreign Language.....	24
8. Contextual Framework.....	25
9. Marco Legal.....	27
10. Methodological aspects.....	31
10.1 Techniques and Tools.....	32
10.2 Design of project proposals.....	54
10.3 Guía para descarga e instalación del videojuego de rol.....	67
11. Analysis.....	79
12. Conclusions.....	84
13. Recommendations.....	87
14. Limitations.....	89



15. Bibliography ..... 91

16. Appendixes ..... 95

## Tables

Table 1 Magic and the exit of the castle .....	34
Table 2 Learning new expressions with chrono cross .....	38
Table 3 The opasa village and a world to discover.....	42
Table 4 The opasa village and a world to discover 2.....	46
Table 5 A big world of vocabulary .....	50
Table 6 Recognize animal friends.....	56
Table 7 Find the first jigsaw piece.....	58
Table 8 Adventure at the beach .....	61
Table 9 Adventure at the beach continues .....	63
Table 10 Looking for the hidden treasure.....	65

**Table of images**

Image 1 Author's own creation. Class One .....	36
Image 2 Author's own creation. Class two .....	41
Image 3 Author's own creation. Class three .....	45
Image 4 Author's own creation. Class Four .....	49
Image 5 Author's own creation. Class Five .....	53
Image 6 Ingresar al link .....	67
Image 7 Descargar .....	68
Image 8 Mostrar en carpeta.....	69
Image 9 Copiar.....	69
Image 10 Nueva Carpeta.....	70
Image 11 Pegar .....	71
Image 12 Extraer Aquí.....	71
Image 13 Video Juegos.....	72
Image 14 Project 64 .....	72
Image 15 Ejecutar .....	73
Image 16 File .....	74
Image 17 Nueva ventana.....	74
Image 18 Carpeta videojuegos.....	75
Image 19 Juegos.....	75
Image 20 Banjo-Kazzoie.....	76
Image 21 Inicio videojuego .....	76
Image 22 Options .....	77

Image 23 Configurar control..... 77

Image 24 Aceptar ..... 78

**Appendixes**

Appendix A. Consentimiento Informado.....	95
Appendix B. Adivina de que se trata la historia .....	97
Appendix C. Encuentra la pieza del rompecabezas .....	99
Appendix D. Aventura en la playa.....	101
Appendix E. Un encuentro con el capitán .....	102
Appendix F. Buscando el tesoro .....	104
Appendix G. Estudiantes 1 .....	107
Appendix H. Audiovisual content .....	121

## Introduction

This research project came from the need of finding new tools to stimulate the learning of English in a fun way. For the development of the research, it was considered the great influence that role-playing video games have nowadays, since it is an easily and accessible tool for children, young people and adults.

The purpose of this project was to demonstrate that role-playing video games provide technological and innovative material for the study population with which to developed the practices of Educational Process Orientation (EPO), in which basically students in the eighth and ninth semesters of the Bachelor's degree in Modern Languages With Emphasis on English and French must teach English classes in some institutions that have an agreement with the university. The aim of this project research was to apply strategies that motivate students to achieve the objectives set at each stage of this proposal, which sought to improve English learning of fourth grader students at John F. Kennedy Elementary School in the city of Popayán, seeking to generate meaningful learning in the English language area, according to (Ausubel, 2002 cited by Cobos, Vivas, & Jaramillo, 2019, p 241), meaningful learning is a cognitive process that develops new knowledge and can be incorporated into the cognitive structure of the student knowledge which relates them to the previous ones, facilitating the interaction and the use of the new information with the pre-existing, in this sense what was stated was that students linked their previous knowledge in order to generate new one through the interaction with different characters and scenarios presented in the role-playing video games, implementing a new strategy, that's why a general objective was established, which consisted on the use of role-playing video games as a didactic tool based on a Meaningful Learning principle, besides, some specific objectives were proposed such as encourage the learning of English vocabulary through

the use of role-playing video games by students, in addition, to contribute the interaction in English between them by meanings of using different characters and elements of role-playing video games and solving the obstacles that arise during the game. Finally, because of the COVID-19 pandemic, it was proposed the design of five sessions. Situation which caused a certain delay during the investigation due to all schools stopped academics activities indefinitely. Reason why it was necessary for us to make videos about the last five classes where it was showed the development of the activities in relation to the role-playing game.

For this research different sources at national and international level were consulted because they presented some objectives such as *The use of video games as a didactic resource*, *video games and learning second languages*, *video games: an innovative alternative for learning English and learning vocabulary in English*, through extensive experience of playing, which could serve as support for this research.

This research was developed according to the qualitative type, in which it was intended to use role play videogames to improve the level of English in fourth grader students at John F. Kennedy Elementary school. In addition, the action research was used, due to the fact that the researchers played the role of both researchers and participants, so as to obtained reciprocal learning throughout the practices of Educational Process Orientation (EPO), for which participatory observation technique was conducted considering necessary the use of a field diary, a digital camera and a card of objectives as support instruments of observation. Finally, the exploratory study was implemented, since at the local level no research has been conducted on role-playing video games as a didactic tool for learning English, according to different conversations with some members of the educational community.

For the development of the practices of the research project, two role-play videogames were chosen (Chrono Cross and Banjo Kazooie), which presented a variety of scenarios, characters, dialogues and situations, from which different elements of English could be extracted, such as Grammatical structures, vocabulary, common expressions and dialogues.

As a first step for the activities of each session, it was considered the presentation of the role play videogame and how to learn to control the main character. Then, a brief explanation of the topics to be studied during the session was given, for example, simple present of the verb to be: using the board, the structure of the verb to be was explained with its respective singular and plural pronouns and in the same way other topics were explained such as: Wh questions, vocabulary, etc. After the explanation, the students were guided to make use of the role play videogames, always taking into account the previous indications, for example: The students were asked to identify in the dialogues of the characters of the role-playing game, the structures of the verb to be, Wh questions, expressions or vocabulary, which are usually used in a conversation, in addition they could find objectives that they had to fulfill within the video game, which awakened in the children the curiosity to learn so that they could advance in the video game, thus giving themselves a collaborative learning since the children asked their own classmates or the teachers for the clues to obtain objects and advance in the different scenarios of the video game.

At the end, the children were asked to write down the words or expressions that most caught their attention so after, they would know the meaning of these, and then it was practiced the pronunciation.



## **Justification**

Nowadays video games have become a cultural trend, since it is possible to access them easily by different technological means. Over time, video games have been seen in a negative way by both parents and teachers, due to the lack of knowledge on this subject, and the amount of time children spend on them without any kind of adult guidance, whether on computers, consoles or cell phones, but today and thanks to different studies such as: Video games can develop graduate skills in higher education students: A randomized trial by Barr (2017) where it was shown that through the use of video games some students were able to improve their adaptability, resourcefulness and communication skills under controlled conditions over a period of eight weeks. Also, there are other articles that highlights the true potential of using videogames in education, but it also proposes the problems and doubts that arise when video games are used as a teaching tool (López, 2016).

It is known that they can be used in a useful way, in this case to improve the learning of English, bearing in mind that, with the evolution of technology, the options of learning English through role-playing video games can be motivating for students and there are also numerous studies that show the benefits of these as educational tools, as some researches show (Peterson, 2010; Cortés et al., 2011; Avouris & Yiannoutsou, 2012; Chua & Balkunje, 2012; Fonseca et al., 2012; Padilla-Zea, et al., 2013; Gürbüz et al., 2014; Slovacek et al., 2014) the following conclusions can be drawn from these investigations: "They benefit the reading comprehension capacity due to the multimedia environment in which they are developed, they are an ideal environment for creative and discovery learning, they increase the attention and interest of the students in the English language" (Rico García & Agudo-Garzón, 2016) which consequently have a positive effect on the learning of English, in addition, it is also possible to acquire

vocabulary of the language, since while they play they are learning through socialization and interaction with their friends and at the same time in an unconscious way they are acquiring an advantage as far as the apprehension of a second language. Besides, while playing, they will have the chance to experience different situations where it is possible to recognize a lot of expressions which are used in a normal conversation due to each character has the possibility of interacting with objects and people in the game.

One of the difficulties at finding activities or methods that capture the attention of students, for this reason something motivating about role-playing video games is that they are similar to a movie, where you can find a story and the main characters. The difference is that it is not only about observation, on the contrary, you control the main character which gives the opportunity to interact with the world around you, you can observe things, collect them, use them and relate to other characters, which use specific expressions in English. This situation offers the player the ability to do what he wants while playing and at the same time develops an emotional bond, because he becomes the protagonist of the story and thus the motivation increases as they solve the challenges or problems that arise during the game, because the elements presented in role-playing video games are very varied, such as images, objects, situations, expressions, among others, these could be used in a didactic way for learning English.

## 1. Problem statement

According to the publication of Centro de Análisis Diálogo Interamericano called *Aprendizaje de inglés en América Latina 2017* which evaluates current public policies and recommendations for improving the region's language skills, Latin America's average English proficiency is low, in which Colombia ranks last.

In this sense it can be said that the current strategies used for learning English are not very effective, which leads to thinking about innovative strategies and methodologies to improve the learning of the second language.

Bueno y Martinez (2002) states: "The teaching method materializes in the classroom, and becomes the best ally of the teacher if it obeys the interests and needs of the students and fulfills the objectives that are intended to be achieved". With this, the learning of a foreign language will be significant if methods have an adequate use of technological tools, as a result, the interest can be captured and the learning needs of the students can be met, although currently there are publications where there is no favorable support regarding the use of technologies, since they can be abused. It is important to say that role-playing video games have been taken over time as a fun rather than a learning tool, despite their easy accessibility video games have not been taken as an educational approach at John F. Kennedy Elementary School, through which students can learn, if they have the support of someone who has the ability to use this medium as a pro-English learning element. Having in mind the above, it is considered that role-playing video games could be an innovative tool for fourth grader students at the John F. Kennedy Elementary school, because thanks to them, skills such as creativity, attention, among others were put into practice.

## **2. Question research**

How can role-playing video games be used as a didactic tool for learning English in fourth graders at John F. Kennedy Elementary School?

### **3. Objectives**

#### **3.1 General Objective**

To use role-playing video games as a didactic tool for learning English in fourth graders students at John F Kennedy Elementary School.

#### **3.2 Specific Objectives**

To encourage the learning of English vocabulary through the use of role-playing video games by students in the fourth grade at John F Kennedy Elementary School.

To contribute the interaction in English among students in the fourth grade at John F Kennedy Elementary School.

To Design five sessions as a response to COVID-19 pandemic.

## **4. Definition of terms**

### **4.1 Action research**

Action research, is learning by doing in the sense that a group of workers identify a problem, develop a resolution, implement the solution and then analyze the final results. (What Is Action Research? - Executing Organizational Change, 2013).

### **4.2 Collaborative learning**

Collaborative learning is a technique teachers use to group students together to impact learning in a positive way. They theorize that working together increases learning outcomes. Collaborative learning can occur between just two students or within a larger group, and it can take a variety of forms. (What Is Collaborative Learning? - Benefits, Theory & Definition, 2015).

### **4.3 Field diary**

Field notes are a qualitative approach. Field notes are written observations recorded during or immediately following participant observations in the field and are considered critical to understanding phenomena encountered in the field. Field notes are commonly associated with scratch notes, diaries, and journals. They are one way of collecting data that can be combined with interviews and focus groups or stand on their own as a text for analysis. (Allen, 2017).

### **4.4 Meaningful learning**

Meaningful learning is to feel that all the pieces of a concept, idea, theory, formula, or argument fit together. Most of us have felt that sensation before. We've probably felt that what

we are learning ties in our mind and makes sense. Meaningful learning is active, constructive, and durable. It implies understanding. We must feel that the information is useful and not limit ourselves to only memorizing it. (Exploring your mind, 2012)

#### **4.5 Negotiation of meaning**

Negotiation of meaning is a process that speakers go through to reach a clear understanding of each other. Asking for clarification, rephrasing, and confirming what you think you have understood are all strategies for the negotiation of meaning.

In the classroom Information gap activities such as jigsaw readings or listenings, group story building, spot the difference and communicative crosswords are examples of activities that give learners the opportunity to develop their communicative competence through negotiation of meaning as they share information. (Exploring your mind, 2021).

#### **4.6 Participatory observation**

Participant observation is a qualitative research method in which the researcher not only observes the research participants, but also actively engages in the activities of the research participants. Most researchers who conduct participant observations take on the role that they are interested in studying. (Participant Observation: Definition and Examples, 2016).

#### **4.7 Qualitative research**

Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the

world, this research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. (Merriam, 2016).



## 5. Theoretical framework

This project was aimed at using role-play videogames as a teaching tool for learning English. According to Gros (2009),

In general, computer and console games are much more complex than games accessed through mobile phones. In many cases, and especially in the field of education, people choose to integrate and use strategy games, adventures and games based on real-life models or simulations.

In this way, using role-playing games, a learning environment will be established, where the student will develop interaction skills which will allow him/her to enrich the English language vocabulary and generate collaborative learning.

For the development of this project, just two role-play videogames (*Chrono Cross* and *Banjo and Kazooie*) were taken into account, according to the online encyclopedia *EcuRed* (2014) like their predecessors traditional role-play games, consist on playing the role of one or several characters that during the course of the game vary (generally increasing) their capabilities and characteristics according to the player's achievements. Also characteristic of this type of videogame is the social interaction with Non-Playable Characters (NPCs), which are characters created and controlled by the game itself and with which the player must interact. The relationship can be friendly, neutral or hostile, but generally it contains a social background, for this reason it was considered that role-play videogames are a tool that allows the player to experience different situations and environments that can be helpful in learning English, besides In this project research, collaborative learning was developed simultaneously with the increase of difficulties that students found in the role-playing video game, so help each other allow their peers to strengthen this resource as an option to help overcome different obstacles.

According to Rozo (2016),

Collaborative learning theory first emerged from the work of Vygotsky, a twentieth-century Russian psychologist. He proposed the idea that, although there are things that we are unable to learn individually, with external help we can achieve it. According to him, he said that the moment there was an interaction between two or more people, the possibility of collaborative knowledge was being produced.

That is why collaborative learning is a practice that allows acquiring knowledge based on interaction with other people, which is of vital importance for this project, since the use of video games as a didactic tool generates a reciprocal learning environment among students and teachers, thanks to this, curiosity arises in children, making it possible to interact with the characters of the role-playing video game as well as with their classmates and teachers, in order to have a greater learning of English that allows them to meet the objectives set in the sessions and those presented by the video game itself.

Collaborative learning, despite not being the best option for all types of learning, but if it is carried out well, it does produce some benefits such as; helps to promote critical thinking and reasoning, increases memories of what has been learned, promotes improvement of self-esteem, increases satisfaction due to the sensation of learning, helps improve skills such as social, communication or emotional management, stimulates responsibility, improves social relationships, reduces anxiety (Rodríguez, 2012). In this way, this project helped to improve skills in both English and social relationships among students through the use of role-playing video games, which are currently easily accessible to any type of public, even in all Colombian educational institutions is possible to find technological equipment (computers, tablets, video beam, etc.) which can be used in order to learn English in a didactic way, in addition to

generating an educational environment that motivates students to learn a second language in a different way to the traditional.

In the same way, Meaningful Learning theory was taken into account for this project since the student plays the role of the main character of the video game and therefore will be interacting with different characters and scenarios which allowed the students to reinforce previous knowledge and at the same time generate new one, meaningful learning occurs when new information "connects" with a relevant concept "subsunsor" pre-existing in the cognitive structure, this implies that, new ideas, concepts and proposals can be meaningfully learned to the extent that other relevant ideas, those mentioned previously are adequately clear and available in the individual's cognitive structure and they function as an "anchor" point to the first ones (Ausubel, 1983 cited by Cobos, Vivas, & Jaramillo, 2019, p 235). In this way, the academic curriculum of the students was taken into account according to what was established in the institution, in addition to the explanations regarding the topics to be covered in each session.

As well, the relationship that students had had with video games through different devices was also taken into account. Meaningful learning gives meaning to what the student learns and can understand, since there are anchoring elements in the student's own experience of the new concepts that are presented in a coherent and interconnected manner. Learning is therefore a process of individual and personal construction; humans integrate within the structures of knowledge those concepts that take into account and are related to what we already know (Ausubel, 1983 cited by Cobos, Vivas, & Jaramillo, 2019, p.239) Thanks to the experience that the students had with other video games, it was easier for them to control and understand the dynamics of the video game and thus fulfill the objectives set out in the video game and those proposed in the classes.

On the other hand, the Background Knowledge helped students to understand better the topics during the classes and because it is supposed that fourth graders had already acquired certain knowledge about English, Perhaps the most well-known effect of Background Knowledge is its ability to directly influence the understanding of what is read (Stahl, Hare, Sinatra, & Gregory, 1991). It makes perfect sense—the more you know about a topic, the more likely it will be that you can comprehend what is written about it. This can be related to the practices we carried out in this project, since in these it was explained certain topics that the students previously knew thanks to the practice we did during the class, for example the WH Questions, Do and Does auxiliaries, etc. Which allowed them to identify expressions or vocabulary that was related to the previous topics. In addition to situations in which the student had to interact with other characters in the game where they identified new expressions to achieve the game objectives.

In the rush to teach new information, it can be tempting for educators to overlook Background Knowledge. But to do so is to build on an unstable foundation. Background Knowledge has a profound influence on students' ability to comprehend what they read. Its effect can be defined directly, as in knowledge of the topic, as well as indirectly, especially in the ability to resolve problems when meaning is lost. In this way it can be said that the fact of having prior knowledge about the topic to be discussed facilitated understanding by students, since in our practices in each session the topic to be discussed in the video game was explained. In addition, thanks to the instructions given by the teachers, the students were able to solve problems encountered in the video game by putting logical reasoning into practice.

Fisher, D., & Frey, N. (2009). Background Knowledge. The missing piece of the comprehension puzzle, taken from

<http://siopformisd.pbworks.com/w/file/fetch/80441810/background%20knowledge%20overlooked%20factor%20in%20reading%20comprehension.pdf>

On the other hand, this type of videogame belongs to the category of serious videogames, which have the fundamental objective of creating learning environments that allow the experimentation with real problems. The aim of the videogame is to serve to experiment and try out multiple solutions, explore, discover information and new knowledge without fear of making mistakes, since the decisions taken in the videogame do not have any consequences in reality (Gros, 2009). In this case, the motivating factor of role-play videogames was that during the course of the videogame, it was the same player who took the decisions, so in this way an emotional bond was developed between the player and the main character of the story, meanwhile certain capacities or skills were acquired which improved the character, at this stage of the game the student had already acquired certain knowledge in terms of expressions, vocabulary in English and problem solving, allowing him to interact more easily with the environment and thus overcome the obstacles that arise.

## **6. Background Information**

### **6.1 International Studies Review**

In July 2007, Moral-Álvarez carried out a project entitled *The use of video games as a didactic resource for learning English*; this Degree Project at the University of Jaén investigated the implementation of video games as a learning tool for the teaching of the English language and the motivation that these can produce to the students. Likewise, other aspects are dealt with such as the advantages of using something as avant-garde as video games, as well as the main problems that could arise from this project, as well as possible measures to reduce or control them.

Although in the doctoral thesis by Calvo-Ferrer (2013) of the University of Alicante, entitled *Video Games and Learning Second Languages* where it is said that one of the most widely disseminated tools nowadays are video games, platforms designed for the entertainment of users that largely meet individual needs in the field of leisure, and also offers enormous potential for developing educational actions, in the opinion of many authors, both in academic and professional. Having into account these researches it is possible to say that role play video games can be very useful in the process of acquisition of a second language. Furthermore, researchers have found that this tool is an element that motivate the students to learn English in a different way.

### **6.2 National Studies Review**

In 2016, at Carlos Abondano González School in Cundinamarca, an educational project was created to improve learning in English based on video games, which was presented by tenth graders students with the collaboration of the government of Cundinamarca and Corporación

Universitaria Minuto de Dios. Thanks to this research, it is evident that the most of male young people spend approximately 6 hours per week playing and show a high level of interest, while in female young people it is estimated that an average of 2.5 hours per week and a low level of interest in video games. It considers the level of access to these technological devices which are not so easy to acquire for some people. The data collected from this project is of great importance to have in mind aspects which can generate exclusion or hinder learning, without forgetting the variables such as promoting interest especially in young women to use this learning method. This learning improvement was called *Video games: an innovative alternative for learning English*.

On the other hand, in Bogota, Castillo (2016) from Universidad Pontificia Javeriana carried out a project entitled *Vocabulary learning in English through long experience of play: The Sims 4*, in order to increase the vocabulary of foreign language students using a video game real-life simulator, the development of this project was based on a mixed approach method of data collection as they are based on qualitative and quantitative approaches to be able to respond to the different hypotheses proposed in the objective of the project. The results obtained were determined thanks to a test presented by the players before submitting to the videogame and others at the end of the prolonged videogame experience, being evident the positive result of learning in different measure due to the states of flow that they experienced and to the low level of affective filter were possible the effective learning of words. This project demonstrates to a great extent that the use of video games as a form of learning and an effective medium in a certain population, encouraging learning in a more effective way than traditional teaching.

In addition, an educational proposal from the Universidad Militar Nueva Granada for *The English learning through the use of serious games "Monsters Inc.: Scared Island" in fifth*

*graders of the educational foundation Don Bosco* in 2016, the use of educational video games known as Serious Games, whose instructions in English can contribute in some way to long-lasting learning. In this research, a possible solution to a pedagogical problem is proposed, through the implementation of a technological tool such as the game “Monsters Inc.: Scared Island” videogame, for teachers of the English area to use it in their teaching practices for teaching a second language.



## **7. Conceptual References**

### **7.1 Role Play Game**

According to the online encyclopedia EcuRed (2019) that consist of playing the role of one or more characters who vary (generally increasing) their abilities and characteristics during the videogame course according to the player's achievements. It is also characteristic of this type of videogames the social interaction with Non-Player Character (NPC), are characters created and controlled by the game itself with which the player must interact. The relationship can be friendly, neutral or hostile, but it usually has a social background.

### **7.2 Didactic Tool**

Didactic is the branch of pedagogy that is concerned with orienting systematic educational action, and in a broader sense "as the total direction of learning" that means, it includes the study of teaching methods and resources to be applied by the educator to positively stimulate learning and the integral and harmonious formation of students (Fernández, Sarramona y Tarín, as cited in Diegoutm, 2010).

In agreement with the above, it can be said that the use of role-playing video games can be taken as a didactic tool that can positively stimulate the learning and integral formation of both students and teachers, since these offer different elements, situations, and contexts in which teaching can be exercised in a didactic way.

### **7.3 Cooperative Learning**

Cooperative learning starts from conceiving education as a process of socio-construction that allows us to know different perspectives to solve a specific problem, develop tolerance around diversity and expertise to re-elaborate a joint alternative (Calzadilla, 2002). Constructivist

learning environments are defined as “a place where learners must work together, helping each other, using a variety of tools and information resources that enable the pursuit of learning objectives and problem-solving activities” (Willson, as cited in Calzadilla, 2002).

In agreement with the above, in the project of role-playing video games as a didactic tool for learning English, collaborative learning will be of vital importance since one of our objectives is to generate strategies of interaction and collaborative learning, in which the students will have a learning environment of English, where they will work together helping each other through the use of tools (Computer) and informative resources that allow them to develop problem-solving activities in English and thus achieve different learning objectives.

#### **7.4 Socialization**

According to Vander (as cited in Suriá, 2010), "the process by which people, in their interaction with others, develop the ways of thinking, feeling and acting that are essential to their effective participation in society". Thus, interaction is an important factor because it focuses on the interaction of the subject with his environment starting a process of bidirectionality where the subject is influenced by the environment, but at the same time he also influences it. By creating an interaction with a foreign agent with a continuous process in the social life of the subject a meaningful learning is evidenced, understanding as process, the approach to said agent by means of the exchange and learning of the foreign language through role-playing video games (Suriá, 2010).

#### **7.5 Interaction**

Interaction can be understood as "the exchange and negotiation of meaning between two or more participants situated in social contexts". Another definition, equally general, points out

that "in social interaction, the emphasis is on communication and reciprocity between those who promulgate, use and construct codes and rules" (O'Sullivan as cited in Rizo-García, 2006).

Bearing in mind that interaction consists of communicating and relating with the people around us, role-playing video games are a tool that present different contexts in which students will find themselves in the need to use English expressions and instructions to find solutions to different problems raised in the game, for which they need to interact with the objects and characters presented in the role play video game. In addition, the fact of being in a group where you will be communicating continuously and talking about the experiences that are presented throughout the practices.

## **7.6 Motivation**

Rodríguez (2012) states that "motivation of the teacher, interest or disinterest of the teacher in the subject is essential to generate a pleasant climate in the classroom that motivates the student and teacher: The teacher should work in a comfortable environment" (p.390).

According to the previous quotation, thinking that the motivation factor is not considered to be an obstacle, because video games, in this case role-playing video games, are a tool with a high motivational level for children (students), as well as for teachers who have had a relationship with role-playing video games, they are also a tool that motivates and more importantly the fact of being able to demonstrate that it can be useful in learning English.

### **7.6.1 Intrinsic motivation**

The motivation is focused on demonstrating that role play video games are a fun and easy tool to use for learning English, according to Ospina (2006):

Intrinsic motivation comes from the subject himself, is under his control and has as its objective the experimentation of self-realization, for the achievement of the goal, motivated especially by curiosity and the discovery of the new things. Intrinsically motivated students take learning itself as an end in itself and the incentives for learning are found in the task itself, for which they pursue its resolution and "tend to attribute successes to internal causes such as competence and effort. (p. 159)

On the other hand, the situations that are presented in role play video games are very attractive because they are developed in different scenarios, in which you can see different colors, animations and elements related to the environment provided by the story of each role play video game which can generate the intrinsic motivation in students because they will develop the need to continue discovering and processing the story of the role play video game in addition to improving their own English learning.

### **7.6.2 Extrinsic motivation**

Extrinsic motivation is the effect of action or impulse produced in people by certain facts, objects or events that lead them to carry out activities (Garcia, as cited in Ospina, 2006), but which come from outside. In this way, the extrinsically motivated learner assumes learning as a means of achieving benefits or avoiding discomfort. It therefore focuses the importance of learning on outcomes and their consequences (Ospina-Rodríguez, 2006). In accordance with the above in this section, the role of the teacher is to provide information, tools and scenarios that generate motivation in the student. In addition to this, at the end of each session as an incentive for the objectives achieved, each student will be rewarded with different types of elements, such as: positive points or snacks, which in the same way constitutes an important factor in terms of motivation to continue advancing in the role play video game and learning new vocabulary.

## **7.7 Foreign Language**

Second language/foreign language: A distinction is made between these two terms to highlight that, in the first case, it is a language spoken in the community in which the learner lives, even though it is not the learner's mother tongue, while, in the second case, the language has no presence in the community in which the learner lives. For example, English is a second language for a Mexican immigrant in the United States, while it is a foreign language for a student in Spain (Muñoz, as cited in Manga, 2006).

Therefore, the importance of the project generates access to many cultures and innovative forms of entertainment and learning, since role play video games can be found worldwide and in different languages, students will be directly related to phrases and typical vocabulary, in this case in English, which will allow them an exchange of culture if they travel abroad or are online speaking with people from English-speaking countries.

## 8. Contextual Framework

Colombia is a country located in the northwestern region of South America. Colombia is politically and administratively divided into 32 departments composed of 1101 municipalities and 20 non-municipal areas (Toda Colombia, 2019).

Among these departments is the department of Cauca, which is constituted by 42 municipalities, among them is the city of Popayán, which is its capital, and here is located the University of Cauca, which currently offers a total of 63 academic programs in the undergraduate modality, and 109 in postgraduate, among which are 37 specializations, 7 medical-surgical specializations, 55 masters and 6 doctorates; of the 63 programs in the undergraduate modality offered by the University of Cauca, is the Bachelor's degree program in modern languages with emphasis on english-french (Universidad del Cauca, s.f.).

This program within its academic curriculum, offers a subject called EPO (Educational Process Orientation), through which students of the eighth semester of the *Modern languages program with emphasis on english and french* of the University of Cauca, carry out the pedagogical practices. One of the institutions that has an agreement with the university for the development of the OPE practices is the John F. Kennedy Educational Institution, whose history is described in El Universal

The John F. Kennedy Educational Institution was created on August 23, 1963 during the mandate of President Guillermo León Valencia, built with the contribution of the "Alliance for Progress" program, which was the political flag of the American President, John F. Kennedy. (El Universal, 2013)

This institution is located in the neighborhood La Esmeralda, belonging to the commune 8 of the city of Popayan, It offers preschool, primary, secondary, middle school, primary for

adults, secondary for adults, middle school for adults and adult education programs. To this institution belong the fourth grader students which is formed by 38 children between the ages of 9 to 11 years old. It has morning, afternoon, evening and weekend classes, and offers classes in academic specialties

## 9. Marco Legal

**Research Project:** Role-playing video games as a teaching tool for learning English in fourth graders at the John F. Kennedy School.

**Subject:** Legal section regarding the use of video games in Colombia

This section talks about the rights of use of video games in Colombia, because no official translation of this information was found, it was decided to leave the text in Spanish to maintain the fidelity of its content.

The legal framework of copyright in Colombia finds its legal basis in the Law 23 of 1982, which was modified and added by the Law 44 of 1993; however, in none of them can be found a definition on the category of works of software, computer programs or software, as it was the case of some other classes of works, such as the cinematographic one. It is necessary to refer to Decret 1360 of 1989, which regulates the registration of software in the National Copyright Registry, in order to approach the concept of what is understood by software in the Colombian legal system. Thus, the decret in quotation mentions that it is understood as a computer program, “la expresión de un conjunto organizado de instrucciones, en lenguaje natural o codificado, independientemente del medio en que se encuentre almacenado, cuyo fin es el de hacer que una máquina sea capaz de procesar” (Presidencia de la República de Colombia, Decreto N° 1360, 1989).

Más allá, se sabe que el objeto susceptible de protección jurídica por derecho de autor son las expresiones concretas del intelecto, y no las ideas, es decir, las obras, no la finalidad que ellas pretenden. Bien menciona la ley sobre derecho de autor que:

Las ideas o contenido conceptual de las obras literarias, artísticas y científicas no son objeto de apropiación. Esta Ley protege exclusivamente la forma literaria, plástica o



sonora, como las ideas del autor son descritas, explicadas, ilustradas o incorporadas en las obras literarias, científicas y artísticas (Congreso de la República de Colombia, Ley N° 23, 1982)

En ese sentido, se ha entendido que en principio el aspecto práctico de un programa de computador, su aplicación o su funcionalidad no son objeto de protección por el derecho de autor, toda vez que la función de un programa o software es la misma idea no protegible de la obra (Centro de Arbitraje y Conciliación, Cámara de Comercio de Bogotá, 2006).

De lo anterior se puede abstraer la existencia de una contradicción en relación, no solo a: por qué proteger los juegos de vídeo como programas de ordenador, sino por qué proteger los programas de ordenador por derecho de autor, si de las definiciones legales está claro que la utilidad o aplicación, esto es, la idea que los sustenta es su cualidad determinante.

De tal forma, encontramos que un juego de vídeo podría ser fácilmente encuadrado hasta este punto como una obra multimedia, pues sus características básicas corresponden, sobre todo si se tienen en cuenta conceptos de multimedia como el de Ruiz (como se citó en Álvarez y Reyes, 2016) quien lo define como:

La combinación de textos, imágenes reales o virtuales, animación y sonidos, los cuales interactúan de manera armónica gracias a un programa de ordenador (software maestro), que hace posible que el usuario logre una interfaz con todos y cada uno de elementos, interactuando con ellos y dejando de ser un espectador pasivo frente a la obra, para constituirse en una parte integral de ella e infundir en su entorno.

Sin embargo, la razón por la cual no existe en Colombia una norma jurídica que estipule qué es el multimedia es que este tipo de creaciones no están concebidas como una categoría de obra independiente o autónoma dentro del ordenamiento jurídico vigente; de ahí que la

protección se brinde más bien mediante una desfragmentación de las partes, y no al conjunto en sí mismo.

La Dirección Nacional de Derecho de Autor (como se citó en Álvarez y Reyes, 2016) ha mencionado que:

La multimedia no encaja dentro del concepto de obra, por lo tanto, por sí misma no está protegida por el derecho de autor, no obstante, todas las obras que incorpora –literarias o artísticas, como son canciones, dibujos, fotografías y textos escritos– además del software sobre el cual se estructura la interactividad, son objeto de protección por parte de la legislación autoral.

Razón por la cual, de considerarse el videojuego como una creación multimedia en el marco colombiano, todavía nos estaríamos enfrentando a la pregunta de cómo lograr una protección que lo tome como un todo, como una obra única, y no como la sumatoria de varios tipos de obra (Álvarez-Cabrera y Reyes-Hernández, 2016).

Además, el Departamento de Propiedad Intelectual GRUPO AZC S.A.S informa que:

La legislación colombiana, no tiene una categoría de protección de la propiedad intelectual determinada como “videojuego”, sin embargo, si estos se desglosan en partes más sencillas se tendrá que es conformado por personajes, música, una historia, el nombre del juego y el código fuente con el que ha sido diseñado. Cada uno de estos puede ser protegido de manera independiente, otorgando sobre el autor del juego el derecho a perseguir a quienes infrinjan uno o varios de los derechos que recaen sobre este. Es frecuente que las empresas de esta industria no soliciten ninguna protección para su videojuego, o en el evento que lo hagan sólo lo hacen sobre el software como obra, sin embargo, hacerlo de esta forma protege sólo las líneas de programación y no toda la

creación intelectual que rodea la creación del juego, tales como su nombre, personajes, historia, música, etc.

Finalmente cabe destacar que a nivel laboral y de contratación de servicios, existen grandes riesgos para quienes emprenden la empresa de crear un videojuego, toda vez que de no contar con estrictas cláusulas de confidencialidad, así como de cesión de derechos patrimoniales, se exponen a que sus empleados o contratistas reclamen con posterioridad derechos patrimoniales del el videojuego sobre los elementos en cuya realización estos hayan participado.

Ejemplos de componentes que son propiedad intelectual del desarrollador y pueden protegerse:

- Nombre del juego (Registro de Marca nominativa o mixta)
- Historia (Registro como Obra Literaria)
- Personajes (Registro como Obra Artística)
- Música (Registro como obra musical)
- Código (Registro como Obra Literaria) (GRUPO AZC S.A.S., 2016)

## 10. Methodological aspects

For the present project, Qualitative Research was used in which, according to Rodríguez and García (1996) “qualitative research is basically developed in a context of personal interaction. In this way, the researcher assumes different roles (researcher, participant) according to his or her degree of participation". In concordance with the above, the intention of the project is to use role-playing video games to improve the learning of the English language, as well as to learn specific vocabulary to encourage the interaction of students with the video game and to establish a learning environment. In which, the possibility of reciprocal learning arises, since the position of both researcher and participant is assumed, therefore, for the development of this project the Participatory Action Research was applied, which is described by McKernan (as cited in Cabrera-Morgan, 2017):

Action research is the process of reflection by which in a given problem area, where it is desired to improve practice or personal understanding, the practicing professional carries out a study - firstly, to clearly define the problem; secondly, to specify a plan of action [...] Then an evaluation is done to check and establish the effectiveness of the decision taken. Finally, participants reflect, explain the progress and communicate these results to the action research community. Action research is a self-reflective scientific study of professionals to improve practice. (p.25)

In this project, participatory action was evident during the development of all the activities because the researchers took an active role in these, interacting with the students, resolving their doubts and playing at the same time, what made it possible to have a collaborative learning. In the middle of the activities, doubts arose from the students, regarding the achievement of the objectives proposed in each session, questions were asked about how to get

certain objects or the meaning of words which were key to the achievement of the objectives, then the respective answer was given and at the same time using the role-playing game, the steps they had to follow to advance in the scenario were directly explained.

In addition, for the project it is important to implement the exploratory method which is defined as "exploratory research is normally carried out when the objective to examine a topic or research problem that has been little studied, of which there are many doubts or has not been addressed before" (Hernández, as cited in Fonseca & González, 2008).

In this sense it is necessary to apply the exploratory research method since at the John F. Kennedy Educational Institution the use of role-play games as a teaching tool for learning English has not been carried out so far. This was evident from the beginning of the first session since the students thought that the practices were simply to go and play video games as a leisure activity, but not to use them as a learning tool in this case for English. On the other hand, we could realize that in the John F. Kennedy Educational Institution, and more precisely with the fourth-grader students, until the moment they had not made use of this type of didactic tool in an educational way.

### **10.1 Techniques and Tools**

The technique used in the investigation was the participant observation, it involved the social interaction between the researcher and the participants, this allowed to see the evolution of the students, for which a field diary was implemented as an instrument, where the situations that occurred during the development of the practices were recorded. During each session, one of the researchers oversaw observing all those actions that were related to the objectives of the project.


Each time a situation was presented, for this reason it was had to take notes of it, and then, filled in form in which all the events experienced in each session in a more organized way.

For the development of the practices of this project it was decided to work with students of fourth grade of primary since these have the basic knowledge, which can facilitate the reading comprehension which is necessary for the development of the objectives proposed in this project, in addition the children of this age (8-11 years) feel attracted by this type of tools even more when nowadays the technology is used in almost all the fields of the knowledge, therefore this is an opportunity to give an educational use to these, since they can be a way to learn different from the traditional one, in this case the English.

In this case two role-playing games were used (Chrono Cross and Banjo Kazooie) first of all because of our own experiences, since during our childhood we were able to use this type of games, which helped us learn some things about English, even though we didn't take them for learning purposes. On the other hand, these games were chosen because they present a variety of topics and attractive scenarios from which it is possible to extract vocabulary, expressions, grammar, besides they increase the curiosity of the students towards the discovery of new things and at the same time it allows them to analyze the situations that are presented in the video game and to solve them in a funny way to learn English.

Below, it is possible to see the process of our research practices called *ROLE PLAY GAMES AS A DIDACTIC TOOL FOR LEARNING ENGLISH IN FOURTH GRADERS AT JOHN F. KENNEDY ELEMENTARY SCHOOL*. In this section the development of our research project is explained step by step, the description of the classes in an orderly way starting with the number of students, their ages, gender, and duration of the sessions, development of the grammar, objectives, observations and conclusions as well as photographic evidence of each of the classes.

Table 1. Magic and the exit of the castle

LET'S MEET CHRONO CROSS – MAGIC AND THE EXIT OF THE CASTLE									
Educational institution	John F Kennedy	Grade	Fourth	Session		Time	2h /8:45am-10:45am	Participants	Children
Number of students	4	Male			5	Female	20	Ages range	8-11 years old.
Role play game: Chrono – cross									
									
Grammar	VERB TO BE FOR FIRST PERSON (I am, you are, he/she/it is, we are, they are)								
Vocabulary	<ul style="list-style-type: none"> <li>• Greetings (Good morning, Good afternoon, Good evening. Good night)</li> <li>• Commands: Jump In, Jump Out, Jump Left, Jump Right.</li> <li>• <u>H</u>p: health power, <u>A</u>gl: agility, <u>M</u>g: magic, Attack Element Defend, Run away.</li> <li>• Island, castle, key, Dragon, dragon scales, girlfriend, friend, pet, dog, cat and character.</li> </ul>								
Class Objectives	<ul style="list-style-type: none"> <li>• To know the main characters of the game.</li> <li>• To learn how to use magic and powers.</li> <li>• To acquire specific vocabulary.</li> <li>• To write down in the notebook the new expressions they found.</li> </ul>								

	Time	Activity	Materials
Description activity	:30- :45	Warm Up: Students greeted one classmate with a ball. They were pass a ball someone they wanted to greet. There were 4 balls: Green that meaning Good morning, Yellow that meaning Good afternoon, Red that meaning Good evening and Blue that meaning Good night.	Color Balls Students Attention
	:45- 9:25	It was explained to the students, the simple present tense of the verb To Be. The teacher showed the different conjugations in the simple present affirmative form of the verb To Be "I am, you are, he is, she is, we are, they are" and by making examples on the board as well at the practicing with the student's pronunciation and expression.	Printed images Markers
	:25- 9:40	After the explanation, students learned specific vocabulary such as: Island, castle, key, dragon, girlfriend, friend, pet, dog, cat and character, by using printed image where the teacher selected any image to practice pronunciation by repeating the words after teacher.	Computers
	:40- 10:30	Finally, with the vocabulary exposed to the students, they will be asked to gather in groups of 2 or 3 students on each computer to start the next activity, where they have to identify in the role-play game the specific vocabulary they were taught, for example many characters interchange communication by using short conversations, so the students must identify the grammar while they advance in the role play game.	Voice Markers Eraser
Observations during the class	<p><b>This observation was related to the first specific objective: To encourage the learning of new vocabulary.</b></p> <p>It was evident that at the beginning of the class there was a warm up where they learned some greetings like "hello there, hello, what's up? Good morning, I'm sorry, Good luck", then they were given a brief explanation of the specific vocabulary that could be found in the video game Chrono Cross, the words that were taught were: Island,</p>		




	<p>castle, key, Dragon, dragon scales, girlfriend, friend, pet, dog, cat and character, some learned faster and others a little slower, then students proceeded to identify these words within the video game which allowed them to meet the first level of this. And we continued to teach the students the present simple of the verb To Be, using the vocabulary already learned, where the students learned to identify the pronouns (I, you, he, she, it, we, you, they) with their respective verb To Be.</p> <p><b>This observation was related to the second specific objective: To contribute the interaction between students and teachers.</b></p> <p>During the learning section, reinforcement among the same peers was encouraged so that there would be mutual help to fulfill the objective of the different levels of the video game, where it was observed that many students did not know how to handle the character or did not find the clues and asked for help from their peers, making it easier for them to fulfill the level.</p>
Conclusions	<p>Most of the students paid attention to the instructions that were given before starting the activity, they were expecting what was going to happen and this led to the fact that while playing the students gathered in small groups where we could identify collaborative learning at the moment of asking for clues and share ideas to find solutions to the different obstacles presented in the videogame.</p> <p>At the end of the class, most of students were capable of remembering some expressions which were written by them in their note books, achieving the objectives established for the development of the class, being this situation of great motivation for both researchers and students in terms of</p>



*Image 1 Author's own creation. Class One*

	<p>learning the foreign language.</p> <p>All the students paid attention to the instructions, so they established a link with the game and characters boosting their motivation toward a new way for learning English.</p>
--	--

Table 2. Learning new expressions with chrono cross

LEARNING NEW EXPRESSIONS WITH CHRONO CROSS – THE OPASA VILLAGE AND A WORLD TO DISCOVER											
Educational Institution	John F Kennedy		Grade	Fourth	Session		Time	2h /8:30 am-10:30am		Participants	Children
Number of students	4	Male			15		Female	20	Ages range	8-11 years old.	
Role play game: Chrono –cross											
											
Grammar	Wh questions (what, when, where, how, who, why and which) and auxiliary Do and Does.										
Vocabulary	<ul style="list-style-type: none"> <li>• Greetings (Good morning, Good afternoon, Good evening. Good night)</li> <li>• Commands: Stand up, sit down, how can I say in English..., please, open your notebooks, close your notebooks, hands up, hands down.</li> <li>• <u>H</u>p: health power, <u>A</u>gl: agility, <u>M</u>g: magic, Attack Element Defend, Run away.</li> <li>• Island, castle, key, Dragon, dragon scales, girlfriend, friend, pet, dog, cat and character.</li> </ul>										

Class Objectives	<ul style="list-style-type: none"> <li>To teach the WH questions and their respective auxiliaries (do-does).</li> <li>To identify in the dialogues of the characters the expressions with WH questions and auxiliaries do and does.</li> </ul>		
Description activity	Time	Activity	Materials
	:30-8:40	<p>Warm Up: The teacher sings a song and then students repeat after he.</p> <p>“Hello teacher, Hello teacher</p> <p>How are you? How are you?</p> <p>very well I thank you, very well I thank you. How about you?</p> <p>Then students must sing the English song without the help of the teacher.</p>	Students participation
	:40-9:15	<p>The class started with the explanation of the use of the WH questions practicing the vocabulary seen in previous classes, after explaining, the teacher wrote some examples on the board, the examples were written in disorder and the students had to organize them in the right way. After that, it was explained that during the role play video game they had to identify inside the dialogues the question marks, so this way it would be easy for them to recognize the expressions, the grammatical structures and how to use them in a normal conversation.</p>	Markers Board
	:15	<p>After explaining the WH questions, the teacher presented the auxiliary DO and DOES so students learned to identify the pronouns and their corresponding auxiliary making emphasis on the importance of the third person because inside the dialogues of the</p>	Markers Board
:40	<p>characters it is very common to find the use of do and does.</p>	Computers Book	

	0:30	dialogues where the WH questions and the DO and DOES auxiliaries were used and write the dialogue in their notebook.	Pencil
Observations during the class	<p><b>This observation was related to the first specific objective: To encourage the learning of new vocabulary.</b></p> <p>Just as in the previous class the students were taught a specific vocabulary, in this session the WH Questions and the Do and Do auxiliars were explained, it was a very basic explanation where they learned some asking questions such as: <b>what, when, where, how, who, why</b> and <b>which</b> and their meaning in Spanish, besides that they learned to identify the <b>Do</b> and <b>Does</b> auxiliars with their respective pronouns. They were assigned a task where they had to identify in the dialogues that they found in the role-playing game some WH questions and phrases where the <b>Do</b> and <b>Does</b> auxiliaries were used and they copied them in their notebooks, since those phrases were going to help them later as clues to advance in their level which made the students motivated to look for dialogues.</p> <p><b>This observation was related to the second specific objective: To contribute the interaction between students and teachers.</b></p> <p>Some students found it a little difficult to understand the new topics, because they confused the Do and Do with the To Be auxiliaries, but it was possible to see the support among their classmates because as the teachers explained to some children the same students when they saw that the teacher was not going to their posts, they took the initiative to explain to their classmates so that everyone could move forward.</p> <p>Due to the fact that all the students understood the topic they were able to move on to the second level of the video game, where the asking questions and the helpers seen together with the Vocabulary helped them understand the steps, they had to take in order to pass the new levels.</p>		

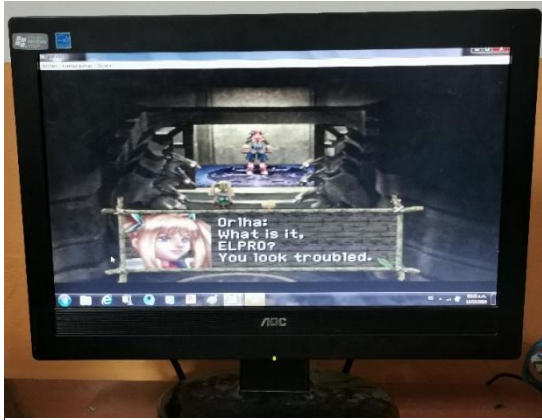

<p>Conclusions</p>	<p>When starting the role-playing game activity, it was clear how difficult it was for the students to make use of the main character when using magic and powers to overcome the various obstacles that allowed them to advance to the next level.</p> <p>During the videogame the children could identify the mark questions by recognizing them in the dialogues of the characters, and they relate them with the grammar focus which was WH questions and auxiliary DO and DOES.</p> <p>At the moment of looking for answers they made use of the collaborative learning by asking their classmates as well teachers for clues to advance in the videogame.</p>	 <p><i>Image 2 Author's own creation. Class two</i></p>
--------------------	---	--

Table 3. The opasa village and a world to discover

LEARNING NEW EXPRESSIONS WITH CHRONO CROSS AND LOOKIN FOR A PET – THE OPASA VILLAGE AND A WORLD TO DISCOVER											
Educational Institution	John F Kennedy		Grade	Fourth	Session		Time	2h /8:30am- 10:30am		Participants	Children
Number of Students	4	Male	15	Female		20	Ages range	8-11 years old.			
Role play game: Chrono –cross											
											
Grammar	Auxiliary do and does (I do, you do, he/she/it does, we do, they do)										
Vocabulary	Learn some parts such as: Head, nose, eyes, ears, fingers, Knees, feet, stomach, shoulder, Following the instructions given by the teacher.										
Class Objectives	<ul style="list-style-type: none"> <li>• Practicing pronunciation and use Wh Questions.</li> <li>• Look for the answers to the situations presented in the videogame.</li> </ul>										

	<ul style="list-style-type: none"> <li>Learn how to allocate the magic elements the main character needs to control.</li> </ul>		
Description activity	Time	Activity	Materials
	8:30-8:40	8 Warming up: We started the class with the command session using the game Simon says for example (Simon says touch your eyes, Simon says touching your knees, Simon says to touch your ears, etc.) Students must obey the orders and thus learn and practice the body parts.	Students participation
	8:40-9:10	8 At the beginning, the students were given with the structures for making questions by repeating and practicing with Do and Does auxiliars. Then teacher wrote some examples on the board, where they had to identify the mistakes and correct them.	Markers Board
	9:10-9:40	9 After the explanation, some instruction was given in relation with the grammar focus which they found in the role play game the answer to the questions such as: Find out who is Leena? What does she want? Where do you find the Heckran Bone? And other objectives proposed by the role play game to advance and improve the skills of the main character. After that the students were disposed to play the videogame.	Computers
	9:40-10:30	9 At the end of the session, we asked the students to identify new Wh questions and to write a couple of these phrases in their respective notebooks.	Book
Observations during the class.	<p><b>This observation was related to the first specific objective: To encourage the learning of new vocabulary.</b></p> <p>We started the class with the warmup of learning the body parts: head, nose, eyes, ears, fingers, knees, feet, shoulders, etc. After this we started to practice the auxiliaries DO and DOES, so that when they enter the game, they already have some basis to identify the auxiliaries. They were also given some examples so that they could write it</p>		



down in the notebook and so that they could remember it easily.

After this explanation we gave them some instructions which were to repeat the pronunciation about the WH Questions and we assigned them some tasks, they should find in the dialog boxes phrases such as: who is Leena? What does she want? Where do you find the Heckran Bone? This way they could find more WH Questions and were very interested in the topic, as they easily recognized the WH Questions and tried to understand them.

**This observation was related to the second specific objective: To contribute the interaction between students and teachers.**

In this session we noticed a great interest from the students in the video game, so it was evident a support and collaboration from the teachers to the students. They had many doubts and we clarified and helped them with their unknown words. On the other hand, we fulfilled a very important objective that is reflected in our project and that is to propitiate the interaction in English among the students, since they tried to control the characters and give them orders in English, even if their vocabulary was not the best, so this was where we intervened, clarifying their doubts in a precise way so that they did not forget the words in English.

## Conclusions

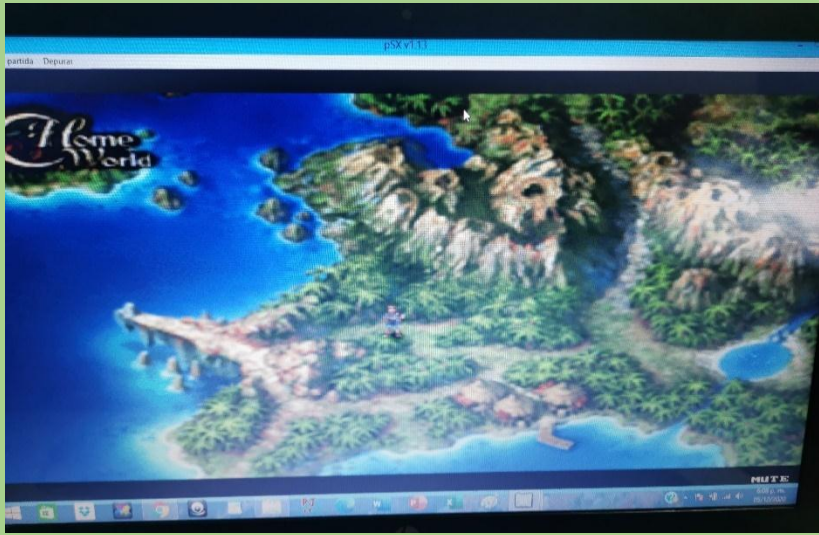
At the beginning of the class, questions corresponding to the topic of the video game were presented such as: "Find out who is Leena? What does she want? Where do you find the Heckran Bone? which they were able to answer as they progressed from level to level, considering the clues seen in the previous classes.

Children paid attention to the instructions and they demonstrated it when they achieved the objectives because they answered the questions previously proposed. It was very funny for them because they discovered how to use the magic elements and powers of the main character, which caught their attention, due to the magic showed images with a lot of different colors and effects. Due to the previous explanations, it was easy for them to create a link with the main character, what allowed them to progress during the role play game in an easier way. When they discovered that it was possible to make friends in the videogame, it was something that encouraged them to investigate and explore the world of the videogame.



*Image 3 Author's own creation. Class three*

Table 4. The opasa village and a world to discover 2

LEARNING NEW EXPRESSIONS WITH CHRONO CROSS – THE OPASA VILLAGE AND A WORLD TO DISCOVER											
2											
Educational Institution	John F Kennedy		Grade	Cuarto	Session		Time	2h /8:30am-10:30am		Participants	Children
Number of students		4	Male		20	Female		14	Ages range	8-11 years old.	
Role play game: Chrono –cross											
											
Grammar	VERB TO BE, AFFIRMATIVE FORM, NEGATIVE FORM AND INTERROGATIVE FORM. (I am, You are, He/She/It is, We are, They are. Am not, Are not, Is not)										
Vocabulary	Head, nose, eyes, ears, fingers, Knees, feet, stomach, shoulder cave, gift, bone, house, old man, old woman, red, White, yellow.										

Class Objective	<ul style="list-style-type: none"> <li>• To Learn to recognize and to use the verb “to be” in relation with the videogame.</li> <li>• To Make a short description about the characters and situations by using subjects and verbs.</li> <li>• To Add to the party a new member called Leena.</li> </ul>		
Description activity	Time	Activity	Materials
	8:30-8:45	<p>Warm up: Teachers teach students a little song about body parts, students must repeat the song after the teacher and make the same moves that teacher.</p> <p>Head, shoulders, knees and toes head, shoulders, knees and toes. and eyes, and ears, and mouth and nose head, shoulders, knees and toes.</p>	Student’s participation
	8:45-9:10	<p>Students learned the verb To Be negative form in simple present (I am not, you are not, he is not, she is not, we are not, they are not), in addition, we explained them direct questions with verb TO BE. (Am I? Are you? Is he/she/it? ¿Are we? ¿Are they?)</p>	<p>Voice Markers Eraser Notebook</p>
	9:10-9:40	<p>After the explanation of verb To Be were given some questions and the teacher wrote them on the board, taking into account the story of the videogame, in this case what they had to do is to achieve the objectives of the videogame which deal with subject (WH questions) already explained for example: Who is Leena? What is she looking for? Where is the Heckran bone? Where is the pet Poshul? What are dragon scales? Who is the person that explains how to catch the three dragons? Where are the dragons?</p>	Computers Notebook

	9:40 - 10:30	This activity consisted of looking for the answers by interacting with the different characters in the videogame	Computers
Observations during the class	<p><b>This observation was related to the first specific objective: To encourage the learning of new vocabulary.</b> The class began with a warm up with which the students learned some parts of their body in English such as Head, nose, eyes, ears, fingers, Knees, feet, stomach, shoulder in a fun way since they had to imitate the movements of the teacher. In this session the use of the verb TO BE was resumed but the negation, questions and answers were added, for which the students at the beginning asked how they could use some words of the vocabulary that they already had to make the sentences with negation and question, after explaining the topic the students learned a certain vocabulary like "cave, gift, bone, house, old man, old woman, red, White, yellow" then they were assigned an activity since all of them managed to advance of level in the video game, where they had to answer some questions in their notebooks like: Who is Leena? -What is she looking for? -Where is the Heckran bone? -How is the pet Poshul? -What are dragon scales? -Where are the dragons? as they passed through the respective levels to learn more about the characters.</p> <p><b>This observation was related to the second specific objective: To contribute the interaction between students and teachers.</b></p> <p>In this session, the interaction between the students was evident, since they explained and helped each other by remembering the vocabulary they were taught and which characters they had to use in order to fulfill the objective of the role-playing game. Also, some students found it a little difficult to ask questions and deny them because they sometimes forgot how the grammatical structure was going, but again, the collaborative learning among peers helped everyone to understand it since friends explained to each other and gave each other examples like "I am Student, Is he my dog, She is not my teacher" so that everyone could understand and proceed to practice on the computer with the video game.</p>		

## Conclusions


During the develop of this session the students paid attention to the explanation, however some of them had some doubts in relation with how to use the interrogative form in simple present of the verb TO BE, which by the collaborative learning teachers helped them to solved their doubts.

Having resolved the previous doubts, the activity continued, in which specific questions were asked such as: "Who is Leena? What is she looking for? Where is the Heckran bone? Where is the pet Poshul? etc.", which the students solved as they progressed through the video game and interacted with different characters, thus demonstrating their progress against the classes that had been presented to date. The progress was demonstrated when the students could find the answers to the questions proposed before. Thanks to the magic skills obtained previously they started to compare their character to know what the magic skills they could use, so this way they practiced the collaborative learning.



*Image 4 Author's own creation. Class Four*

Table 5. A big world of vocabulary

A BIG WORLD OF VOCABULARY									
Educational Institution	John F Kennedy	Grade	Fourth	Session	5	Time	2h /8:30am-10:30am	Participants	Children
Number of students	4	Male			15	Female	20	Ages range	8-11 years old.
Role play game: Chrono –cross									
									
Vocabulary	<ul style="list-style-type: none"> <li>• Just you wait there, say yer prayers! come on sleepy head! look at me!</li> </ul>								
Class Objectives	<ul style="list-style-type: none"> <li>• Identify different things, places, animals and characters.</li> <li>• Learn the pronunciation of the previous vocabulary.</li> </ul>								

	ime	Activity	Materials
Description activity	8:45-9:05	Warming up: Teacher tells some vocabulary related to the videogame and students must listen and repeat. For example: Cure, earth, dark, island, scales, water, fire, light, dragon, pet	Student's participation
	9:00-9:30	Some vocabulary was taken out of the scenes of the videogame depending on the location the main character was, after that practiced the pronunciation and the meaning of the words. Then students played the videogame and at the same time they had the chance of writing down in their note books the unknown vocabulary.	Computers
	9:30-10:00	A pause was made in the video game and with the help of the board the unknown vocabulary was written down and its pronunciation was explained and practiced in such a way that they repeated and wrote in their notebooks at the same time.	Computers Board
	10:00-10:45	With the same video game, we continued to explain the different dialog boxes where students could take out some common expressions such us: Just you wait there, say yer prayers! Come on sleepy head, look at me, all this was done for the sake of what they have learned now.	Computers
Observations of the class	<p><b>This observation was related to the first specific objective: To encourage the learning of new vocabulary.</b></p> <p>This time we started the warmup by talking about the vocabulary in the video game, making them listen and repeat the words correctly, for example: cure, earth, dark, island, scales, water, and fire among others. We asked them to take notes of the vocabulary they found as they progressed through the game, whether it was characters, places, animals, etc. In this way we are applying an objective of our project which is the collaborative learning since they were actively asking us about unknown phrases and vocabulary, and we explained them on the board for everyone</p>		




and they continued playing.

They played and we made small pauses to explain them the unknown vocabulary, apart from this we made them repeat the unknown words, we noticed that there was a lot of interest, the class became much more dynamic, active and interesting.

The activity of them writing and repeating, served us too much since we could make a survey of if our methodology and video game were being effective at the time of teaching them English. When analyzing the children, we saw that they have indeed learned and there is some motivation to continue with the project.

**This observation was related to the second specific objective: To contribute the interaction between students and teachers.**

During the session we wanted to encourage the learning of new vocabulary in order to meet our second project objective. We noticed that they wrote a lot of words and had a lot of doubts about the new words that we tried to answer. We observed that the objectives were carried out in their entirety and that each class that passed by the children were satisfied with the video game and were interested in learning more from the English classes. They understood that more than just playing, they were going to learn, they respected the assigned tasks and were responsible for handing them in.

Conclusions	<p>During the class, students assertively followed the instructions of writing down in the notebooks all the vocabulary which was unknown to them. Once this was done, the teachers explained much of the vocabulary that the students did not know, and a time was taken to practice pronunciation.</p> <p>According to the proposed objectives we felt very good since we looked at the children with a lot of interest towards the video game and the topics that we explained, which were of their liking, each proposed objective was fully met. They were always very attentive to make questions and to play the video game, sometimes they felt a bit helpless because they couldn't pass a level, but when we explained to them, they listened very well to the instructions and managed to perform the tasks assigned very well.</p> <p>At this time it was clear the progress that has been achieved with the students about the teaching of the foreign language by means of the use of role play videogames, due to the fact that in each of the classes it has been demonstrated the resolution of difficulties in the videogame and the appropriate use of multiple grammatical forms of the language, as well as the vocabulary learned by the students, this without mentioning all the individual and collaborative effort that has been made in each of the sessions what allowed that the learning of English be more enjoyable for the students.</p>	 <p><i>Image 5 Author's own creation. Class Five</i></p>
-------------	---	---

## 10.2 Design of project proposals

From this moment on, political problems arose in our country, which directly affected the public universities, reason why the Universidad Del Cauca was forced to suspend all academic activities, so we could not continue developing the practices of our research project with the students of the John F. Kennedy Educational Institution. When the universities solved these inconveniences, the academic activities were back to normal, unfortunately the educational institutions in our country had already left for the end of the year vacation, so we had to wait for them to restart classes.



When we finally tried to restart the development of the practices of our project with the students, a new inconvenience arose, but this time at a global level with the Covid-19 pandemic, due to this situation it was impossible to continue with the research practices. For this reason, we decided to design the following activities, which can be used by students, teachers or anyone who wants to use them. In the design of the classes, we will find the use of grammar, vocabulary, objectives, activities to develop and the estimated time of each one, which can be modified according to the needs of the person who wants to use them. In addition, a step-by-step guide is added to download and install the game on your computer and how to play it. A video is also made showing how to use the role-playing game as a didactic tool for learning English.

Below, it is described the designs of the next four classes, the step-by-step guide and video of the application of role-play games

In the following videos it is possible to observe the development of sessions 6,7,8,9 and 10 of the research project *Role play games as a didactic tool for learning english in fourth*

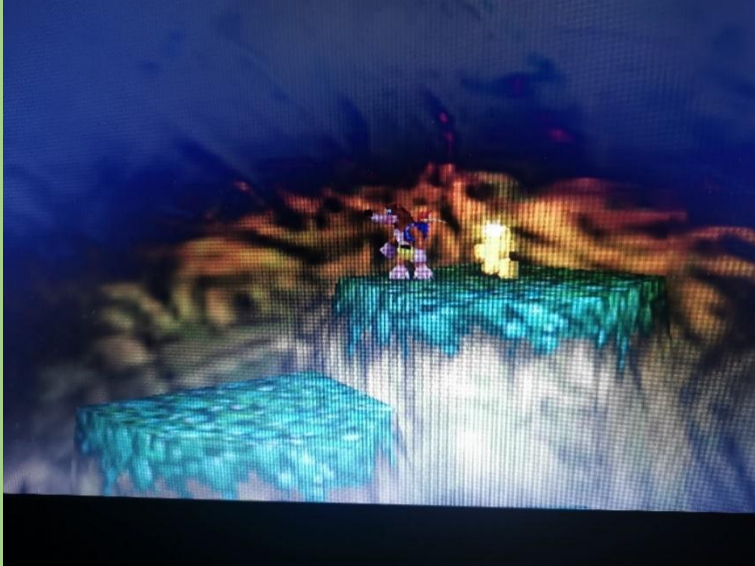

*graders at John F. Kennedy elementary school*, where it is shown the development of the objectives that are proposed in the project as well as those that are inside the role-playing video game

Table 6. Recognize animal friends

GUESS WHAT THE STORY IS ABOUT AND RECOGNIZE ANIMAL FRIENDS WITH BANJO KAZOOIE									
Educational Institution	John F. Kennedy	Grade	Fourth	Session		Time	2h /8:30am-10:30am	Participants	Children
Number of students	34	Male		15		Female	20	Ages range	8-11 years old.
Role play game: Banjo and Kazooie					Video Number 1. <a href="https://youtu.be/fU4TOLlqtgI">https://youtu.be/fU4TOLlqtgI</a>				
					 <p>For this first session, it is very important to pay attention in the characters and scenes that arise in the role play game, because we are going to interact with each of them, learn the names of some vegetables and try to figure out what is the story of Banjo-Kazooie, also we are going to learn how to control the main character and collect clues to advance in the role play game.</p>				
Grammar	<ul style="list-style-type: none"> <li>• Simple present tense. (Do and Does)</li> </ul>								
Vocabulary	<ul style="list-style-type: none"> <li>• Bear, gorilla, mole, witch, castle, cauldron, carrot, onion, cabbage, honeycomb, tree</li> <li>• Jump, swim, hit, climb, roll</li> </ul>								
Class Objectives	<ul style="list-style-type: none"> <li>• Watch the introduction of the videogame and try to figure out what the story is?</li> <li>• Find a little mole and follow his instructions, to learn how to control the main character.</li> <li>• Interact with all elements around the place and learn the names of some vegetables.</li> </ul>								
Description	Time	Activity						Materials	

activity	8:45-9:00	Warming up: Repeat and response to the greetings: Good Morning, how are you? Very well thank you, Good Afternoon, Good evening, Good Night.	Student's participation.
	9:00-9:30	After the warming up we use the board to teach them the structure of the simple present tense (Subject + Verb + Object). For example: <b>He swims in the river.</b>	Board. Video beam.
	9:30-10:45	Given the explanations students go to play the role play videogame in which they will be taught the function of the different keys that are used to control the main characters. Then, while playing they will be asked to identify and interact with the different characters.	Computers.
	9:30 - 10:45	At the same time, they are playing, they must write in their notebooks the elements they find in the scenario (bear, gorilla, mole, witch, castle, cauldron, carrot, onion, cabbage, honeycomb, tree) as well verbs such as jump, swim, hit, climb, roll and write some sentences using the present simple tense. For example: She jumps in the tree / He climbs the mountain.	Notebooks.
Recommendations	<ul style="list-style-type: none"> <li>• Consider that this video game is related to a much-known fairy tale "snow white" make a short explanation about it, so students can develop the exercise of guessing what the story is about.</li> <li>• Establish a maximum of 10 to 15 expressions and vocabulary for each session to avoid stress toward the learning of vocabulary.</li> <li>• Suggest students that in each session it is necessary to use strategies of observation and location to achieve the objectives proposed in the videogame.</li> </ul>		

Table 7. Find the first jigsaw piece

GETTING INTO GRUNTILDA'S LAIR AND FIND THE FIRST JIGSAW PIECE, MUMBO JUMBO AND THE JINJOS									
Educational Institution	John F. Kennedy	Grade	Fourth	Session		Time	2h /8:30am-10:30am	Participants	Children
Number of students	4	Male			15	Female	20	Ages range	8-11 years old.
Role play game: Banjo and Kazooie					Video Number 2. <a href="https://youtu.be/lrz11UGh6mU">https://youtu.be/lrz11UGh6mU</a>				
					<p>In this session we are going to find ourselves in a scenario where you can make use of the character to learn English, in this case the WH questions are used with which you learn to ask different questions to obtain information interact with all the objects, characters and places that are found in the role-playing video game.</p> 				
Grammar	WH questions in present simple. (what, when, where, how, who, why and which) and auxiliary Do and Does.								
Vocabulary	Tokens, musical notes, jigsaw pieces, mountain, totem, termite, bull, fish.								
Class Objectives	<ul style="list-style-type: none"> <li>To learn the new movements of the main character to progress in the videogame.</li> <li>Understand what the jigsaw pieces are for?</li> </ul>								

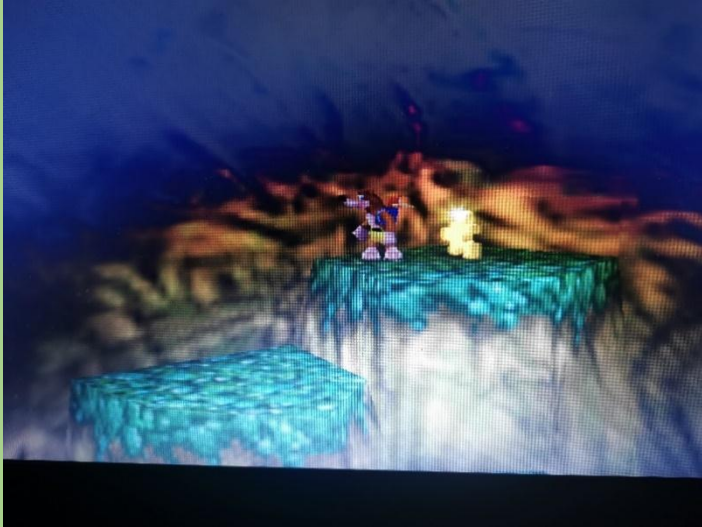

	<ul style="list-style-type: none"> <li>• Meet new animals, turn into a little ant and learn new vocabulary.</li> <li>• Find 10 jigsaw pieces and 100 musical notes to get access to the next level.</li> </ul>															
Description activity	<table border="1"> <thead> <tr> <th>Time</th> <th>Activity</th> <th>Materials</th> </tr> </thead> <tbody> <tr> <td>8:45-9:00</td> <td>Warm Up: Listen and repeat the things we have seen in the videogame: Bear, gorilla, mole, witch, castle, cauldron, carrot, onion, cabbage, honeycomb, and tree.</td> <td>Student's participation.</td> </tr> <tr> <td>9:00-9:30</td> <td> <p>First, we will give a brief explanation of the Wh questions in present simple with their respective auxiliaries (<b>Wh + Auxiliary verb + Subject + Verb</b>) in this way they can learn how to find in the game different characters which will give a jigsaw piece.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• What does Chimpi needs?</li> <li>• Who does Mumbo Jumbo do?</li> <li>• What does Mumbo Jumbo ask Banjo and Kazooie to help them?</li> <li>• What do you do when the main character becomes a little ant?</li> <li>• What do happen when you find the five Jinjos.?</li> </ul> </td> <td>Flash cards, Markers, board.</td> </tr> <tr> <td>9:30-10:45</td> <td>After practicing the grammar focus, children will find during the game different characters who are asking for help. These characters use dialog charts where children have to identify the WH question structures.</td> <td>Computers</td> </tr> <tr> <td>9:30-10:45</td> <td>During the process of playing, students must write down in their notebooks the WH questions they recognize; besides this way they will find the answers to the questions previously given.</td> <td>Notebooks</td> </tr> </tbody> </table>	Time	Activity	Materials	8:45-9:00	Warm Up: Listen and repeat the things we have seen in the videogame: Bear, gorilla, mole, witch, castle, cauldron, carrot, onion, cabbage, honeycomb, and tree.	Student's participation.	9:00-9:30	<p>First, we will give a brief explanation of the Wh questions in present simple with their respective auxiliaries (<b>Wh + Auxiliary verb + Subject + Verb</b>) in this way they can learn how to find in the game different characters which will give a jigsaw piece.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• What does Chimpi needs?</li> <li>• Who does Mumbo Jumbo do?</li> <li>• What does Mumbo Jumbo ask Banjo and Kazooie to help them?</li> <li>• What do you do when the main character becomes a little ant?</li> <li>• What do happen when you find the five Jinjos.?</li> </ul>	Flash cards, Markers, board.	9:30-10:45	After practicing the grammar focus, children will find during the game different characters who are asking for help. These characters use dialog charts where children have to identify the WH question structures.	Computers	9:30-10:45	During the process of playing, students must write down in their notebooks the WH questions they recognize; besides this way they will find the answers to the questions previously given.	Notebooks
	Time	Activity	Materials													
	8:45-9:00	Warm Up: Listen and repeat the things we have seen in the videogame: Bear, gorilla, mole, witch, castle, cauldron, carrot, onion, cabbage, honeycomb, and tree.	Student's participation.													
	9:00-9:30	<p>First, we will give a brief explanation of the Wh questions in present simple with their respective auxiliaries (<b>Wh + Auxiliary verb + Subject + Verb</b>) in this way they can learn how to find in the game different characters which will give a jigsaw piece.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• What does Chimpi needs?</li> <li>• Who does Mumbo Jumbo do?</li> <li>• What does Mumbo Jumbo ask Banjo and Kazooie to help them?</li> <li>• What do you do when the main character becomes a little ant?</li> <li>• What do happen when you find the five Jinjos.?</li> </ul>	Flash cards, Markers, board.													
	9:30-10:45	After practicing the grammar focus, children will find during the game different characters who are asking for help. These characters use dialog charts where children have to identify the WH question structures.	Computers													
9:30-10:45	During the process of playing, students must write down in their notebooks the WH questions they recognize; besides this way they will find the answers to the questions previously given.	Notebooks														
Recommendations	<ul style="list-style-type: none"> <li>• During the videogame appear many characters and it is recommendable to interact with all of</li> </ul>															



	<p>them, so this way it is possible to get new movements and clues.</p>
--	---



- Pay attention to the students while playing because must write down in their note books the unknown vocabulary while they go through the different stages.

Table 8. Adventure at the beach

ADVENTURE AT THE BEACH										
Educational Institution	John F. Kennedy	Grade	Fourth	Session		Time	2h /8:30am-10:30am	Participants	Children	
Number of students	34	Male			15	Female	20	Ages range	8-11 years old.	
Role play game: Banjo and Kazooie						Video Number 3. <a href="https://youtu.be/nzBJ7FfR_1M">https://youtu.be/nzBJ7FfR_1M</a>				
						<p>In this session, The interaction is one of the most important tools due to the main character has talking with the characters meet on the way to receive clues and thus achieve the objectives of the role-playing video game, besides it is developed English grammar learning such as there is, there are through the use of some sentences by using the different characters, things and tools it is possible to find in the role-playing game. For example, there is a monkey, there are some musical notes.</p> 				
Grammar	There is / there are some/any									
Vocabulary	clam, palm tree, ship, shark, lighthouse, red feather, treasure chest, hippopotamus, crab, sand castle, sea, sand.									
Objective	<ul style="list-style-type: none"> <li>Find the picture of a beach where you must put the missing jigsaw pieces to complete the image, so you can access to the beach.</li> </ul>									



	<ul style="list-style-type: none"> <li>• Find the road to the beach.</li> <li>• Find the captain's Blubber ship and helping find his lost treasure.</li> </ul>		
Description activity	<b>Time</b>	<b>Activity</b>	<b>Materials</b>
	8:45-9:00	Warm up: Imitate animal sounds For example: How goes a tiger, duck, dog, monkey, rabbit, pig, cat (roar, quack, bark, whoop, squeak, oink, meow)	Student's participation
	9:00-9:30	First, we will give a brief explanation of the use of there is / There are to show the difference between the plural and singular, besides the use of some and any. For example: <b>There is a ship – Singular</b> <b>There are some feathers – Plural</b> <b>There is any monkey – Singular</b>	Printed images Markers board.
	9:30-10:45	After the explanation the students must describe and write down in their notebooks what they see around the beach by using there is and there are, some and any (clam, palm tree, ship, shark, lighthouse, red feather, treasure chest, hippopotamus, crab, sand castle, sea, sand)	Computers Notebooks
	9:30-10:45	Finally, all together go to practice the new vocabulary found and practice its pronunciation.	Voices
Recommendations	<ul style="list-style-type: none"> <li>• To give some clear examples of the topic proposed based on the things or objects found in the videogame.</li> <li>• To explain the correct pronunciation of all the vocabulary the students asked for.</li> </ul>		

Table 9. Adventure at the beach continues

ADVENTURE AT THE BEACH: A MEETING WITH THE CAPITAN BLUBBER										
Educational Institution	John F. Kennedy	Grade	Fourth	Session	9	Time	2h /8:30 am- 10:30am	Participants	Children	
Number of students	34	Male				15	Female	20	Ages range	8-11 years old.
Role play game: Banjo and Kazooie						Video Number 4. <a href="https://youtu.be/G81hXXvqQRU">https://youtu.be/G81hXXvqQRU</a>				
						 <p>In this session it is necessary to learn new movements for which it was necessary to explore the stage in search of the burrows of the moles who provide the instructions to execute these movements, on the other hand as for the grammar of English is made use of the prepositions of place for (in, on, at, in front of, up down, etc.) to indicate the location of characters, objects or places within the video role-playing game. For example Lighthouse is on the top of the mountain - The sandcastle is under the sea</p>				
Grammar	<ul style="list-style-type: none"> <li>• Prepositions of place</li> </ul>									
Vocabulary	<ul style="list-style-type: none"> <li>• On, next to, in, at, up, down, behind, in front of, across, under, above</li> </ul>									

Objective	<ul style="list-style-type: none"> <li>• Find the mole to learn the two new especial movements.</li> <li>• Get to the top of the lighthouse.</li> <li>• Find bucket and throw an egg into it to get access to the sand castle and solve the puzzle.</li> </ul>		
Description activity	Time	Activity	Materials
	8:45-9:00	Hot potato: While singing hot potato song an object is turned around among students, until teacher stop singing, the student that keeps last the object must say the name of a character or object seen in the videogame. For example: (Jigsaw, Gruntilda, Witch, Mole, Honey, Beach, Carrot, etc.)	Student's participation.
	9:00-9:30	First, we will teach some commons prepositions of place (On, next to, in, at, up, down, behind, in front of, across, under, above) and how to use them.  For example: The lighthouse is <b>on</b> the hill.  The sand castle is <b>next to</b> the pier.  The captain's Blubber treasure is <b>in</b> the ship.  The bucket is <b>in front of</b> the sand castle.	Printed images Markers, board.
	9:30-10:30	After the explanation the students must use the prepositions of place to indicate the location of different things and places and write some examples down in their notebooks.	Computers Notebooks
	10:30-10:45	At the end the students practice the pronunciation of the exercise previously done.	Voices
Recommendations	Make it clear that every movement of the main character has a main purpose which is to help the character to progress in the videogame, so it is important to teach by showing them in the control stick how to make the special movements.		

Table 10. Looking for the hidden treasure.

ADEVENTURE AT THE BEACH: LOOKING FOR THE HIDDEN TREASURE										
Educational Institution	John F. Kennedy	Grade	Fourth	Session	10	Time	2h /8:30 am-10:30am	Participants	Children	
Number of students	34	Male			15	Female	20	Ages range	8-11 years old.	
Role play game: Banjo and Kazooie						Video Number 5. <a href="https://youtu.be/KrCVcBmnI-g">https://youtu.be/KrCVcBmnI-g</a>				
						 <p>For this session we are in a place that allows us to identify the characteristics of the objects that are around the main character, (objects, animals, characters) which can be used to describe them through the use of different types of adjectives, of shape, size, color, etc.</p>				
Grammar	<ul style="list-style-type: none"> <li>Adjectives (Big, small, blue, red, fat, furry, sad, angry)</li> </ul>									
Vocabulary	<ul style="list-style-type: none"> <li>Big, small, blue, red, fat, furry, sad, angry, etc.</li> </ul>									
Objective	<ul style="list-style-type: none"> <li>To find the places marked with and “X” and follow the arrows that shows the road to the treasure.</li> <li>To describe objects and characters you can find while playing.</li> </ul>									
Description	Activity							Materials		

activity	ime		
	8:45-9:10	Use by means of mimics the prepositions of place. Up, down, under, above, in front of, next to, in, out, on.	Student's participation.
	:10-9:50	First, we will teach some adjectives using flash cards (Big, small, blue, red, fat, furry, sad, angry, etc.) then we will give the students instructions to find the place where there is a big "X", after that, students must follow the arrow that shows the way to the hidden treasure.	Computers. Flash cards.
	9:50-10:45	By describing the objects and characters the students must write down short sentences in their notebooks.	Notebooks
Recommendations	<ul style="list-style-type: none"> <li>• Consider that every character in the videogame use a different way to express their feelings, so it is important to point out that we will find different situations which define the behavior of the characters.</li> <li>• To recommend the students that it can help their partners by saying words and clues in English in order to establish the interaction and collaborative learning between them.</li> </ul>		

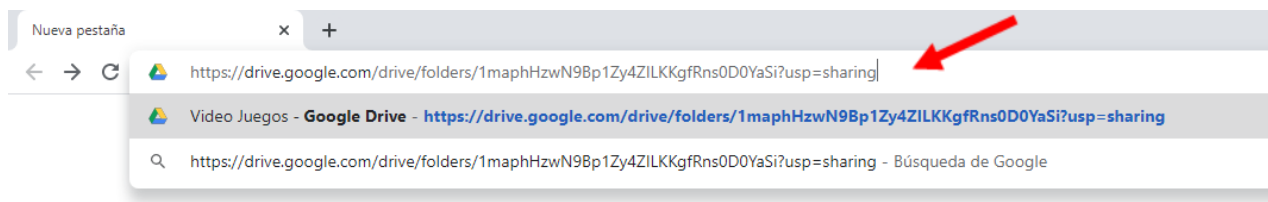
### 10.3 Guía para descarga e instalación del videojuego de rol.

En este documento les mostraremos una guía paso a paso para descargar, jugar y aprender inglés utilizando el videojuego de rol Banjo and Kazooie.

1. Primero, nos dirigimos al siguiente enlace:

<https://drive.google.com/drive/folders/1maphHzwN9Bp1Zy4ZILKKgfRns0D0YaSi?usp=sharing>

El cual debemos copiar, luego vamos al navegador de internet de preferencia (Microsoft Explorer, Google Chrome, fire fox, etc.) para pegar el enlace y luego oprimimos “Enter”

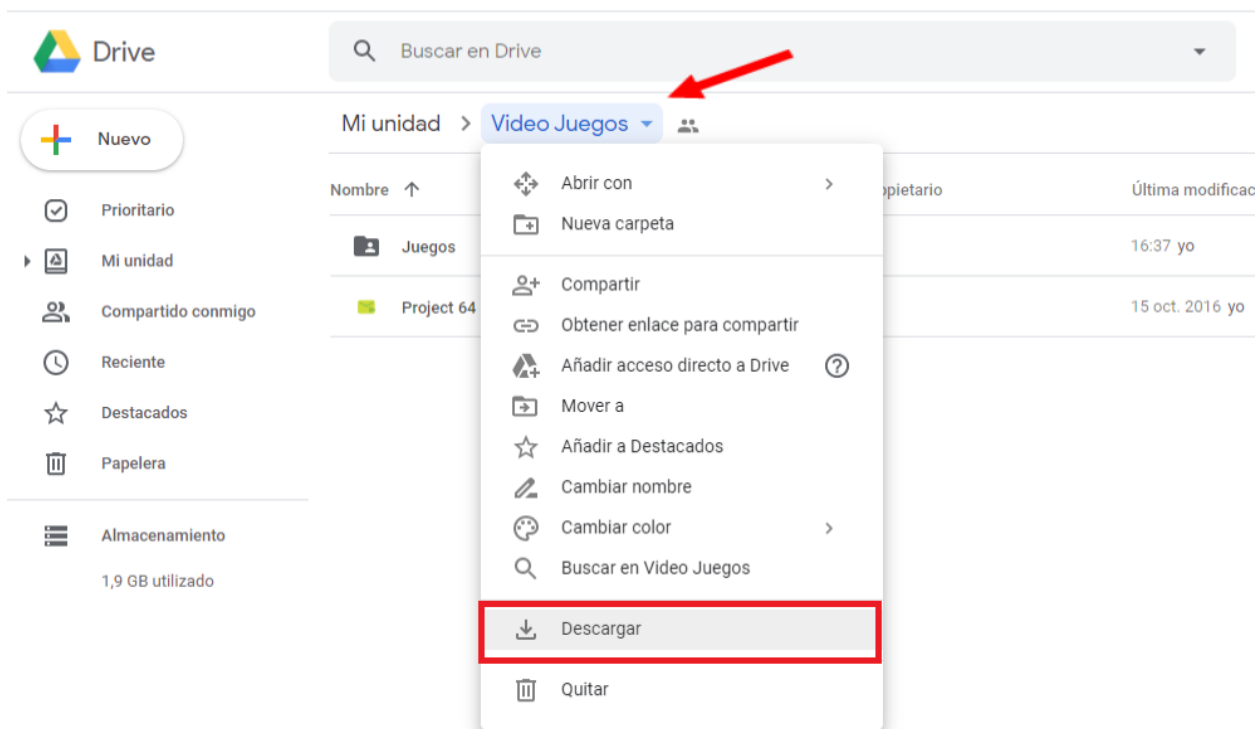


Buscar en Google o escribir una URL

*Image 6 Ingresar al link*

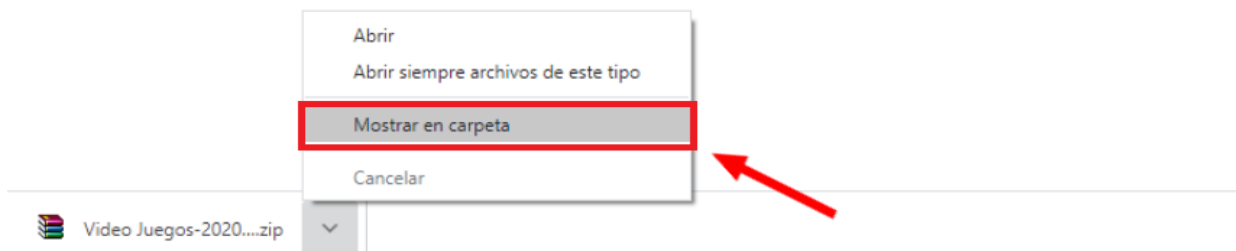


2. Luego de darle “Enter”, el enlace nos dirigirá a una carpeta de Google Drive llamada “Video Juegos” en esta debemos dar click en la flecha, la cual nos desplegará una serie de opciones, entre las cuales se encuentra la opción de “Descargar” vamos a esta y le damos click.



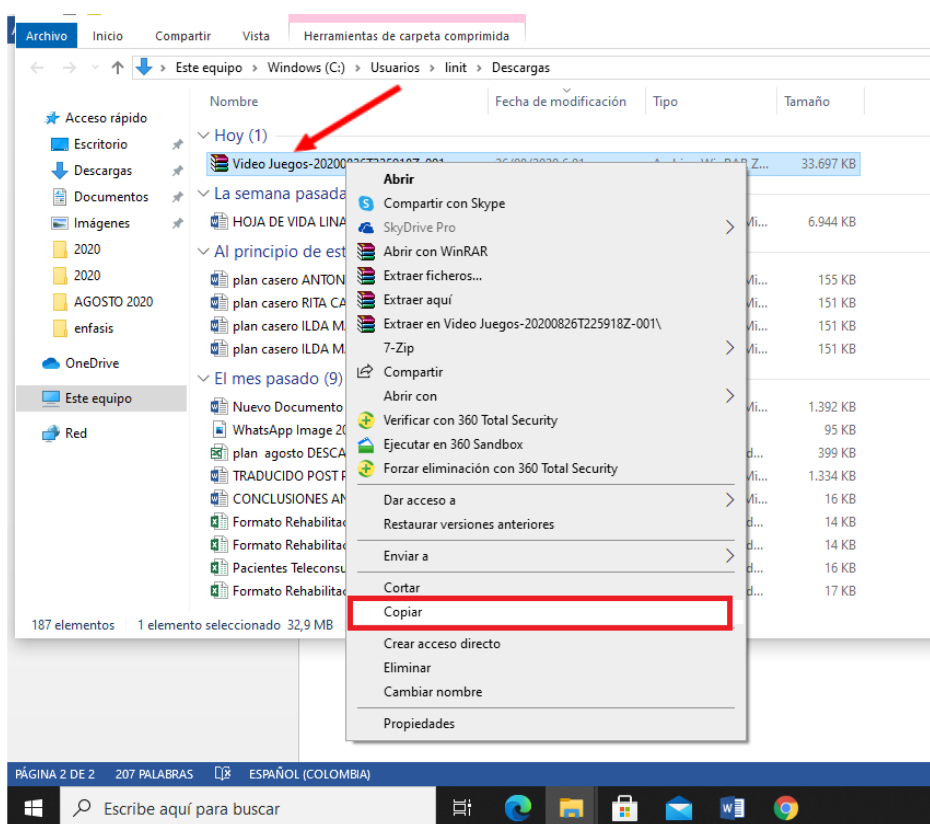
*Image 7 Descargar*

3. Luego de darle “Enter”, el enlace nos dirigirá a una carpeta de Google Drive llamada “Video Juegos” en esta debemos dar click en la flecha, la cual nos desplegará una serie de opciones, entre las cuales se encuentra la opción de “Descargar” vamos a esta y le damos click.



*Image 8 Mostrar en carpeta*

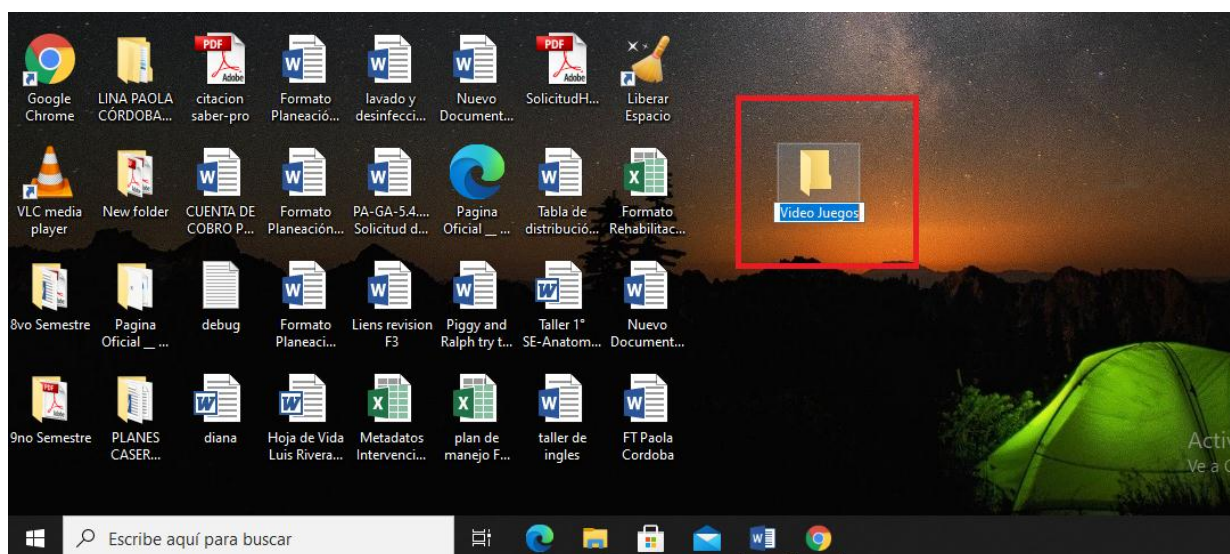
4. Al dar click aparece la ubicación del archivo descargo en tu PC, luego debemos dar click derecho encima de este archivo, lo cual nos desplegara un menú de opciones vamos a la opción “Copiar” y damos click.



*Image 9 Copiar*

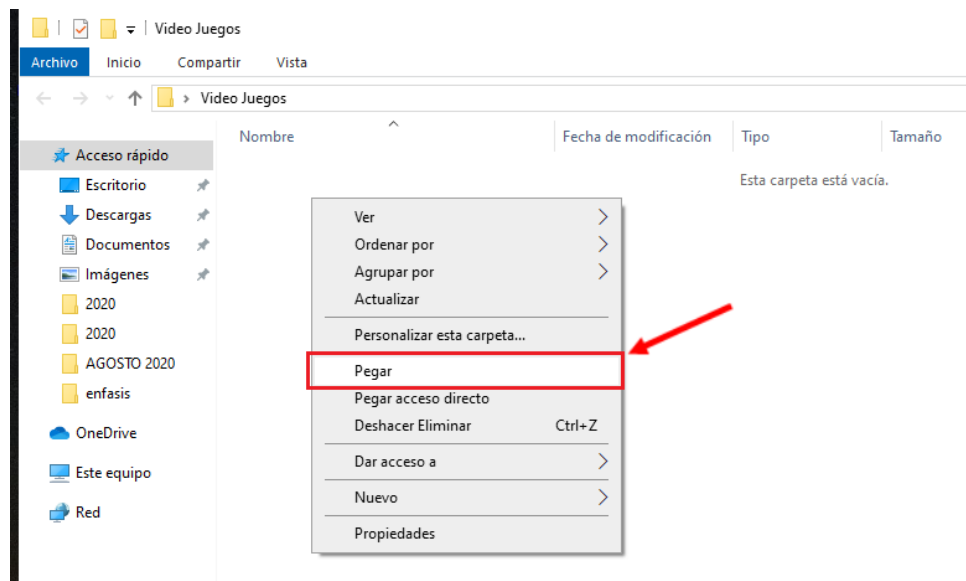
5. A continuación, nos dirigimos a un compartimiento de nuestro PC el que prefieras (Disco local C o D, o en el escritorio) en este caso lo haremos en el “Escritorio” donde crearemos una nueva carpeta para esto debemos dar Click derecho y vamos a la opción “Nuevo” la cual desplegara varias opciones, damos click en la opción “carpeta”

6. A continuación, nos aparecerá una carpeta con el nombre “Nueva carpeta” borramos este nombre y ponemos un nombre con el cual podamos identificar nuestra carpeta en este caso será “Video Juegos” y damos doble click



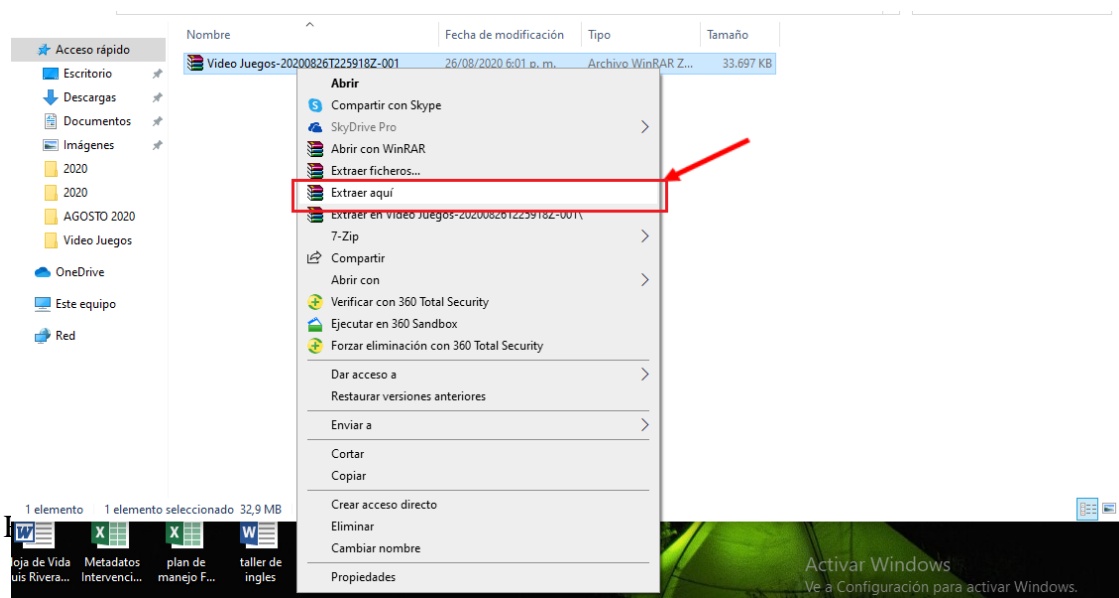
*Image 10 Nueva Carpeta*

7. Entonces nos mostrara la carpeta totalmente vacía, damos click derecho dentro de esta carpeta, vamos a la opción pegar y damos click.



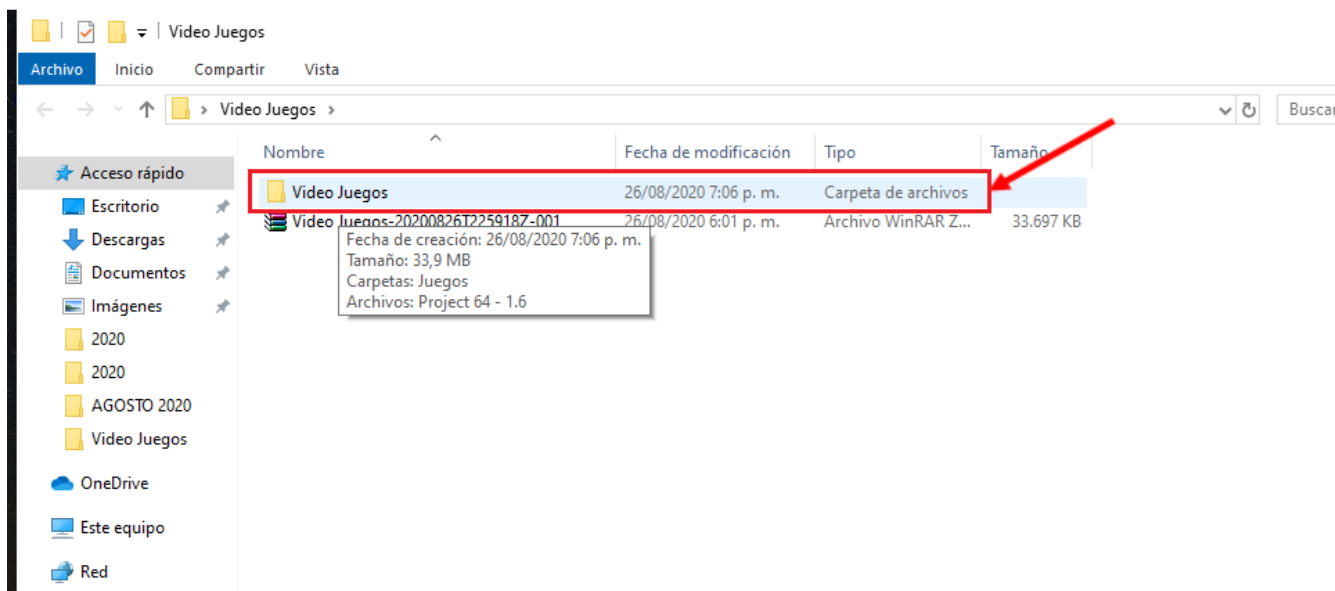
*Image 11 Pegar*

8. Luego aparecerá el archivo descargado, damos click derecho encima de este y vamos a la opción “Extraer aquí” y damos click



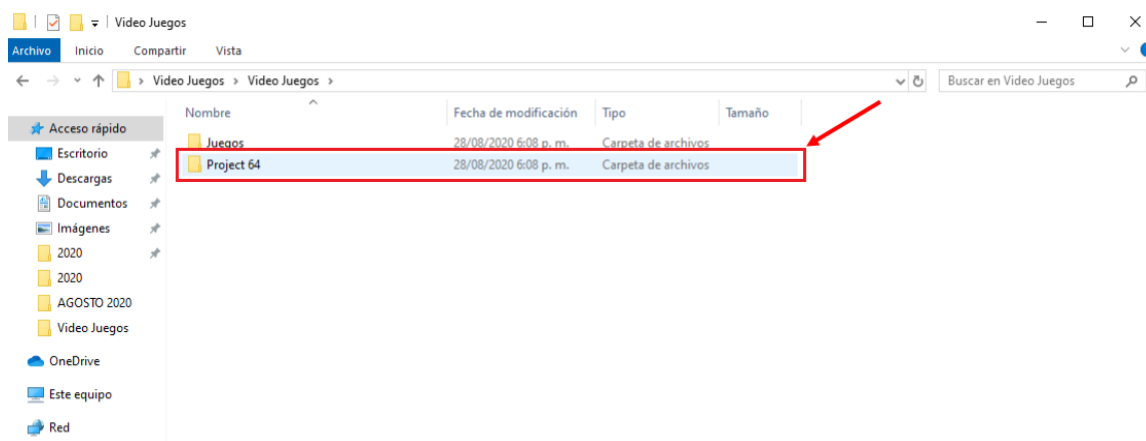
*Imagen 12 Extraer Aaui*

9. A continuación, nos aparecerá una carpeta con el nombre “Video juegos” la cual es la carpeta ya descomprimida a la cual le damos doble click.



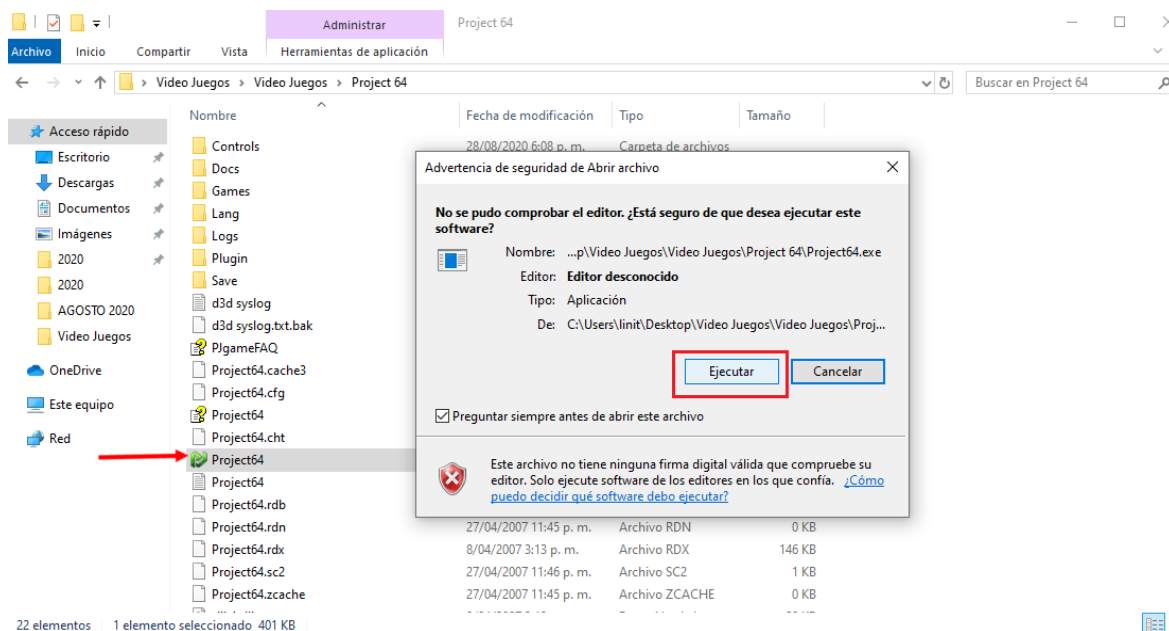
*Image 13 Video Juegos*

10. Luego veremos una carpeta llamada “Juegos” y otra llamada “Project 64” daremos doble click sobre esta.



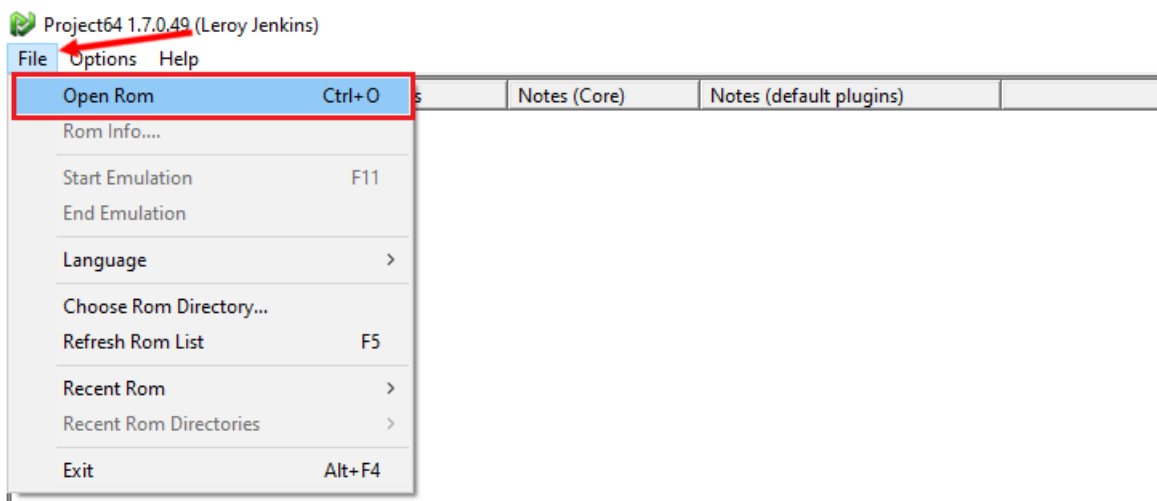
*Image 14 Project 64*

11. Entonces veremos una serie de carpetas e iconos buscaremos un icono llamado “Project 64” que a su lado tiene las letras PJ verdes y daremos doble click sobre este, luego nos aparecerá una ventana de advertencia en medio de la pantalla, en la cual daremos click sobre “Ejecutar”



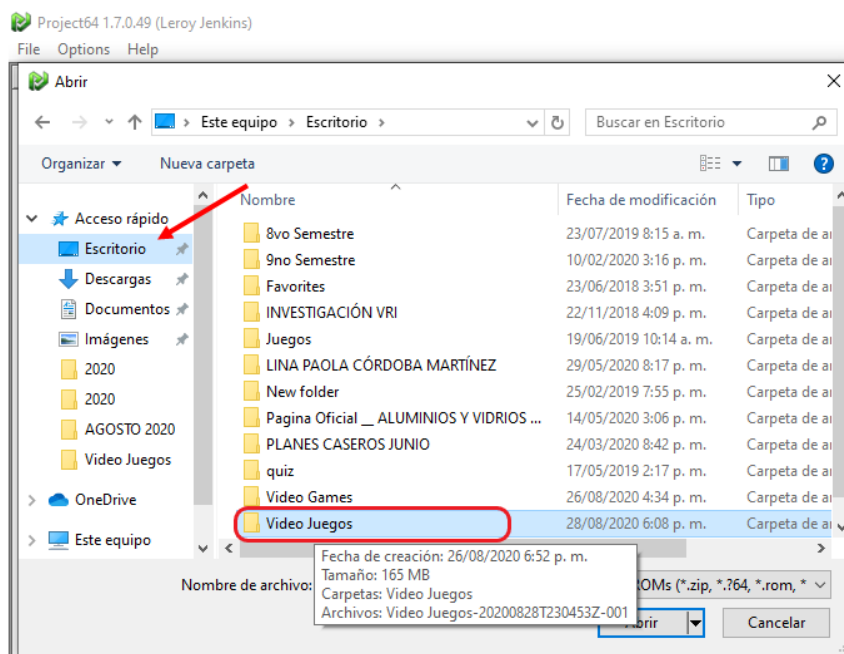
*Image 15 Ejecutar*

12. Entonces veremos una ventana en la cual ejecutaremos el videojuego, en esta ventana en la esquina superior izquierda veremos una opción llamada “File” y damos click, entonces nos desplegará una serie de opciones elegiremos la opción “Open room” y daremos click.



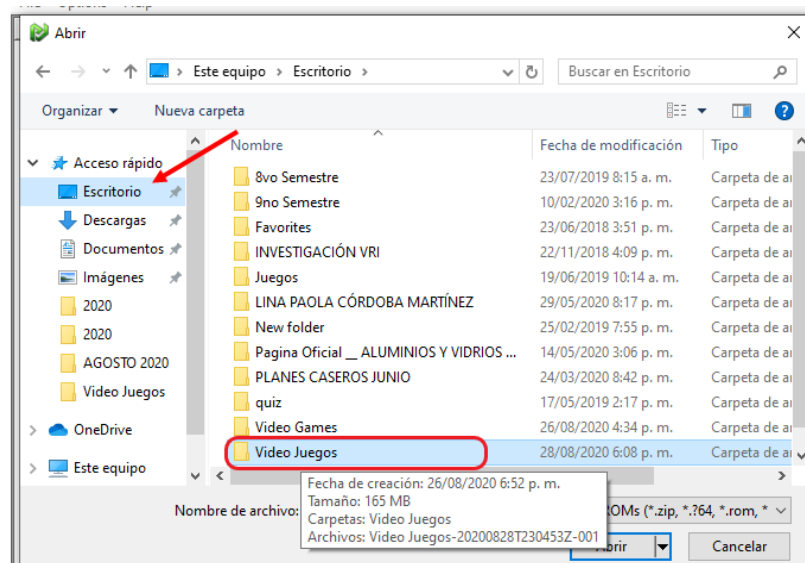
*Image 16 File*

13. Entonces se nos abrirá una nueva ventana en la cual buscaremos en la parte izquierda el icono con nombre “Escritorio” y damos clic este nos desplegará un menú con diferentes carpetas y archivos nosotros buscaremos la carpeta llamada “Video juegos” que habíamos creado anteriormente y daremos doble click sobre ella.



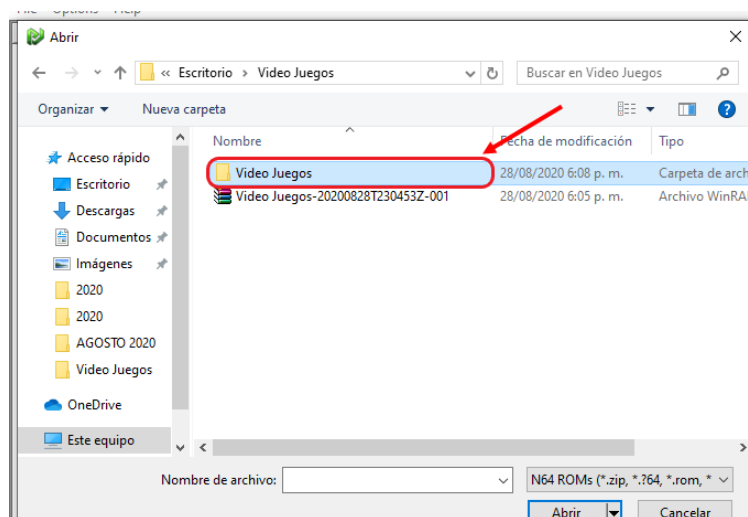
*Image 17 Nueva ventana*

14. Se abrirá una ventana con una carpeta y un icono llamados “Video Juegos” vamos a la carpeta y damos doble click



*Image 18 Carpeta videojuegos*

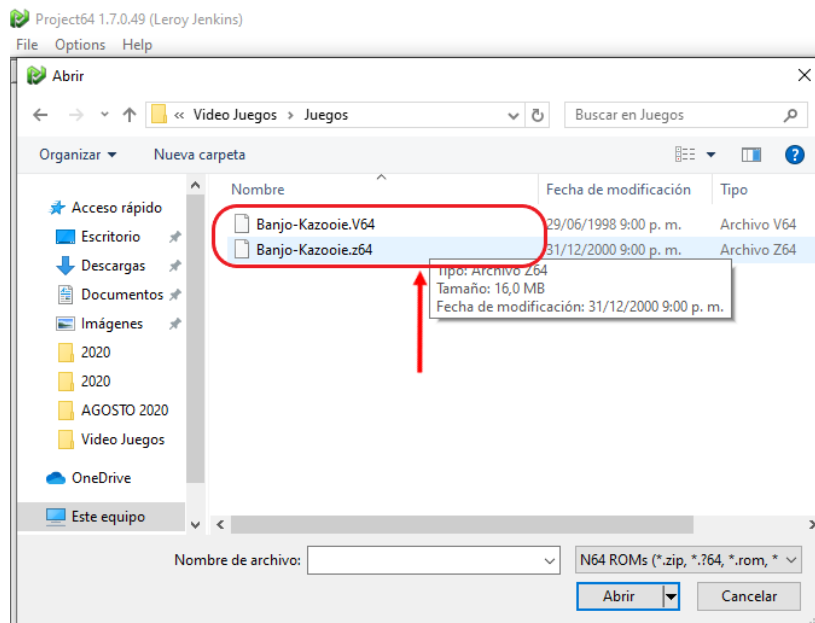
15. Aparecerá una ventana con dos carpetas una llamada “Juegos” y la otra “Project 64” vamos a la carpeta “Juegos” y damos doble click.



*Image 19 Juegos*

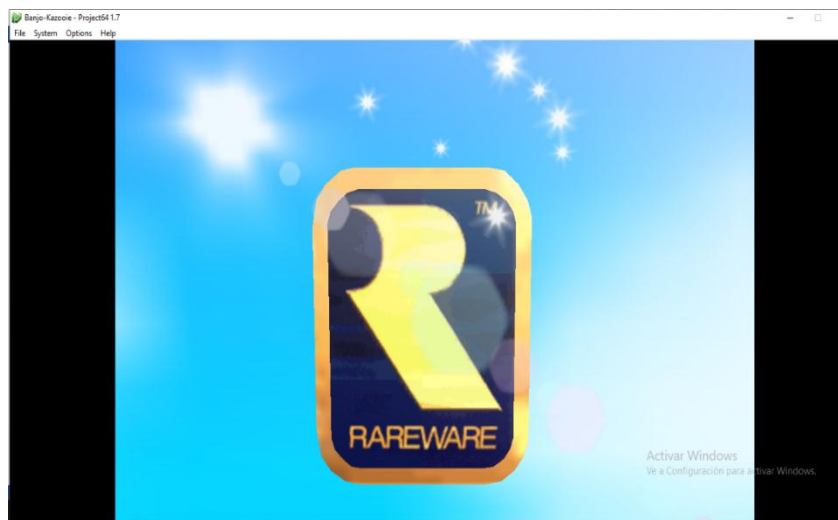


16. Entonces aparecerá una nueva ventana que contiene dos iconos llamados “Banjo-Kazooie” vamos a cualquiera de estos y damos doble click



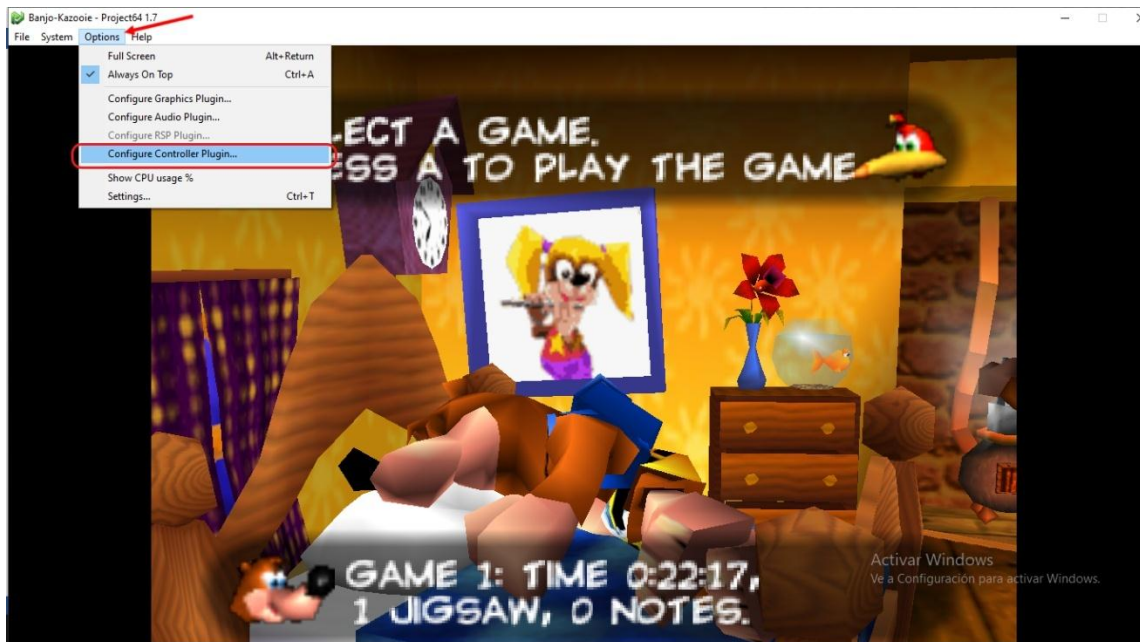
*Image 20 Banjo-Kazooie*

17. Al dar doble clic finalmente empezara a ejecutarse el videojuego debemos esperar unos segundos.



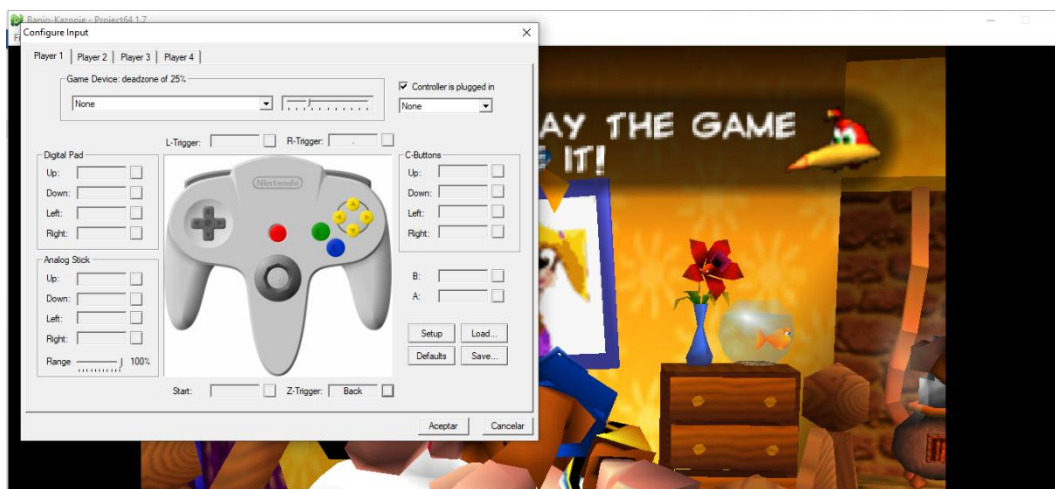
*Image 21 Inicio videojuego*

18. En la parte superior izquierda seleccionamos “Options” donde damos click y se desplegara una serie de opciones y vamos a la opción “Configure controller plugin” y damos click



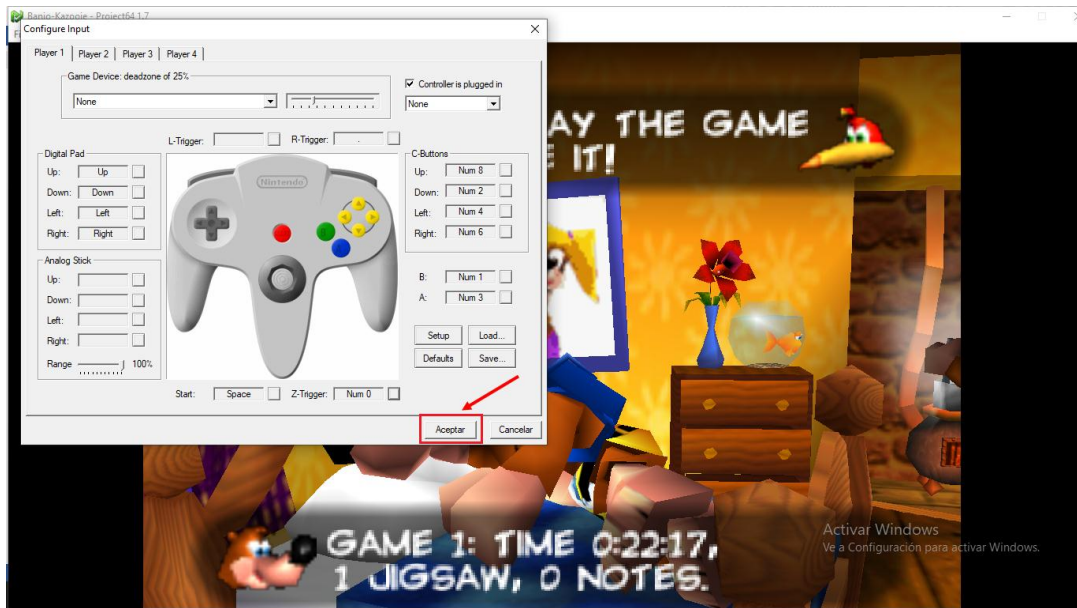
*Image 22 Options*

19. Luego de dar click en “Options” nos aparece una ventana con la configuración de nuestro control, el cual lo podremos adaptar a nuestra comodidad



*Image 23 Configurar control*

20. Esta sería una de las posibles configuraciones de nuestro control, pero recordemos que podremos hacerlo a nuestro gusto, luego de seleccionar nuestra configuración damos click en “Aceptar” de esta manera quedara guardada nuestra configuración.



*Image 24 Aceptar*

## 11. Analysis

For learning English there are different technological tools such as laptops, cell phones, tablets, video games consoles, etc. Which can be of great help when you want to learn a foreign language, due to the easy access to technology it gives us the possibility to implement new learning strategies, reason why it was decided to use the role-playing games as a didactic tool, since these allow the player to control several characters, which represent a specific role within the game, allowing the player to play different roles within the game, for example there are more than thirty main characters apart from the secondary ones, there are sorcerers, scientists, cooks, princesses, maidens, warriors, etc. Who use different ways of expressing themselves which allowed the students to relate to a language commonly used in real life. In this case one of the characters that most caught their interest was the pet “Poshu” and the main character “Serge” due to the students discovered the way to find an object which was necessary to get a new friend, this situation generated in them happiness. Besides they contain varied information regarding the English language, It also contains a story which unfolds around the main character who interacts with different elements and subjects that are in the video game enabling the acquisition of vocabulary through the reading of text boxes where it is possible to find everyday expressions and grammatical structures, as well as a wide range of information allowing the student to experience in an alternative reality the possibility of interacting with different characters in a foreign language and thus increase or improve the level of English, according to Peterson, 2010; Cortés et al. , 2011; Avouris & Yiannoutsou, 2012; Chua & Balkunje, 2012; Fonseca et al., 2012; Padilla-Zea et al., 2013; Gürbüz et al., 2014; Slovacek et al., 2014 establish that being in a multimedia environment encourages reading comprehension skills, creativity and learning by discovering because it increases students' attention and interest towards English.

According to the above, the use of video games as a teaching tool for learning English, positively affects students by stimulating their senses thanks to the variety of scenarios, characters and challenges that are presented within it, it is important to highlight the fact that this experience improved the adaptability, resourcefulness and communication skills of students. Thanks to these situations, the student's interest in the video game was generated and therefore towards English due to an emotional bond that arose between the player and the main character, which is why the student needed to acquire vocabulary and decipher sentences in order to achieve the challenges and progress in the game. After this brief introduction about this research project, the next step was to analyze the practices conducted with the fourth-grade students at John F. Kennedy Educational Institution in Popayán, Colombia.

Through the interaction that was generated between students and teachers it could be analyzed that students achieved effective collaborative learning because without the need of explanation of what is a collaborative learning the students managed to realize the need of this resource, since it was becoming more and more complex to pass the different levels of the video game and the teachers could not immediately address the various issues and explanations that each of them needed, so the students on their own decision to generate this interaction between their peers which was very helpful to be able to move to the next level and in turn fulfill the task set by the teachers.

Achieving the second objective proposal about interaction among the whole group was somehow inevitable, since from the beginning of the practices of the research project, due to the fact that in this educational institution there are not enough computers, so they organized themselves in groups of 3 or more members which automatically generates the interaction in each group, as well as with the teachers.

The students established the interaction with video game and their classmates, since within the objectives established in this session, they had to find the way out of a castle, some of them achieved this objective without any help, but also some of them needed to ask for help from the teachers or classmates, at that moment it was possible to evidence the interaction between students and teachers, so as a result the collaborative learning took place.

Another situation where the interaction between students and teachers occurred during the second session, when they were in their work groups, where it could be noticed that in each group there was one of them who stood out because he had more experience with video games and was in charge of guiding the others to find possible solutions to the difficulties presented, thanks to this, it could be evidenced the use of notes of topics seen in class to be able to fulfill the tasks foreseen, this allowed them to interact among themselves, to fulfill the objective about finding dialogues with the Wh-Questions. In this case, they showed interest in learning English due to the fact that with much excitement they communicated among themselves to compare the progress that each one had made in the game and especially when they observed in the dialogue boxes expressions or words that they did not understand, they had any doubt to ask about them, and when the meaning was given by the teachers, it encouraged them to learn in a fun way.

Due to the experience acquired in the two previous sessions, some students learned in an effective way to control the character by using the magic and the powers, what motivated their classmates to follow the same example to be able to accede to the use of the magical elements since the images contained impressive visual effects reason why they increased their motivation towards the discovery of new words in English.

With the experience acquired in the previous sessions, the objectives proposed for the class were achieved, although it was possible to notice that some students had difficulties in the

fourth session to accomplish the objectives, since one of them was to get a bone which they had to look for to obtain the pet called Poshu since this friend allowed them to advance to the next levels. This resulted in collaboration between the students and teachers generating questions and answers between them to find the bone and fulfill the objectives.

In the last session it was developed an activity of listening and repeating some of the expressions and vocabulary that the students had found throughout all the previous sessions, in this way there was interaction between students and teachers since they asked the meaning of those expressions and vocabulary that they had written in their notebooks, to which the teachers gave the respective meaning and correct pronunciation. In this way it was possible to observe that some of the students already recognized the sound of some expressions and words, this experience generated in them a lot of motivation when they realized that could recognize words in the videogame and help others.

On the other hand, one of the specific objectives was about motivating the students toward the learning of vocabulary using role-playing games. In this sense it was analyzed that students solve the obstacles better when there is a greater degree of difficulty in them, likewise, they learnt vocabulary more effectively by the need of going to the next level and get the enough knowledge that required the video game.

Regarding the acquisition of vocabulary, it was established as a task, that at the end of each session the students had to write some words or expressions that caught their attention while playing, in this way the motivation towards learning new vocabulary was generated, since they could make a direct relationship with the video game thanks to the explanations of their classmates or when necessary, with the help of the teachers.

In one of the proposed exercises the students were asked to find certain expressions related to the Wh-Questions in the dialogue boxes used by the different characters in the video game. To achieve this, they used as a strategy to identify the question signs, since they knew that in this way, they would solve the exercise more easily, as a result they were able to discover new expressions in addition to those required in the task, and as a consequence they progressed in the acquisition of new vocabulary.



## 12. Conclusions

The following are the conclusion about the project research “Role Play Games As A Didactic Tools For Learning English In Fourth Graders At John F. Kennedy Elementary School” According to the experiences lived during the sessions and the contact with the students, it was possible to analyze that the objectives established in this project were reached thanks to the active participation of both students and teachers.

Role-playing games as an innovative tool were of great help for learning English due to as students had the accompaniment and guidance of a teacher who used this tool for educational purposes.

The fact of using the role-playing video games as a didactic tool awakened in the children a great motivation towards learning English because it was the first time for them using something very different to what they usually are accustomed, in this case, they felt like in a movie, where they were the ones who took decisions by interacting with other characters and objects.

The student’s interaction permitted to achieve the goals on each session because they found the way to work together with the purpose of overcoming different obstacles presented in both the videogame and English learning process, for example one of the most motivating situation for them was when they together found the clues for acquiring the pet called Poshu.

The fact that there were not enough computers was a positive situation, because in spite of not having these, the students spontaneously created groups which generated interaction between them. This moment enable them work together at the time of writing some works down in their notebooks.

Thanks to the interaction between students and teachers, a collaborative learning was achieved, this allowed to accomplish one of the objectives proposed in the video game about finding an item through recognizing the meaning of Wh questions, To achieve this, it was necessary to ask some characters for information that could lead them to the place where it was hidden and thus advance in the game.

It was evident that some students took a kind of leadership within each group thanks to the experience they had playing video games, due to this person had more skills to control the main character, which enabled some groups to move forward quickly, allowing them to help their peers as well.

Regarding the acquisition of vocabulary, it was established as a task that at the end of each session the students had to write some words or expressions that caught their attention while playing, thanks to these words they felt identify with the characters in the video game, in this way the motivation towards learning new vocabulary was generated, since they could make a direct relationship with the video game thanks to the explanations of their classmates or when necessary, with the help of the teachers.

The video games show new vocabulary and expressions and the students learn them in a funny because they found in this the way to interact with different elements and diverse characters and it was something they have never done before , being more effective the learning because of the colorful scenarios by capturing the student's attention.

By recognizing question marks, students learned to identify different expressions for asking questions in English, in the same way while they were reading in the dialogue boxes they found other grammar topics such as verb to be, common expressions, etc. This strategy allowed them to acquire new vocabulary in addition to those proposed in class.

Through the writing, listening and repetition exercises, students had a great participation, in which there was interaction between students and teachers what helped in the learning of new vocabulary, due to every single words new for them, was explained and practiced its pronunciation.

It was evident that the students were able to acquire new expressions thanks to the explanations given before the practice with the video games, the link that was generated with the character they controlled and the interaction with different characters of the video game.

Due to the fact that the video game presented different obstacles, the students found it necessary to inquire about the unknown expressions in order to fulfill the objectives, which allowed them to learn new words in a meaningful way.

When they were immersed in the different scenarios, they were able to identify certain expressions and vocabulary, since these environments resembled everyday life (having a pet, swimming, going to a restaurant, etc.), which made it easier for them to know the meaning of the expressions and words found in the text boxes within the video games.

### **13. Recommendations**

Within a research project it is always desired that there is a continuous improvement of it, therefore here we are going to enumerate a series of recommendations whose objective is vital for the implementation of the role play games as a didactic tool for the learning of English.

It is advisable for teachers to use the resources of the system room not only to teach the computer classes, but also to teach the different areas of knowledge in this case English, since they provide us with a variety of resources to develop classes in a creative way, as in the case of role-play video games proposal.

For the development of the practices of this project it is recommendable to give the explanations of the grammatical and vocabulary topics before using the computer equipment, this way the students will pay more attention to the necessary explanation to fulfill the objectives established in each session.

For the person or teacher who is willing to use the role-playing games it is necessary to play the game and get experience to understand what the story is about, so this way figure out what kind of topics can be practiced.

Consider setting up the computers before starting classes to avoid any situation that could delay the class.

It is recommended to use role play game due to it is possible to find in them situations related to real life which allow the students to acquire some expressions and vocabulary that can be very useful at the moment of interacting with people and friends.

Keep in mind that each character in the roleplaying game uses specific language and expressions which are very important to acquire new vocabulary.

Nowadays, role-playing games offer many advantages for learning English, so it is recommended to use them more often, this way decrease the belief that they are used not only for fun but also for educational purposes.

It is recommended to make use of the role-playing video games since they can include different topics such as history, science, philosophy, and mathematics, among others. It also places the characters in very detailed and colorful environments, which allow them to be applied in a didactic way.

It is recommended to try the role play game for not more than 40 minutes because this can affect their performance in other areas of knowledge, and without forgetting that they must be accompanied by a person with enough knowledge about role playing games to be able to guide them in this process of learning.

## 14. Limitations

In a research project, it is very usual that different types of limitations of time, resources, etc. suddenly arise. This section describes all of these, making it clear that they were not an impediment to carrying out this project, since we knew how to overcome all the vicissitudes that arose, we rethought the activities and implemented different strategies for its development.

During the second period of 2019 different conflicts began to emerge in the country (Colombia) which negatively affected the development of academic activities within the university, which is why the activities that were being carried out in the educational institution were suspended. This was one of the main limitations for the development of the practices of this research project.

The miscommunication with the directives of the institution delayed the beginning of the practices, because the due process to request the permission to use the system room was not done on time, which took us several days to obtain it and start with the installation of the role-play games.

After having acquired the permission from the educational institution, the installation of the role-playing games began, however at the time of using them, a new inconvenience arose with the computers, since they allowed us to save the video games only for a period of 24 hours, so it was necessary to ask for permission again to install them and finally start with the practices.

Later on, classes were developed in a normal and continuous way, but due to the situation of the country, the teachers took the decision to suspend classes and therefore the educational establishments had to close their facilities and with this the development of the project was affected.

On the other hand, due to the fact that every year in this educational institution it is a custom to carry out cultural activities for one week, which avoided us to develop the practices of the project during this one.

Finally, at the beginning of the first academic period of the educational institutions, a virus called Covid-19 spread worldwide, putting at risk the health of all people and it was necessary to apply the quarantine at a global level as well as different biosecurity strategies to control the spread, which caused the suspension of classes affecting the activities of the research project that was being carried out with the students. However, as a strategy to comply with the number of sessions stipulated in this project, a guide was designed to explain in detail how to download and install the role-play game, as well five lesson plans indicating the community to which it is addressed (in this case fourth graders), duration of each class, grammar topics, vocabulary, objectives, activities and materials needed to carry out each of these.

## 15. Bibliography

- Allen, M. (2017). *The sage encyclopedia of communication research methods*.  
doi:10.4135/9781483381411
- Álvarez Cabrera, S., & Reyes Hernández, K. Y. (2016). Protección jurídica de los videojuegos. *Revista Opinión Jurídica*, 16(31), 155-174.  
doi:HTTPS://DOI.ORG/10.22395/OJUM.V16N31A7
- Álvarez, J. (2017). El uso de los videojuegos como recurso didactico para el aprendizaje de ingles. *Tesis de pregrado*. Andalucía, España. Obtenido de [http://tauja.ujaen.es/bitstream/10953.1/5745/1/Moral\\_lvarez\\_Jess\\_TFG\\_Educacin\\_Primary.pdf](http://tauja.ujaen.es/bitstream/10953.1/5745/1/Moral_lvarez_Jess_TFG_Educacin_Primary.pdf)
- Barr , M. (2017). Video Games can develop graduate skills in students: A randomized trial. *Computers & Education*, 113, 86-97. Obtenido de <https://www.sciencedirect.com/science/article/pii/S0360131517301215?via%3Dihub>
- Benavides Parra, M. (2016). Propuesta Educativa para el aprendizaje del ingles mediante el uso de Serious Games “MONSTERS INC: SCARE ISLAND” En estudiantes de grado quinto de primaria de la Fundación Educativa Don Bosco. *Tesis de maestria*. Bogota. D.C, Colombia. Obtenido de <http://hdl.handle.net/10654/16044>.
- Bueno Velazco, C., & Martínez Herrera, J. (2002). Language teaching methods: a 500 years ' journey. *Humanidades Médicas*, 2(1). Obtenido de [http://scielo.sld.cu/scielo.php?script=sci\\_arttext&pid=S1727-81202002000100005&lng=es](http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1727-81202002000100005&lng=es).
- Cabrera Morgan, L. (2017). La investigación-acción: una propuesta para la formación y titulación en las carreras de Educación Inicial y Primaria de una institución de educación superior privada de Lima. *Educacion*, 26(51), 137-157.  
doi:https://doi.org/10.18800/educacion.201702.007
- Calvo-Ferrer, J. (2013). Videojuegos y aprendizaje de segundas lenguas: análisis del videojuego The Conference Interpreter para la mejora de la competencia terminológica. Alicante, España. Obtenido de <http://hdl.handle.net/10045/45266>
- Calzadilla, M. (2002). Aprendizaje colaborativo y tecnologías de la información y la comunicación. *Revista Iberoamericana De Educación*, 29(1), 1-10.  
doi:https://doi.org/10.35362/rie2912868



- Castillo Pachón, L. (2016). Aprendizaje de vocabulario en inglés mediante la experiencia. *Tesis de grado*. Bogotá, Colombia. Obtenido de <http://hdl.handle.net/10554/21810>
- Cobos, Vivas, & Jaramillo. (2019) El aprendizaje significativo y su relación con los estilos de aprendizaje, *Revista Anales de la Universidad Central del Ecuador* obtenido de <https://revistadigital.uce.edu.ec/index.php/anales/article/view/1871/1769> doi: <https://doi.org/10.29166/anales.v1i376.1871>
- Decreto N° 1360. (23 de Junio de 1989). Bogota, Colombia.
- diegoutm. (12 de Diciembre de 2010). LA DIDACTICA. Obtenido de <http://didacticadiego.blogspot.com/2010/12/unidad-1.html>
- EcuRed contributors. (2019). *Videojuego de rol*. Obtenido de [https://www.ecured.cu/index.php?title=Videojuego\\_de\\_rol&oldid=3456080](https://www.ecured.cu/index.php?title=Videojuego_de_rol&oldid=3456080)
- El Universal. (23 de Agosto de 2013). Colegio John F. Kennedy cumple medio siglo de fundado. *El Universal*. Obtenido de <https://www.eluniversal.com.co/educacion/colegio-john-f-kennedy-cumple-medio-siglo-de-fundado-132259-AQEU220303>
- examples, P. o. (2016). *Study.com*. Obtenido de <https://study.com/academy/lesson/participant-observation-definition-and-examples.html>
- Exploring your mind. (2012). Obtenido de Meaningful Learning: Definition and Characteristics: <https://exploringyourmind.com/meaningful-learning-definition-characteristics/?amp=1>
- Exploring your mind. (2021). Exploring your mind Blog about psychology and philosophy. *Meaningful Learning: Definition and Characteristics*. Obtenido de <https://exploringyourmind.com/meaningful-learning-definition-characteristics/?amp=1>
- Fonseca G, A., & González E, P. (2008). Bases para la creación de una campaña promocional para posicionar la imagen del Estado de Chiapas. 1-14. Obtenido de [http://catarina.udlap.mx/u\\_dl\\_a/tales/documentos/lmk/fonseca\\_g\\_a/capitulo3.pdf](http://catarina.udlap.mx/u_dl_a/tales/documentos/lmk/fonseca_g_a/capitulo3.pdf)
- GRUPO AZC S.A.S. (2016). *Protección de los Video Juegos en Colombia – Propiedad Intelectual*. Obtenido de GRUPO AZC S.A.S.: <https://www.azc.com.co/proteccion-de-los-videojuegos-en-colombia-propiedad-intelectual/>
- Ley N° 23. (28 de Enero de 1982). Sobre derechos de autor. *Artículo 6*. Bogota D.C, Colombia.
- López Raventós, C. (2016). The video game as an educational tool. Possibilities and problems about Serious Games. *Apertura*, 8(1). Obtenido de <http://www.udgvirtual.udg.mx/apertura/index.php/apertura/article/view/825/539>.

- Manga, A. (2006). EL CONCEPTO DEL ENTORNO EN LA ENSEÑANZA-APRENDIZAJE DEL ESPAÑOL COMO LENGUA EXTRANJERA. *REVISTA ELECTRÓNICA DE ESTUDIOS FILOLÓGICOS*(12). Obtenido de <https://www.um.es/tonosdigital/znum12/secciones/Estudios%20P-Ensenanza-Aprendizaje.htm>
- Merriam, S. (2016). *Qualitative research: A guide to design and implementation (4th ed.)*. Obtenido de western sydney university Library: <https://subjectguides.library.westernsydney.edu.au/qualitative-research>
- Ospina Rodríguez, J. (2006). La motivación, motor del aprendizaje. *Ciencias de la salud*, 4(Especial), 158-160. Obtenido de <https://revistas.urosario.edu.co/index.php/revsalud/article/view/548/472>
- Participant Observation: Definition and Examples. (2016). *study.com*. Obtenido de <https://study.com/academy/lesson/participant-observation-definition-and-examples.html>
- Rico García, M. M., & Agudo Garzón, E. (2016). Aprendizaje móvil de inglés mediante juegos de espías en Educación Secundaria. *Revista Iberoamericana de Educación a Distancia*, 19(1), 121-139. doi:<http://dx.doi.org/10.5944/ried.19.1.14893>
- Rizo García, M. (2006). George Simmel, Sociabilidad e Interacción: Aportes a la ciencia de la comunicación. *Cinta de Moebio: Revista de Epistemología de Ciencias Sociales*, 27, 266-283. Obtenido de <http://www.moebio.uchile.cl/27/rizo.html>
- Rodríguez, G., Gil, J., & García, E. (1996). METODOLOGIA DE LA INVESTIGACION. *Proceso y fases de la investigacion cualitativa*, 64-114. Obtenido de [http://www.catedranaranja.com.ar/taller5/notas\\_T5/metodologia\\_investig\\_cap.3.pdf](http://www.catedranaranja.com.ar/taller5/notas_T5/metodologia_investig_cap.3.pdf)
- Rodríguez-Pérez, N. (2012). Causas que intervienen en la motivación del alumno en la enseñanza-aprendizaje de idiomas: el pensamiento del profesor. *Didáctica. Lengua Y Literatura*, 24, 381-409. doi:[https://doi.org/10.5209/rev\\_DIDA.2012.v24.39932](https://doi.org/10.5209/rev_DIDA.2012.v24.39932)
- Rozo Cabra, M. (2016). Videojuegos: una Alternativa Innovadora para el Aprendizaje del Inglés. Bogotá, D.C., Colombia. Obtenido de [https://repository.uniminuto.edu/bitstream/handle/10656/4583/TE.GI\\_RozoCabraMar%203%20ADa\\_2016.pdf?sequence=1&isAllowed=y](https://repository.uniminuto.edu/bitstream/handle/10656/4583/TE.GI_RozoCabraMar%203%20ADa_2016.pdf?sequence=1&isAllowed=y)
- Suriá Martínez, R. (2010). Tema 2: Socialización y desarrollo social. *RUA*. Alicante, España. Obtenido de <http://hdl.handle.net/10045/14285>

Toda Colombia. (21 de Febrero de 2019). *Información General de Colombia*. Obtenido de Toda Colombia.: <https://www.todacolombia.com/informacion-de-colombia/index.html>

Universidad del Cauca. (s.f.). *Oferta academica*. Obtenido de Universidad del Cauca: <http://www.unicauca.edu.co/versionP/oferta-academica>

What Is Action Research? - Executing Organizational Change. (2013). *study.com*. Obtenido de <https://study.com/academy/lesson/what-is-action-research-executing-organizational-change.html>

What Is Collaborative Learning? - Benefits, Theory & Definition. (2015). *study.com*. Obtenido de <https://study.com/academy/lesson/what-is-collaborative-learning-benefits-theory-definition.html>

Fisher, D., & Frey, N. (2009). Background Knowledge. The missing piece of the comprehension puzzle, obtenido de <http://siopformisd.pbworks.com/w/file/attach/80441810/background%20knowledge%20overlooked%20factor%20in%20reading%20comprehension.pdf>

## 16. Appendixes

### Appendix A. Consentimiento Informado



Universidad  
del Cauca

Universidad del Cauca

Facultad de Ciencias Humanas y Sociales

Departamento de lenguas extranjeras

Programa de licenciatura en Lenguas Modernas Inglés-Francés

Comite de Práctica Profesional

### CONSENTIMIENTO INFORMADO PADRES O ACUDIENTES

Estimados padres de familia o acudiente:

El propósito de este estudio es implementar la práctica del uso de videojuegos de rol como herramienta didáctica para el aprendizaje del inglés en los estudiantes de grado cuarto de la Institución Educativa John F. Kennedy. Por ello, se realizarán 8 sesiones en las cuales se implementarán los videojuegos en inglés durante el horario académico en la institución con duración de 2 horas; en el cual se busca mejorar el nivel de inglés en los estudiantes y cuyos ejercicios serán grabados y fotografiados.

Por lo anterior, yo \_\_\_\_\_ mayor de edad, padre, madre o acudiente del estudiante \_\_\_\_\_, he sido informado(a) acerca de los ejercicios, grabaciones y fotografías que serán realizados por los estudiantes de la Universidad del Cauca Angela Marcela Jimenez Montero, Edinson Eduardo Pabón Luna, German Gustavo Ardila Martinez y Luis Armando Rivera Montenegro.

Luego de haber sido informado sobre las condiciones de la participación de mi hijo(a) en los ejercicios, grabaciones y fotografías, comprendido el propósito, entiendo que:

- La participación de mi hijo(a) o los resultados obtenidos por las personas encargadas no tendrá repercusión o consecuencia en las actividades escolares, evaluaciones o calificaciones del estudiante.
- Al finalizar las sesiones, los datos recolectados a través de los instrumentos serán utilizados en el trabajo de grado de los estudiantes encargados.
- No habrá ninguna sanción para mi hijo o estudiante del que soy acudiente en caso de que no esté de acuerdo en participar.
- La identidad de los niños no será divulgada.

Atendiendo a la normatividad vigente sobre consentimientos informados (Ley 1581 de 2012 y Decreto 1377 de 2012), y de forma consciente y voluntaria.

DOY EL CONSENTIMIENTO       NO DOY EL CONSENTIMIENTO

Para que mi hijo sea participe de los ejercicios del aprendizaje del inglés por medio de los videojuegos de rol, en las grabaciones y fotografías a realizar en la Institución Educativa.

Nota importante: aquellos padres o acudientes quienes dan su consentimiento para permitir al estudiante participar de los ejercicios. El mes de iniciación será en octubre 2019 y posteriormente les estaremos informando acerca de los horarios.

Firma:

---

### Appendix B. Adivina de que se trata la historia

ADIVINA DE QUE SE TRATA LA HISTORIA Y RECONOCE A LOS ANIMALES AMIGOS CON BANJO KAZOOIE										
Educational Institution	John F. Kennedy	Grade	Fourth	Session		Time	2h /8:30 am-10:30am	Participantes	Niños	
Number of students	34	Male				15	Female	20	Ages range	8-11 years old.
Videojuego de rol: Banjo and Kazooie										
Gramática	<ul style="list-style-type: none"> <li>Tiempo presente simple.</li> </ul>									
Vocabulario	<ul style="list-style-type: none"> <li>Bear, gorilla, mole, witch, castle, cauldron, carrot, onion, cabbage, honeycomb, tree (Oso, gorila, topo, bruja, castillo, caldero, zanahoria, cebolla, col, panal, árbol...)</li> <li>Jump, swim, hit, climb, roll (Saltar, nadar, golpear, trepar, rodar)</li> </ul>									
Objetivo pedagógico	<ul style="list-style-type: none"> <li></li> </ul>									
Objetivos del juego	<ul style="list-style-type: none"> <li>Mirar la introducción del videojuego e intenta adivinar de qué trata la historia</li> <li>Encuentra un pequeño topo y sigue sus instrucciones, para aprender a controlar al personaje principal.</li> <li>Interactúa con todos los elementos del lugar y aprende los nombres de algunos vegetales.</li> </ul>									
Descripción de la actividad	Duración	Actividad							Materiales	
	8:45-9:00	Calentamiento: Repita y responda a los saludos: Buenos días, ¿cómo estás? Muy bien, gracias. Buenas tardes. Buenas noches, etc.							Participación de los estudiantes	
	9:00-	Después del calentamiento usamos la pizarra para enseñarles la estructura del							Pizarra	

	9:30	tiempo presente simple: (Subject + Verb + Complement). Por ejemplo: Él nada en el río. (He Swims in the river)	Video beam.
	9:30-10:45	Dadas las explicaciones, los estudiantes van a jugar al videojuego de rol en el que se les enseñará la función de las diferentes teclas que se utilizan para controlar a los personajes principales. Luego, mientras juegan se les pedirá que identifiquen e interactúen con los diferentes personajes.	Computadores
	9:30 -10:45	Al mismo tiempo que juegan, deben escribir en sus cuadernos los elementos que encuentran en el escenario (oso, gorila, topo, bruja, castillo, caldero, zanahoria, cebolla, col, panal, árbol) así como verbos como saltar, nadar, golpear, trepar, rodar y escribir algunas frases usando el tiempo presente simple. Por ejemplo: Ella salta en el árbol / Él sube a la montaña. (She jumps in the tree / He climbs to the mountain)	Cuadernos.
Recomendaciones	<ul style="list-style-type: none"> <li>• Tengan en cuenta que este videojuego está relacionado con un conocido cuento de hadas "Blanca nieves" hagan una breve explicación sobre el mismo, para que los alumnos puedan desarrollar el ejercicio de adivinar de qué trata la historia.</li> <li>• Establezca un máximo de 10 a 15 expresiones y vocabulario para cada sesión para evitar el estrés en el aprendizaje de vocabulario.</li> <li>• Sugerir a los estudiantes que en cada sesión es necesario utilizar estrategias de observación y localización para lograr los objetivos propuestos en el videojuego.</li> </ul>		

### Appendix C. Encuentra la pieza del rompecabezas

ENTRANDO A LA GUARIDA DE GRUTILDA, ENCONTRAR LA PRIMERA PIEZA DEL ROMPOCABEZAS, MUMBO JUMBO Y LOS JINJOS										
Educational Institution	John F. Kennedy	Grade	Fourth	Session		Time	2h /8:30 am-10:30am	Participants	Children	
Number of students	34	Male		15	Female	20	Ages range	8-11 years old.		
Videojuego de rol: Banjo and Kazooie										
Gramática	<ul style="list-style-type: none"> <li>• WH questions en presente simple.</li> </ul>									
Vocabulario	<ul style="list-style-type: none"> <li>• Fichas, notas musicales, piezas de rompecabezas, montaña, tótem, termita, toro, pescado. (Tokens, musical notes, jigsaw pieces, mountain, totem, termite, bull, fish)</li> </ul>									
Objetivo pedagógico	<ul style="list-style-type: none"> <li>•</li> </ul>									
Objetivos del juego	<ul style="list-style-type: none"> <li>• Aprender los nuevos movimientos del personaje principal para progresar en el videojuego.</li> <li>• ¿Entiendes para qué sirven las piezas del rompecabezas?</li> <li>• Conocer nuevos animales, convertirse en una pequeña hormiga y aprender nuevo vocabulario.</li> <li>• Encontrar 10 piezas de rompecabezas y 100 notas musicales para acceder al siguiente nivel.</li> </ul>									
Descripción de la actividad	Duración	Actividad						Materiales		
	8:45-9:00	Calentamiento: Escuchen y repitan las cosas que hemos visto en el videojuego: Oso, gorila, topo, bruja, castillo, caldero, zanahoria, cebolla, col, panal y árbol. (Bear, gorilla, mole, witch, castle, cauldron, carrot, onion, cabbage, honeycomb, tree)						Participación de los estudiantes.		



	9:00- 9:30	<p>Primero daremos una breve explicación de las preguntas Wh en presente simple con sus respectivos auxiliares (Wh + Verbo auxiliar + Sujeto + Verbo) de esta manera podrán aprender a encontrar en el juego diferentes personajes que darán una pieza de rompecabezas.</p> <p>Por ejemplo:</p> <ul style="list-style-type: none"> <li>• - ¿Qué necesita Chimpi?</li> <li>• ¿Quién es Mumbo Jumbo?</li> <li>• ¿Qué le pide Mumbo Jumbo a Banjo y Kazooie para ayudarles?</li> <li>• ¿Qué haces cuando el personaje principal se convierte en una pequeña hormiga?</li> <li>• ¿Qué pasa cuando encuentras a los cinco Jinjos?</li> </ul>	Flash cards, Marcadores, pizarra.
	9:30- 10:45	Después de practicar el enfoque gramatical, los niños encontrarán durante el juego diferentes personajes que piden ayuda. Estos personajes usan cuadros de diálogo donde los niños tienen que identificar las estructuras de preguntas de WH	Computadores.
	9:30- 10:45	Durante el proceso de juego, los estudiantes deben anotar en sus cuadernos las preguntas de WH que reconozcan, además de esta manera encontrarán las respuestas a las preguntas previamente dadas.	Cuadernos
Recomendaciones	<ul style="list-style-type: none"> <li>• Durante el videojuego aparecen muchos personajes y es recomendable interactuar con todos ellos, de esta manera es posible obtener nuevos movimientos y pistas.</li> <li>• Presten atención a los alumnos mientras juegan porque deben anotar en sus cuadernos el vocabulario desconocido mientras pasan por los diferentes escenarios.</li> </ul>		

### Appendix D. Aventura en la playa

AVENTURA EN LA PLAYA										
Educational Institution	John F. Kennedy	Grade	Fourth	Session	8	Time	2h /8:30 am-10:30am	Participants	Children	
Number of students	34	Male			15	Female	20	Ages range	8-11 years old.	
Videojuego de rol: Banjo and Kazooie										
Gramática	<ul style="list-style-type: none"> <li>Hay / hay algunos / ninguno (There is / there are some/any)</li> </ul>									
Vocabulario	<ul style="list-style-type: none"> <li>Almeja, palmera, barco, tiburón, faro, pluma roja, cofre del tesoro, hipopótamo, cangrejo, castillo de arena, mar, arena (clam, palm tree, ship, shark, lighthouse, red feather, treasure chest, hippopotamus, crab, sand castle, sea, sand)</li> </ul>									
Objetivo pedagógico	<ul style="list-style-type: none"> <li></li> </ul>									
Objetivos del juego	<ul style="list-style-type: none"> <li>Encontrar la imagen de una playa en la que hay que poner las piezas del rompecabezas que faltan para completar la imagen, para poder acceder a la playa.</li> <li>Encuentra el camino a la playa.</li> <li>Encuentra el barco del capitán Blubber y ayuda a encontrar su tesoro perdido.</li> </ul>									
Descripción de la actividad	Duración	Actividad							Materiales	
	8:45-9:00	<ul style="list-style-type: none"> <li>Calentamiento: Imitar los sonidos de los animales</li> <li>Por ejemplo:¿Cómo hace un tigre, pato, perro, mono, cerdo, gato (rugir, graznar, ladrar, gritar, chillar, oink, miau)</li> </ul>							Participación de los estudiantes.	
	9:00-	<ul style="list-style-type: none"> <li>Primero daremos una breve explicación del uso de there is y there</li> </ul>							Imágenes	

	9:30	are para mostrar la diferencia entre el plural y el singular, además del uso de alguno y ninguno. <ul style="list-style-type: none"> <li>• Por ejemplo: Hay un barco - Singular Hay algunas plumas - Plural No hay ningún mono - Singular</li> </ul>	impresas, Marcadores, pizarra.
	9:30- 10:45	Después de la explicación los estudiantes deben describir y anotar en sus cuadernos lo que ven alrededor de la playa usando there is y there are (almeja, palmera, barco, tiburón, faro, pluma roja, cofre del tesoro, hipopótamo, cangrejo, castillo de arena, mar, arena)	Computadoras Cuadernos
	9:30- 10:45	Finalmente, todos juntos practican el nuevo vocabulario encontrado y practican su pronunciación.	Voces
Recomendaciones	<ul style="list-style-type: none"> <li>• Darles algunos ejemplos claros del tema propuesto en base a las cosas u objetos que se encuentran en el videojuego.</li> <li>• Explicar la correcta pronunciación de todo el vocabulario que los estudiantes piden.</li> </ul>		

**Appendix E. Un encuentro con el capitán**

LA AVENTURA EN LA PLAYA: UN ENCUENTRO CON EL CAPITAN BLUBBER										
Educational Institution	John F. Kennedy	Grade	Fourth	Session	9	Time	2h /8:30 am-10:30am	Participants	Children	
Number of students	34	Male			15	Female	20	Ages range	8-11 years old.	
Videojuego de rol: Banjo and Kazooie										

Gramática	<ul style="list-style-type: none"> <li>• Preposiciones de lugar</li> </ul>		
Vocabulario	<ul style="list-style-type: none"> <li>• En, al lado, adentro, en, arriba, abajo, atrás, frente, a través, debajo, arriba. (On, next to, in, at, up, down, behind, in front of, across, under, above.)</li> </ul>		
Objetivo pedagógico	<ul style="list-style-type: none"> <li>•</li> </ul>		
Objetivos del juego	<ul style="list-style-type: none"> <li>• Encuentra al topo para aprender los dos nuevos movimientos especiales.</li> <li>• - Llega a la cima del faro.</li> <li>• - Encuentra un valde y tira un huevo en él para acceder al castillo de arena y resolver el acertijo.</li> </ul>		
Descripción de la actividad	Duración	Actividad	Materiales
	8:45-9:00	<ul style="list-style-type: none"> <li>• Patata caliente: Mientras se canta la canción de la patata caliente un objeto se gira entre los estudiantes, hasta que el profesor deja de cantar, el estudiante que mantiene en último lugar el objeto debe decir el nombre de un personaje u objeto visto en el videojuego.  Por ejemplo: (Rompecabezas, Gruntilda, Bruja, Topo, Miel, Playa, Zanahoria, etc.)</li> </ul>	Participación de los estudiantes
	9:00-9:30	<p>Primero enseñaremos algunas preposiciones comunes de lugar (Sobre, junto a, en, en, arriba, abajo, detrás, delante de, a través, debajo, arriba) y cómo usarlas.</p> <p>Por ejemplo: El faro está <b>en</b> la colina. El castillo de arena está <b>al lado del</b> muelle. El tesoro de la grasa del capitán está <b>en</b> el barco. El cubo está <b>frente del</b> castillo de arena.</p>	Imágenes impresas, Marcadores, pizarra.

	9:30-10:30	Después de la explicación, los estudiantes deben utilizar las preposiciones de lugar para indicar la ubicación de diferentes cosas y lugares y anotar algunos ejemplos en sus cuadernos.	Computadores Cuadernos
	10:30-10:45	Al final, los estudiantes practican la pronunciación del ejercicio previamente realizado.	Voces
Recomendaciones	Dejar claro que cada movimiento del personaje principal tiene un propósito principal que es ayudar al personaje a progresar en el videojuego, por lo que es importante enseñarles, con el mando de control, cómo hacer los movimientos especiales.		

**Appendix F. Buscando el tesoro**

AVENTURA EN LA PLAYA: BUSCANDO EL TESORO ESCONDIDO									
Educational Institution	John F. Kennedy	Grade	Fourth	Session	10	Time	2h /8:30 am-10:30am	Participants	Children
Number of students	4	Male			15	Female	20	Ages range	8-11 years old.

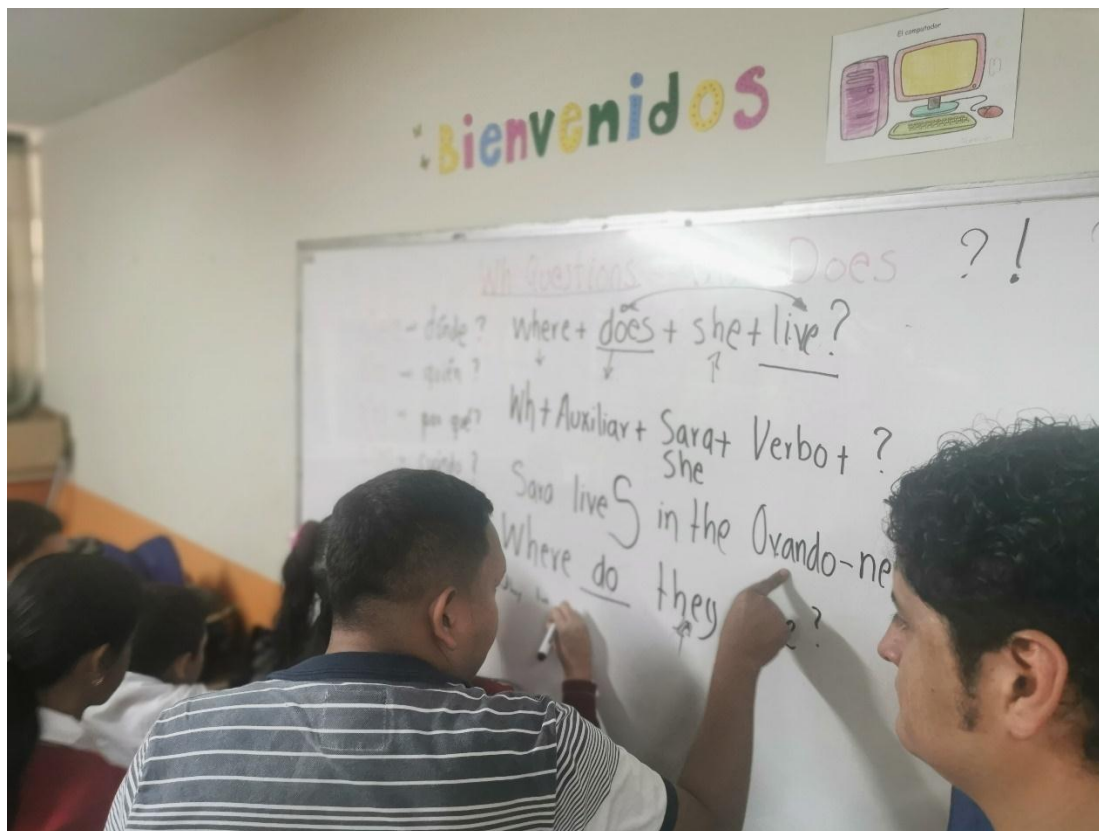
Videojuego de rol: Banjo and Kazooie			
Gramática	<ul style="list-style-type: none"> <li>• Adjetivos</li> </ul>		
Vocabulario	<ul style="list-style-type: none"> <li>• Grande, pequeño, azul, rojo, gordo, peludo, triste, enojado, etc.</li> </ul>		
Objetivo pedagógico	<ul style="list-style-type: none"> <li>•</li> </ul>		
Objetivos del juego	<ul style="list-style-type: none"> <li>• Encontrar los lugares marcados con una "X" y seguir las flechas que indican el camino hacia el tesoro.</li> <li>• Describir los objetos y personajes que se pueden encontrar mientras se juega.</li> </ul>		
Descripción de la actividad	Duración	Actividad	Materiales
	8:45-9:10	<ul style="list-style-type: none"> <li>• Usar mediante mímica las preposiciones de lugar. Arriba, abajo, debajo, arriba, delante, al lado, dentro, fuera, sobre.</li> </ul>	Participación de los estudiantes.
	9:10-9:50	<ul style="list-style-type: none"> <li>• Primero enseñaremos algunos adjetivos usando tarjetas (Grande, pequeño, azul, rojo, gordo, peludo, triste, enojado, etc.) luego daremos a los estudiantes instrucciones para encontrar el lugar donde hay una gran "X", después de eso, los estudiantes deben seguir la flecha que muestra el camino al tesoro escondido.</li> </ul>	Computadoras. Tarjetas de memoria.
	9:50-10:45	Describiendo los objetos y personajes, los estudiantes deben escribir oraciones cortas en sus cuadernos.	Cuadernos
Recomendaciones	<ul style="list-style-type: none"> <li>• Hay que tener en cuenta que cada personaje del videojuego utiliza una forma diferente de expresar sus sentimientos, por lo que es importante señalar que encontraremos diferentes situaciones que definen el comportamiento de los personajes.</li> </ul>		

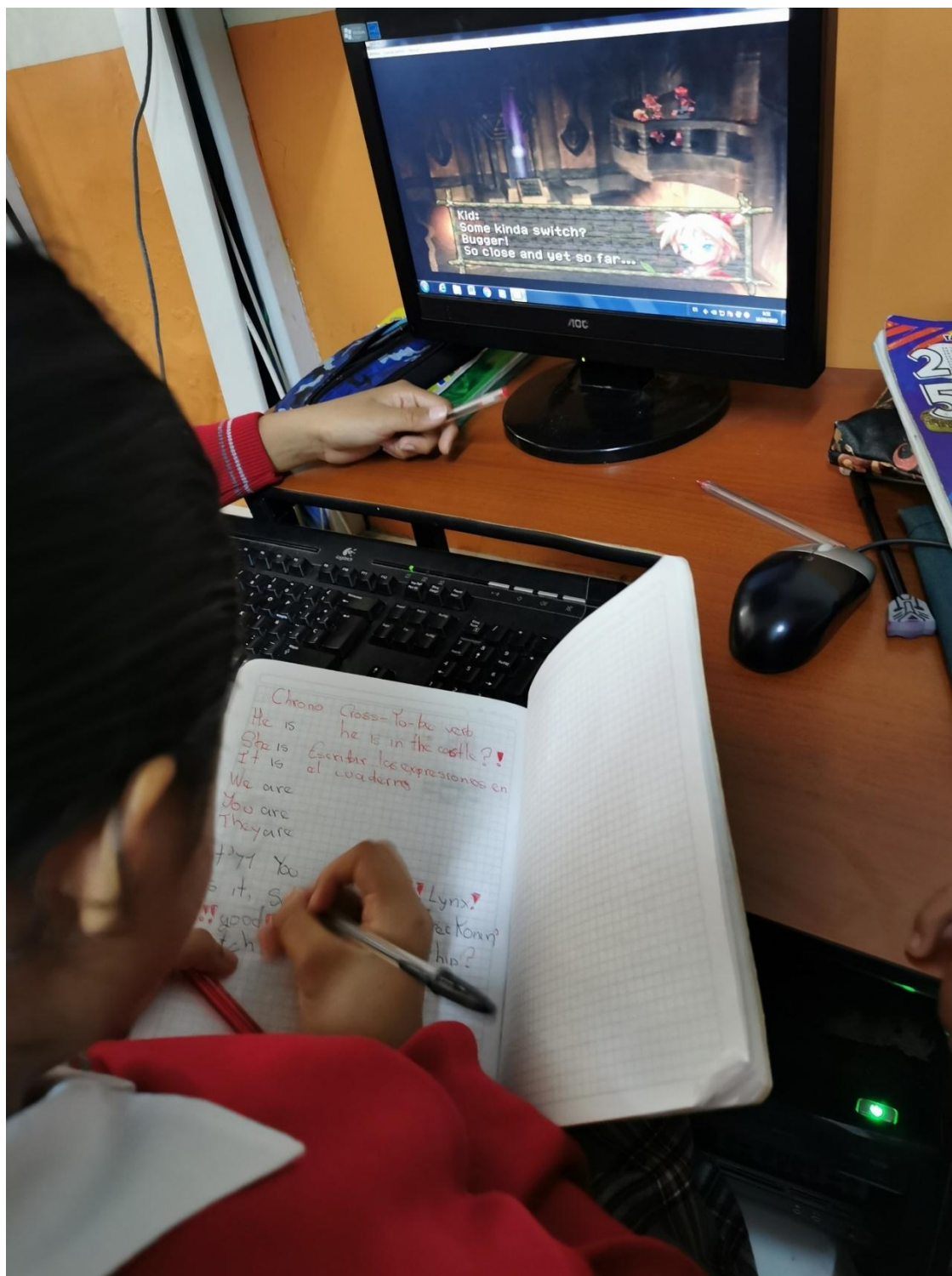
- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Recomendar a los alumnos que se les permite ayudar a sus compañeros diciendo palabras y pistas en inglés para establecer la interacción y el aprendizaje colaborativo entre ellos.</li></ul> |
|--|--|

**Appendix G. Estudiantes 1**

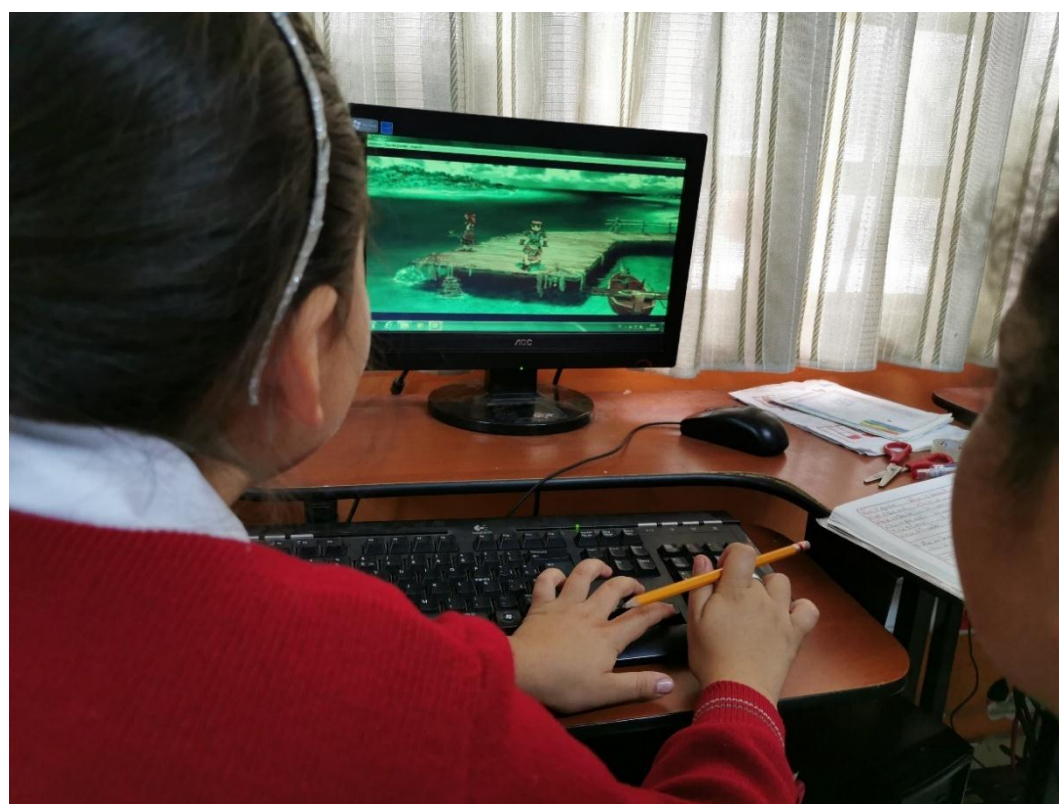
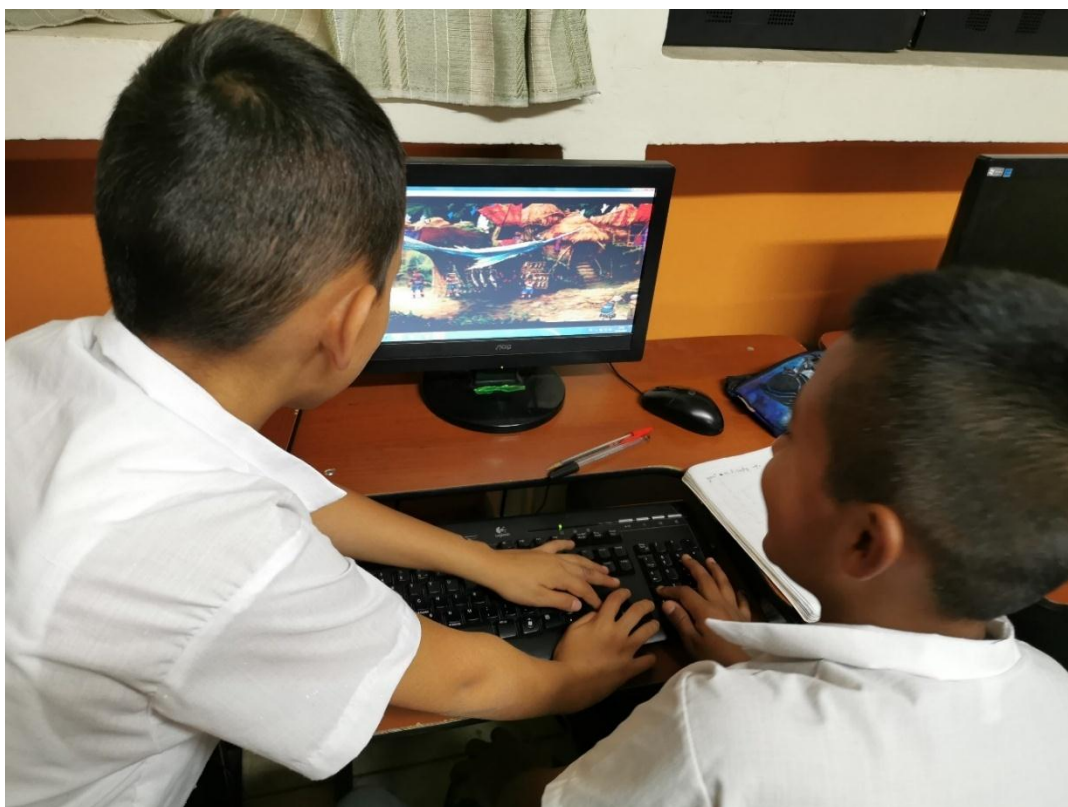








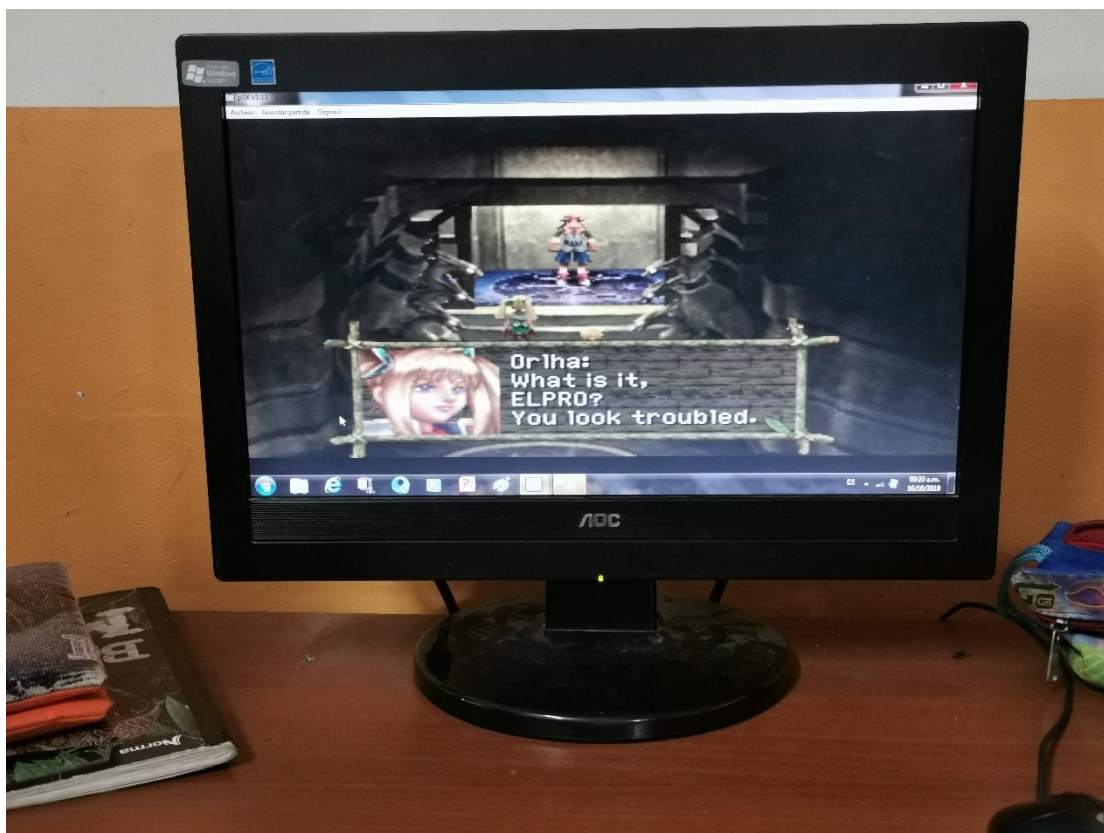






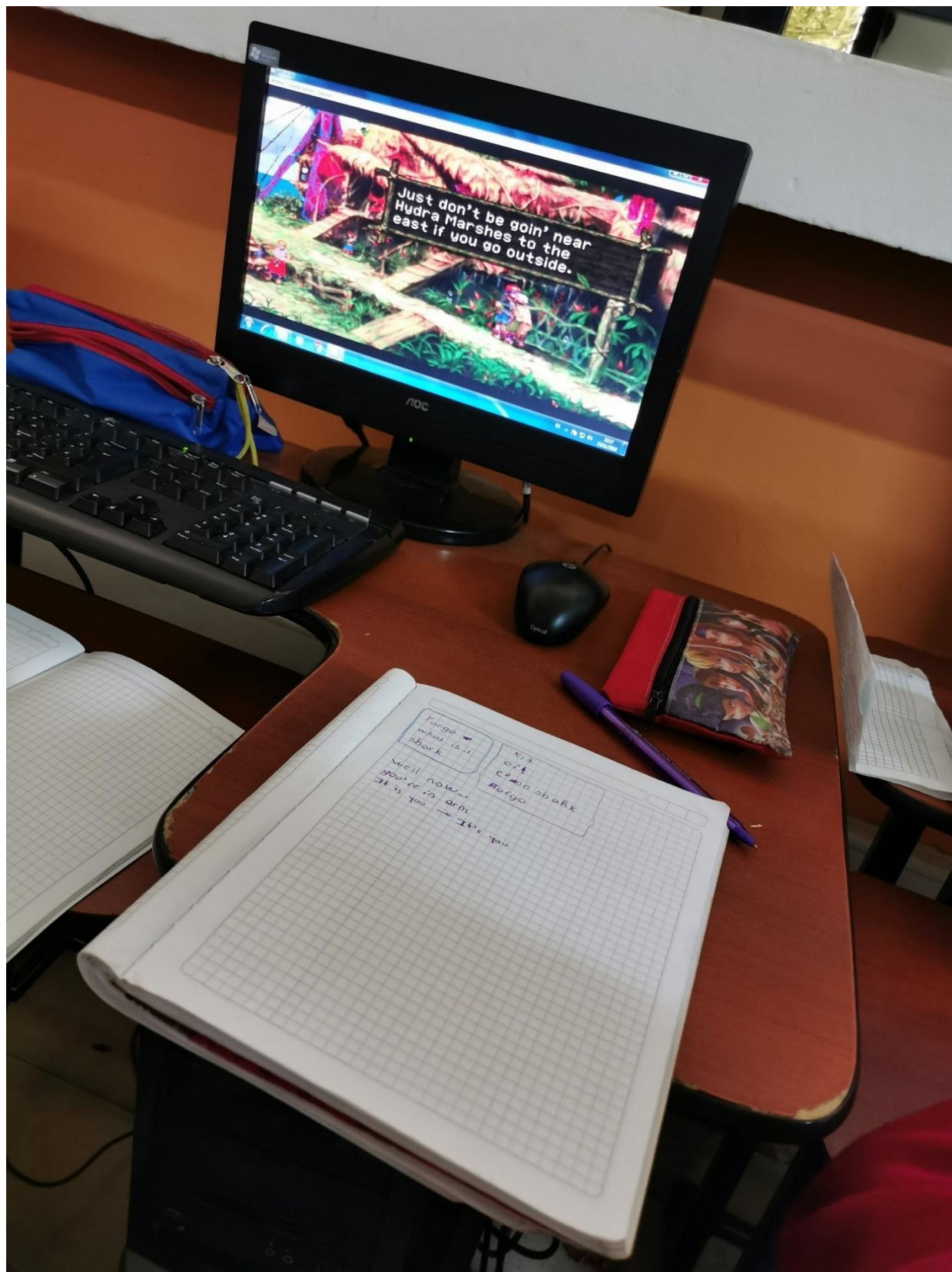
















## Appendix H. Audiovisual Content



In the following videos it is possible to observe the development of sessions 6,7,8,9 and 10 of the research project "ROLE PLAY GAMES AS A DIDACTIC TOOL FOR LEARNING ENGLISH IN FOURTH GRADERS AT JOHN F. KENNEDY ELEMENTARY SCHOOL" where it is shown the development of the objectives that are proposed in the project as well as those that are inside the role-playing video game.



Video Number 1. <https://youtu.be/fU4TOLlqtgI>

For this first session, it is very important to pay attention in the characters and scenes that arise in the role play game, because we are going to interact with each of them, learn the names of some vegetables and try to figure out what is the story of Banjo-Kazooie, also we are going to learn how to control the main character and collect clues to advance in the role play game.

Video Number 2. <https://youtu.be/lrz11UGh6mU>



In this session we are going to find ourselves in a scenario where you can make use of the character to learn English, in this case the WH questions are used with which you learn to ask different questions to obtain information interact with all the objects, characters and places that are found in the role-playing video game.



Video Number 3. [https://youtu.be/nzBJ7FfR\\_1M](https://youtu.be/nzBJ7FfR_1M)

In this session, The interaction is one of the most important tools due to the main character has talking with the characters meet on the way to receive clues and thus achieve the objectives of the role-playing video game, besides English grammar learning such as there is, there are through the use of some sentences by using the different characters, things and tools it is possible to find in the role-playing game. For example, there is a monkey, there are some musical notes.

Video Number 4. <https://youtu.be/G81hXXvqQRU>



in this session it is necessary to learn new movements for which it was necessary to explore the stage in search of the burrows of the moles who provide the instructions to execute these movements, on the other hand, for the grammar of English prepositions of place are used (in, on, at, in front of, up down, etc.) to indicate the location of characters, objects or places within the video role-playing game. For example

Lighthouse is on the top of the mountain - The sand castle is under the sea

Video Number 5. <https://youtu.be/KrCVcBmnI-g>



For this session we are in a place that allows us to identify the characteristics of the objects that are around the main character, (objects, animals, characters) which can be used to describe them through the use of different types of adjectives, of shape, size, color, etc.