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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

THEME:

**GAME-BASED LEARNING: THE INTEGRATION OF METAVERSE
GAMES TO FOSTER ENGLISH SPEAKING SKILLS IN AN EFL
CONTEXT**

Research Project prior to obtaining the degree of Master in Pedagogy of National and Foreign Languages, with a major in English Language Teaching.

Author

Lcda. Raquel Johanna Miño Meneses

Tutor

Msc. Villacís Lizano Maritza

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Autor: Raquel Johanna Miño Meneses
Firma:
Número de Cédula: 1850871722
Dirección: Pastaza, Pastaza, Puyo, Obrero
Correo Electrónico: jorami287@gmail.com
Teléfono: 0961094729

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As the Tutor of the Thesis “GAME-BASED LEARNING: THE INTEGRATION OF METAVERSE GAMES TO FOSTER ENGLISH SPEAKING SKILLS IN AN EFL CONTEXT” presented by Raquel Johanna Miño Meneses to qualify for the Title “Magister en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en enseñanza de Inglés”,

I CERTIFY

That this research work has been reviewed in all its parts, and I consider that it meets the necessary requirements and merits to be submitted for public presentation and evaluation by the designated Examination Tribunal.

Ambato, September 9th, 2025.

.....

Msc. Villacís Lizano Maritza

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Raquel Johanna Miño Meneses

1850871722

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Ambato, September 9th, 2025.

.....
Msc. LÓPEZ AGUILAR DIEGO
TRIBUNAL'S PRESIDENT

.....
Msc. ANGULO ÁLVAREZ MISHHELL
TRIBUNAL'S VOCAL

.....
Msc. VILLACÍS LIZANO MARITZA
TUTOR

DEDICATION

I dedicate this research paper to God, who has always been good to me. To my family, my parents Iván and Patricia, you deserve all recognition for raising me, providing me, and covering me with your love and protection. To my siblings Cristian, Karen, Dámaris, and their partners, who have supported me during harsh times. To my niblings, who have shown me their love in various forms.

Everything I do is to make all of you feel proud.

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Dear Iván, Carmencita, and teacher Natalia

From the bottom of my heart

Thank you for trusting me!

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TEMA: GAME-BASED LEARNING: THE INTEGRATION OF METaverse GAMES TO FOSTER ENGLISH SPEAKING SKILLS IN AN EFL CONTEXT

AUTORA: Raquel Johanna Miño Meneses

TUTORA: Mgtr. Maritza Villacís

RESUMEN EJECUTIVO

La presente investigación explora la integración de juegos del metaverso, especialmente Minecraft y Roblox, para mejorar las destrezas orales en niños aprendiendo inglés como lengua extranjera. Este estudio de caso se realizó en la ciudad de Puyo Ecuador con 3 estudiantes de entre 9 a 12 años con nivel A2 de acuerdo con el MCER. La metodología de esta investigación cualitativa incluyó entrevistas semi estructuradas para explorar las percepciones iniciales de los estudiantes hacia los juegos del metaverso. Además, se implementó una guía didáctica enfocada a la práctica oral con actividades basadas en el juego. Finalmente, un grupo focal sirvió para validar la propuesta basado en las experiencias de los estudiantes. Los resultados fueron triangulados y mostraron que el uso de avatares redujo la ansiedad, fomentaron la motivación. y se demostró que los juegos permitieron una práctica oral espontánea. Sin embargo, algunos problemas fueron expuestos, como dificultades técnicas y problemas de seguridad digital. Este estudio cualitativo concluyó que los juegos del metaverso ofrecen una herramienta pedagógica prometedora para mejorar las destrezas orales en EFL, pero es importante seguir investigando para mejorar su integración en diversos contextos educativos.

Descriptor: *Aprendizaje basado en juegos, Habilidad Oral, ILE, Juegos del Metaverso, Minecraft Education, Roblox.*

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

FACULTY OF EDUCATION SCIENCES

MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

AUTHOR: MIÑO MENESES RAQUEL JOHANNA

TUTOR: VILLACIS LIZANO MARITZA JACQUELINE

ABSTRACT

GAME-BASED LEARNING: INTEGRATING METAVERS GAMES TO PROMOTE ENGLISH SPEAKING SKILLS IN AN ENGLISH AS A FOREIGN LANGUAGE LEARNING CONTEXT

This research explores the integration of metaverse games, specifically Minecraft and Roblox, to improve oral skills in children learning English as a foreign language. This case study was conducted in Puyo, Ecuador, with three students aged 9 to 12 years old, achieving an A2 level according to the CEFR. The methodology for this qualitative research included semi-structured interviews to explore students' initial perceptions of metaverse games. Additionally, a teaching guide focused on oral practice with game-based activities was implemented. Finally, a focus group served to validate the proposal based on students' experiences. The results were triangulated and showed that the use of avatars reduced anxiety, fostered motivation, and demonstrated that the games enabled spontaneous speaking practice. This qualitative study concluded that metaverse games offer a promising pedagogical tool for enhancing EFL speaking skills, but further research is needed to improve their integration into diverse educational contexts.

KEYWORDS: game-based learning, ILE, metaverse games, Minecraft education, oral skills, Roblox.



INTRODUCTION

Importance and Relevance

The present investigation, conducted at the UEA EP Language Center in Puyo, Ecuador, with three A2-level students aged 9 and 12, is relevant because it aligns with the pedagogical innovation research line given by Indoamérica University, specifically within the sub-line of foreign language didactics, to explore innovative teaching methods for English as a Foreign Language (EFL).

The present research is important as it proposes resources for the coming generations. The present research takes place during the term February – March in 2025 with students aged 9 to 12 years old. For instance, it is essential to note that the instruction should align with the future needs of these students regarding their future professional needs. In 2025, the world is facing significant changes due to technological advances. Therefore, being technologically skilled is crucial for future professionals. According to the United Nations (2019), there is a future in society where technology will govern various aspects of life. By 2030, skills considered indispensable nowadays will be left behind. For that reason, young learners must be trained to meet the upcoming challenges.

Teachers and their methods must be transformed to meet the needs of future generations. Teachers typically train students based on their knowledge of the world (Kumar, 2019). However, students, as future global citizens, need to acquire diverse

skills to be competent in their future tasks. Teachers must anticipate the new needs of the world to effectively prepare students. Therefore, this research aims to explore the effectiveness of integrating game-based learning through metaverse games to enhance English-speaking skills in an EFL (English as a Foreign Language) classroom.

Integrating advanced technology and its potential applications in the educational field supports the evolution of technology and its sociocultural implications. Technological applications in education have gained a lot of popularity among teachers (Kumar, 2024). The relevance of this investigation lies in its focus on current technological trends in the educational field, such as Virtual Reality in language learning, the game-based learning approach, and computer-mediated communication.

Technology integrates a vast repository of authentic language resources, for example, news, podcasts, movies, songs, talks, and social media for real interaction. Therefore, learners can access multimedia content, interactive exercises, and language apps anywhere (Avila & Criollo, 2023). Analyzing the effectiveness of using some technological resources allows teachers to implement innovative and popular tools among learners to increase their motivation in the English classroom. For that reason, integrating metaverse games and assessing their value will serve as an indicator of English learning innovation.

The research line of the present investigation is pedagogical innovation, which is focused on foreign language didactics as the subline to be addressed. For that reason, it is important to point out the relevance of technological resources in teaching English as a second language. Technology and language teaching are

closely related to pedagogical innovation (Godwin-Jones, 2021). Language learning has evolved significantly due to technological advances. There are a lot of technological resources that benefit students to foster the four language skills.

The present research also emphasizes the importance of arranging technological spaces that promote language mastery. Computer-assisted language learning is a frequently used approach for teaching English since there are a lot of gamified applications that offer worthwhile resources (Kakembo, 2024). This investigation is necessary to prove the adaptability of game-based learning in different learning contexts. It will also lead to the incorporation of resources into new learning spaces that foster communicative ability.

As this research takes place in Puyo, Ecuador, it is important to know the regulations and needs in the Ecuadorian Educational system. The Ecuadorian National Curriculum emphasizes the importance of building speaking skills in communicative contexts. Therefore, fostering English-speaking skills is fundamental, (MINEDUC, 2012). The Ecuadorian curriculum promotes the consolidation of speaking skills by using technological resources. The English curriculum also conveys the importance of information and communication technologies and building digital literacy among students. This research is focused on building English-speaking skills, aligning with the objectives of the Ministry of Education, which prioritizes productive skills. Furthermore, it aligns with the governmental objectives of raising awareness of the unstoppable protagonist of technology in the evolving society.

In Ecuador, the development of English-speaking skills is still critical (Carrillo et al., 2022). This statement was proven by Education First (2024), which

ranked Ecuador in the 82nd position out of 116, indicating a low English proficiency in the country. Kumbo et al. (2023) carried out a study about the use of innovative technological teaching resources to address this challenge. They concluded that using technology to specifically address the speaking skills is beneficial since Ecuadorian students have little contact with the language. For instance, taking advantage of the numerous contents created every day in real-life scenarios could improve their speaking practice time.

The integration of technology in learning contexts opens exciting possibilities to foster motivation in class (Panagiotis et al., 2023). By integrating digital tools, teachers create more dynamic and interactive language learning experiences that serve as motivational inputs to foster class participation, which also produces more learner speaking time. Gamification strategies make learning enjoyable, turning language practice into an adventure. Including games in the educational field provides opportunities to assess important virtual learning environments that are popular among children. The popularity of different games can serve as a mechanism to get their attention in classes. Assessing popular metaverse games can prove the viability of using them in classes or looking for other resources that maintain learners' engagement.

The current proposal also represents an innovative way to build 21st-century skills in children. As the world is experiencing an age of technological advancements, it is undeniable that being part of the technological community will lead to professional success (Krauss, 2021). For that reason, this research aligns with the Minecraft Education vision of immersing learning in contexts that are difficult to reach in real life but can be fully crafted in virtual spaces. It also

transforms the objective of education since Minecraft, as a metaverse game, aims to build 21st-century skills in students. Therefore, being able to determine its effectiveness in the teaching of English as a foreign language context will enable more institutions to integrate the useful advantages of games into new approaches that improve speaking skills in children in Ecuador (Minecraft Education, n.d.).

To sum up, the most important reason for carrying out this research is to seek pedagogical innovation while taking into consideration students' insights to establish how students perceive the use of metaverse games in fostering English-speaking skills. Pedagogical innovation can only be accomplished by experimenting with new teaching approaches into established scenarios and collecting valuable remarks from participants for future improvements. Collecting students' perceptions about the integration of new technologies into the educational context is essential, not only to improve speaking-focused lessons, but also to change and correct teaching practices according to students' experiences when learning a foreign language.

Problem Statement

In Ecuador, many children have poor English-speaking skills. There are a lot of causes for children to be against practicing speaking skills, and unfortunately, it is due to inefficient teaching practices (Houn & Em, 2022). Speaking skills are frequently the most difficult skill to build in children since different factors interfere with speaking practices (Kehing & Yunus, 2021). Some of these factors are inadequate resources to teach speaking skills, lack of confidence and motivation, and limited practice time. For that reason, this study delves into addressing the main causes and consequences of the lack of competence in speaking.

Language learning environments involve socioemotional factors affecting students' willingness to speak (Coutinho dos Santos et al., 2020). For that reason, understanding their cultural background, personality traits, age challenges, social interactions, and emotional intelligence is key. Teachers should focus on creating safe spaces where children feel respected and valued while participating in speaking practices. Great pedagogical and didactic resources are useless without a good learning environment where students feel confident talking.

A problem that causes poor speaking production among language learners has to do with uncomfortable spaces to display their ideas (Lovanova et al., 2022). Building appropriate learning environments is challenging for teachers since different personalities share the same learning field. Learning environment is not usually evaluated by teachers, but it has an impact on the oral participation of the group. Building appropriate spaces to develop speaking skills is challenging and demands time. For that reason, it is important to use more time to connect with the students to gain more chances to generate spontaneous speaking scenarios.

According to Rajitha (2020), one of the aspects that influences poor speaking performance skills is anxiety. Children panic while speaking in front of the class. Students are frequently challenged to talk without much interest in their personality traits. In different contexts, some shy students are terrified of being asked to talk. This situation gets worse when it comes to a foreign language in which they lack confidence. When they face this experience, they become even more uncomfortable with learning English. In some cases, students hate the language because of awkward situations teachers force them to face (Rezeki & Dalimunte, 2024). Hesitation in children is proof of the highly anxious conditions they are

developing in. Empathy is the key to establishing strong connections with students (Karimian, 2022). Once they trust the teacher and partners, they will have better performance in speaking tasks.

Lack of motivation also plays a role in poor speaking practices in the Ecuadorian context (Orosz et al., 2021). Building motivation in classes can sometimes be difficult. It is even harder when teachers do not understand current trends in their interests. When teachers do not take the time to study and analyze the audience, then they are fated to lose their attention. There is no better way to reach students than researching their current trends in content consumption (Aleidan, 2024). The willingness to interact and communicate ideas comes from being exposed to interesting scenarios to convey their ideas. When students are given a topic that entertains them, begging them to participate is not a problem anymore. Motivation stems from reaching students' interests so that they interact by providing personal experiences (Dewaele & Tsang, 2023).

Didactic resources to practice speaking skills are also poorly addressed in the teaching of English as a foreign language context. In the Ecuadorian context, teachers do not integrate technological tools effectively to dynamize language lessons as noted by Proaño et al. (2025). Wrong decisions in selecting the resources can cause stressful conditions for developing oral skills.

Assessing speaking assessment tools permits the teacher to redesign the resources that are incorporated into the lessons and validate new technological resources. Sometimes, teachers do not assess resources but merely ask students to roleplay or memorize a conversation to consolidate productive skills. However, scripted dialogues as speaking resources cannot replace the influence of

spontaneous speech in a real communicative scenario (Hong et al., 2024). As mentioned before, the environment in which they are more likely to participate and consequently speak must give them enjoyable opportunities to interact while establishing their limits where they do not want partners to bother their bonds.

Another inconvenience that students encounter in an English as a foreign language context is not being given the appropriate time to address this important productive skill, along with the use of L1 in the English classes (Sevy-Biloon et al., 2020). Some teachers rely on building vocabulary and grammar and prefer avoiding speaking lessons since most of the quizzes include grammatical tasks and identifying pictures using the right vocabulary. The time given for speaking should progressively increase according to their desire for participation. Having the patience to permit students to control their learning could seem disorganized, but progressively, they can find their timing to build real communication and interaction, addressed by their desire to be heard. The space for it to happen should be open until they gain confidence; they need to overcome language barriers and shyness. Thinking of students as intelligent beings who need time to be confident with other participants will increase empathy and fulfill teaching goals and meet their emotional necessities (Zhang, 2022).

The consequence of abandoning speaking practices in children is that they will build a broad language gap that will create passive users of the language (Adem & Berkessa, 2022). There are some cases in which language learners have a huge lexicon and accuracy but feel embarrassed about talking. For instance, even being able to understand the language, they can't overcome the communicative language barriers. Inside the classroom, not addressing speaking skills adequately also leads

to problems since interaction and participation are damaged by internal socioemotional factors (Xuan Mai et al., 2024).

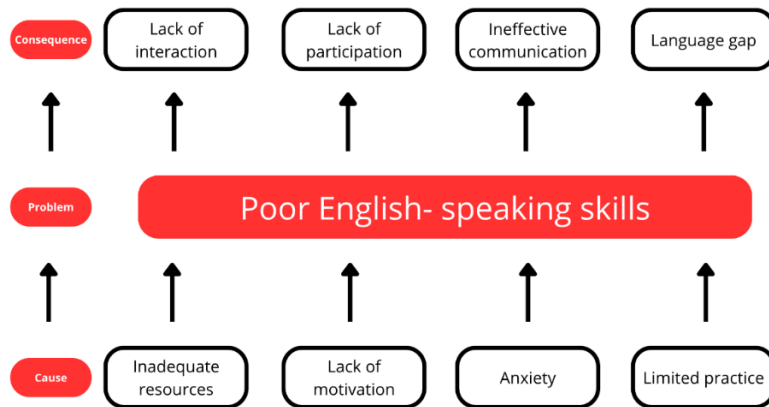


Figure N° 1. Problem Statement Tree

Elaborated by: Pakaya & Rahman (2021)
Taken from: Bibliographic research.

The figure shows the causes and effects that affect poor English-speaking skills among English as a foreign language learners. As mentioned above, these problems should be addressed to improve learning experiences. The problems that this research aims to address involve students' anxiety while speaking in face-to-face contexts, the importance of building motivation using innovative resources, such as the integration of technological tools that are trending among young learners, and finally, the integration of English-speaking focused lessons to extend students' speaking practice time.

Research Question

How do students perceive the use of Metaverse Games in fostering English-speaking skills?

Beneficiaries

The beneficiaries are students who are learning English as a foreign language

in a language center in the Amazon region in Ecuador. The population involves three children from 9 to 12 years old who are enrolled in the KIDS REGULAR ENGLISH PROGRAM. They have reached the course A2+ at the UEA EP Language Center. They intend to improve their English language level mainly orally to be able to communicate. They are trying to reach the A2 language level according to the Common European Framework of Reference. Participants have a great performance at school; however, it does not reflect their language competence in speaking. Therefore, their parents chose the course to improve their speaking skills. Parents pay for extra lessons to give students training in the language focusing on communicative competence. There are two boys and one girl in the group. Their socio-economic status is stable. For that reason, they can integrate technological resources into the classroom.

General Objective

To implement a didactic guide integrating metaverse Games in English-speaking-focused sessions within an EFL context with young learners.

Specific Objectives

- To explore students' initial perceptions and experiences with metaverse games in non-academic contexts through semi-structured interviews.
- To design a didactic guide that integrates metaverse games (Minecraft and Roblox) to promote interactive and immersive English-speaking activities in an EFL context.
- To validate the proposal using students' perceptions of the integration of metaverse Games in English-speaking-focused sessions through a focus group discussion.

CHAPTER 1: THEORETICAL FRAMEWORK

This theoretical framework delves into previous investigations carried out in Ecuador and different countries to sustain the importance of this research title. It required research using national and international repositories addressing the research topic. This chapter also aims to provide background on the theories and concepts of various terms. It allows the researcher to define important concepts that support understanding the research hypothesis.

Previous Studies

Lee and Ko (2023) analyzed aspects like self-regulation, goal orientation, and anxiety in English as a foreign language speaking in metaverse and face-to-face contexts. In the research paper, the authors randomly experimented with 253 learners. The research involved a quasi-experimental design since it intended to randomly assign participants to different instructional contexts, metaverse vs. face-to-face interaction. The experiment consisted of applying 12 English-speaking lessons in a Korean Middle School. Participants were tested before and after the treatment to determine their progress in their speaking skills. The authors concluded that students could improve their speaking performance since they were able to self-regulate. However, they had similar control of their anxiety in both contexts observed.

This paper is important for the current investigation because it reflects on the

aspects that influence speaking in an English as a foreign language context. They determine students' speaking performance. Understanding how different elements influence students' development allows teachers to change their dynamics and scenarios where learning takes place to create comfortable spaces for students. Also, it determines the influence of metaverse scenarios to build English-speaking progress as proposed in the present research.

Another investigation carried out in Korea by Kim et al. (2023) revealed that applying metaverse games to English as a foreign language class had favorable results. The objective of the study was to explore the potential of metaverse as a future learning platform for enhancing learners' English proficiency. The population consisted of 43 students that were divided into two groups. Each of them received speaking lessons, one group got immersed in metaverse platforms and the other had traditional classes. The investigation followed a quasi-experimental design, and it permitted the comparison between the group that used metaverse games and traditional tasks. According to the authors, metaverse platforms permitted students to play different roles, and performing anonymously helped them to interact with their peers. It was also perceived as confidence raised while speaking. However, thirty percent of students had inconveniences while interacting with their partners and focusing on the class tasks since they were interested in decorating the scenario. The research included future implications that address the importance of further research to analyze the advantages and disadvantages of integrating metaverse in English as a foreign language context.

The research was chosen because of its importance when analyzing students' speaking improvement. The research offered positive results but most

importantly, it collected students' perceptions about the application of the lessons. While some students enjoyed the activities, some other students shared thoughtful comments about the instruction. The collected perceptions permitted to identify the limitations of the application of the experiment. Therefore, better applications in future practices could be studied to improve students' experience.

Another investigation was conducted by Ruziyeva (2024) in which fifteen 7th grade students had English lessons using game-based learning to foster speaking skills in Russia. The researcher aimed to build fluency in the participants. The treatment included 12 sessions using games to conduct speaking practice. The study followed a mixed methodology collecting quantitative and qualitative data. First, students underwent a pre- and a post-test to assess their speaking performance. The quantitative results showed a big improvement in their fluency after the treatment. Regarding qualitative data, the researcher collected students' perspectives during interviews with the participants. The results showed that students had more willingness to participate and communicate their ideas using games than in traditional speaking sessions. The participants believed that the sessions were more enjoyable and entertaining. Also, students agreed that they were more expectant of the future sessions than they used to be. Another relevant result of the investigation was that participants felt less stressed during the speaking time so their communication flowed smoothly.

The previous investigation is relevant to the present study since it collected specific students' perceptions. One of the important characteristics of the study was that the incorporation of games into the sessions collected positive feedback from students. Also, the investigation collected qualitative data as the present research

aims to do. Therefore, it is important to note the success of the application of games in other contexts as presented before.

Kim (2023) investigated the *Impact of Metaverse-Based Speaking Activities for Second Language Learning*. The author immersed students into metaverse games while practicing speaking during sessions that were carried out twice a week. The researcher collected students' perceptions through a survey and collected positive responses to the instruction. This investigation was included in this research since it involves the use of the metaverse as an innovative teacher's tool to assess speaking. The author concluded that enabling students to have a virtual space can increase the possible scenarios in which students can interact and enhance the opportunities for real communication. However, the implementation also reported some challenges and discomfort as system errors, unstable network, and unfamiliarity with the platform. As proposed in this study, the researcher recommended more research into this matter to have more data about the appropriate incorporation of the metaverse in larger populations and different contexts.

The previously mentioned study is pertinent because it offers a deeper understanding of the challenges that may arise during the execution of the proposal. For that reason, it is necessary to point out the importance of integrating metaverse games into contexts with appropriate accessibility to technological resources as presented in this research.

In Ecuador, Chicaiza and Jácome (2021) integrated Game-based learning activities into speaking lessons. The research aimed to analyze the effectiveness of using game-based learning to foster students' English-speaking skills. To achieve

that, they did pre-experimental research. The population was 22 university students who were tested before and after the implementation of the experiment using the PTE to assess speaking. Results showed that students improved their performance by integrating games into the lessons. The speaking elements that showed progress were interaction, turn-taking, and vocabulary use. The authors concluded that using games to foster speaking skills had a positive impact since students feel motivated to perform speaking tasks.

The research supports the present investigation since it focuses on the importance of building motivation to create suitable spaces that enable student interaction. Motivation plays an important role in speaking performance as concluded by the authors. Creating scenarios where learners feel comfortable permits them to feel engaged in the speaking lessons and confidently speak. Also, it involves the integration of different games into the speaking lessons which have a relationship with the present research.

The thesis carried out in Guayaquil by Estupiñan (2020) showed that the integration of ICT in teaching and learning English as a foreign language is essential. It was called: “*The Influence of Interactive Game-Based Learning on the Oral Competence of EFL Learners*”. The research consisted of the design of a didactic guide including game-based activities. The population that participated in the study included students that are in 8th grade in the Public Ecuadorian educational system. The investigation was a field study that carried out a literature review to collect information about the variables. It was performed since the author delimited the problem in Ecuador such as the deficiency of the students’ oral skills and the limited use of interactive tools by teachers. The author recommends that teachers

implement more interactive games using technological tools to foster English-speaking skills and technological literacy.

This analysis is valuable since it focuses on technological tools like e-games to foster oral competence. It aligns with the perspective of the current research on using technology to better English-speaking skills. Incorporating technological tools that align with the new trends among students can foster motivation which permits speaking performance. Therefore, reviewing investigations applied in Ecuadorian contexts benefits the present study to understand the tendency of both learners and instructors.

Theoretical Framework

For creating this theoretical framework, different sources were analyzed to collect theories and supportive data to define and contextualize the topic of this investigation. Sources included books from diverse repositories as well as the virtual library provided by Indoamérica University. These concepts aim to establish a solid background to address the subject of the study and the theories behind the proposal.

Learning Theory: Constructivism

The proposal is founded on the constructivist language theory proposed by Dewey (1938) who claimed that experiential activities construct learning. As human beings, being able to experiment with different resources creates interesting experiences that will lead to learning new skills. Learning is not linear, but it is constructed and developed by the number of experiences shared.

This idea is shared by Vygotsky (1978) who claimed that learners construct their knowledge through the input of the context and the society where the learner develops. It implies that students grow their knowledge by the exposure they have in different learning contexts. For that reason, it is important to analyze and create a great space that could benefit students to experience and interact inside and outside the classroom using innovative learning spaces that enable interaction. Building comfortable and suitable spaces for learning constitutes pivotal to reaching the learning goals established at the beginning of the course.

Immersive Learning

Immersive learning is the immersion of a learner into a space where the target language is indispensable for communication purposes. Experiencing life

using English in a context in which there's the necessity to interact in the target language enables students to practice the language in real scenarios and everyday practice. The immersion can be done in physical spaces like going to an English-speaking country and communicating with the native speakers. Also, the interaction can be online in virtual spaces where the need for communication forces language learners to practice in controlled learning scenarios (Fernandes et al., 2022).

Immersive learning represents a separation of current education from traditional methods. It enables the learner to have complete experience that includes feeling a sense of presence in the learning space provided by the teacher. Even though immersive learning can also be referred to face-to-face interactions, it is more linked to the virtual space. This type of learning also aligns with the Vygotsky's constructivist theory since being immersed into a specific learning space constitutes a more complex social interaction. This new type of interaction smoothly goes according to the new communication models that humans must eventually be adapted to (De Freitas et al., 2010).

Weng et al. (2024), in their article discussed the effectiveness of immersive learning technologies into English as a foreign language context. Being immersed in the scenario of learning gives students a sense of autonomy and permits them to establish interactions, not only with their classmates but also with other users. Motivation is highly built when students participate actively in the experiences. Also, according to the author, immersive learning boosts enjoyment, motivation, and positive attitudes among the younger participants.

Immersive learning is closely linked to experiential learning; both occur in set spaces meant for learning that offer situations for actual use of the language.

However, immersive learning establishes more virtual spaces as the laboratory for experiences (Haycock, 2008). To sum up, immersive learning uses technological resources that offer a valuable space to have focused speaking practice, an engaging learning environment, opportunities for interaction, and audiovisual input all at once.

Computer Assisted Language Learning

The integration of technological tools into Teaching and Learning English is not a new tendency. However, as technology keeps innovating, ways of integrating it into classes should be developed at the same pace alongside its advances. Setting virtual spaces for interaction smartly drives the constructivist pedagogical framework into the current society. For that reason, the present research delves into the integration of technology, specifically following a game-based learning methodology through metaverse games.

First, it is important to note that technology has already proven to be beneficial in language learning. Warschauer (1996) stated that the use of technology has a positive response among young learners towards language learning since it encompasses visual assistance to the input provided. As mentioned before, the audiovisual input that technological resources offer is beneficial and even essential to get digital citizen's attention.

The development of new technologies started from the invention of computers following the gradual evolution of software to the current AI boom. This development has contributed to the evolving integration of technology into the classroom. Computer assisted language learning aims to take the best out of technological resources for boosting the language learning experience. The

contributions of this approach include applications, AI tools, websites, VR, AR and games where users can interact (Kumaresan et al., 2012).

Computer Mediated Communication

The term Computer Mediated Communication refers to the interaction while using virtual platforms. Devices serve as tools to exchange information between the users. According to Yao (2019), nowadays almost all human interactions are mediated by technology. In a world where technology manages communication services, teachers should migrate the learning interactions to other resources that are more familiar to new generations.

Regarding the speaking skill, the integration of technological tools can enhance their performance. Asratie et al. (2023) shared the importance of using technology for speaking practices mainly because it represents a less stressful way to use the language. In traditional speaking practices, students often memorize content and feel stressed to be in front of a team. However, mediating communication through tools permits participants to feel less pressured when speaking.

According to Zohre (2024), communication mediated with technology promotes students' competencies and engagement. The author mentioned the implications between technological mediation and language improvement. Computer mediated communication permitted to create learning environments. These spaces that use technology offer helpful resources and encourage students to work together. Also, they support building communities for helping people to learn and share knowledge.

There are various ways in which communication can be mediated using

technological tools. However, the one proposed by this investigation integrates the game-based learning methodology for learning English as a foreign language.

Game-Based Learning

Game-based learning consists of the integration of games into teaching practices. According to Gee (2003), game-based learning creates immersive learning experiences in which players are guided to perform a specific task to be able to fulfill the lesson objectives. The skills fostered by integrating games include problem-solving. Students must complete tasks as part of the games. To fulfill the task, students must solve problems that may arise during the development of the game. Also, students can foster critical thinking skills by using the different cognitive processes to accomplish the game objectives.

Prensky (2001) defines game-based learning as the implementation of games to perform different activities that align to educational objectives. He sustained the idea that implementing games into language learning fosters motivation. Motivation is highly linked to participation since students should be engaged to start speaking in class. For that reason, integrating games into speaking lessons benefits students to drive speaking-focused lessons.

When games become tools for teaching, education becomes a natural process. According to Yi et al. (2024), the integration of game-based learning into the lessons fosters students' retention of the language. First, because it encourages motivation and engagement among the learners, which causes a natural interaction between the participants. It means, students are not forced to complete tasks, but they aim to achieve the task because of the sense of accomplishment and interaction inherently comes along with the process.

The principal benefit of integrating games into the lesson relies on the structure of the games themselves (Alper et al., 2021). The design of the games involves immersing the user in a set of principles to understand the nature of the digital world. Being exposed to the guidelines that rule the “new world” naturally builds curiosity and interest. Combined with the possibility of performing activities that can be more difficult to accomplish in the real world, make game-based learning perfect for building engagement inside the class.

Ho et al. (2021) shared an ingenious description of what game-based learning is for language learning. He perceived it as the collection of exercises that are invisible to the learners but are completed during the completion of the adventure. People who were born in the 21st century are considered digital citizens that are well technological controllers. For that reason, including games into language immersion is interpreted as their communication language. The author also addressed the importance of competition and collaboration as a model for interaction during the integration of this approach.

There are diverse types of games launched on the market. As mentioned before by different authors, games provide exceptional spaces for collaboration, entertainment, interaction and learning. Every kind of game can be integrated into the English class depending on the teacher’s creativity and instructional goals. However, during the present investigation, the specific games to be studied are metaverse games.

Metaverse Games

To be able to delve into the description of metaverse games, it is important to define the term metaverse. Ritterbusch and Teichmanna (2023) described the

metaverse as “a three- dimensional online environment in which users represented by avatars interact with each other in virtual spaces decoupled from the real physical world”. This definition integrates all the key parts of the contextualization of metaverse. It is a virtual space that allows interaction among the participants. It also intends to recreate the dynamics of the real world by offering a lot of possibilities and creative enhancements.

Kaur et al. (2024) also defined metaverse as a virtual environment in which participants can interrelate with other users and with the virtual world. The word can cover diverse interpretations depending on the platform. However, the key features include interaction, avatars and virtual elements. The main characteristic of the metaverse is that it offers unlimited options for building digital spaces.

Metaverse games are basically the gamified version of the metaverse. In other words, metaverse games are created when the principles of gamification such as rewards, challenges and rules are combined with online environments serving interactive elements (Park & Kim, 2022). This combination offers a perfect opportunity for building scenarios for language learning.

- **Background**

The term metaverse is not recent, as researched by Pradono et al. (2024), the word has been used since the 90s and its concepts have changed as new technological innovations have appeared. The concept of metaverse was first mentioned by Stephenson (1992) in his science fiction novel “Snow crash”, he used the word as a vision of life in the future where humans live through technology.

Pradono also shared that by 2000’s, second life games using avatars became popular. The interest in migrating interaction to digital platforms significantly rose

due to the COVID-19 pandemic. Alongside its global consequences, it occasioned an accelerated evolution of technological awareness about the use of AI, VR and AR which subsequently permitted the creation of new metaverse games and increased their popularity.

Along their popularity, metaverse games have expanded into the technological market, catching the attention of investors. Many companies have been discovering the exponential potential of developing new metaverse experiences such as META, Apple, Microsoft, etc. Therefore, it is expected that new metaverse games can be launched with even new features for the users (Yang et al., 2024).

- **Metaverse elements**

The metaverse incorporates diverse qualities that enable its user's engagement. These features are essential to explain the potential exploration into learning purposes. The following graphic shows the three main characteristics that the experience in the metaverse offers.

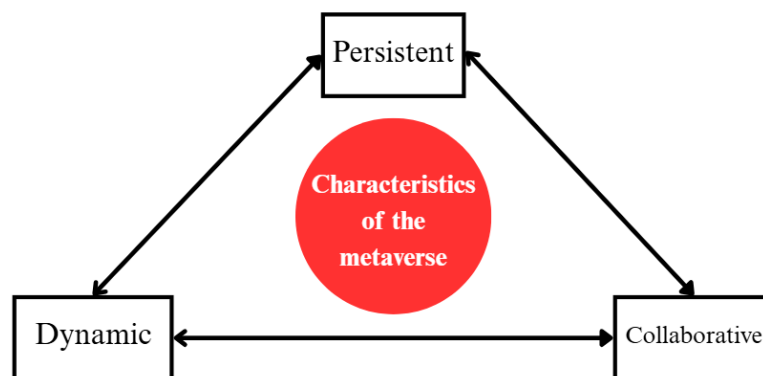


Figure N° 2. Characteristics of the Metaverse

Elaborated by: Onu et al., (2024)

Taken from: Potential to use metaverse for future teaching and learning.

According to Onu, the metaverse is persistent, dynamic and collaborative.

First, it is persistent since it follows its normal flow even when the user is not active during the experience. This permits users to have experience of a real-world condition which can also enhance their interactivity. Also, it is collaborative since different users can interact with the world and the changes will be visible to other inhabitants of the world. Finally, it is dynamic since it is constantly evolving following the set rules provided by the developer. These characteristics along with the specific interactive features as avatar personalization, and world building access have marked these tools as potential settings for education.

- **The Metaverse and Its Educational Potential:**

According to Onu et al. (2024), the immersive experience of the metaverse aims to eventually replace all human interactions. Hence, educational authorities should foresee the imminent value of metaverse platforms for education. This prospect of the future society permits researchers to evaluate and explore this innovative resource for English as a foreign language learning and for education in general.

Due to the evolving changes of society with technological advances, the necessity emerged to create new educational ecosystems. Traditional spaces cannot engage and involve students with the learning goals as well as metaverse games can be due to their immersive nature. The most important value of this digital ecosystem is its adaptability to generate any type of resource and space which contributes to almost any topic that can be covered (Lee & Park, 2021).

Son et al., (2022) mentioned that the only way to get along the future of education is by embracing this innovative approach. In that way, not only is the content of the instruction shared but also students can be prepared for the challenges

that their generation will face in terms of the new literacy.

According to Haycock (2008), metaverse games permit teachers to offer a blank blueprint for students to start designing their own learning spaces. Reality is often more complex and experiences can be more challenging, requiring some budget and materials. However, virtual space can be modeled following the requirements of the lesson.

According to Wang et al. (2022), the metaverse is the third wave of revolution of the internet. Being involved in the educational context can benefit learners enormously. Applied to the educational field, the metaverse can guide future research and development in education. However, the authors considered it important to focus on the creation of the right virtual spaces according to the lesson objectives.

Minecraft Education Edition

Minecraft Education Edition is an educational version of the original Minecraft game. It follows the same nature of the game which is the world construction using blocks. It represents an immersive experience since it does not have a specific storyline but can be adapted depending on the learning objectives of the lesson (Bar-El, 2022). The educational version offers diverse functionalities such as the organization of documentation, classroom management tools for monitoring students and pre-made lessons with resources and lesson plans (Kuhn, 2018).

Minecraft has created a lot of educational lessons to provide teachers with engaging and interesting learning spaces to interact with their students. According to the website, Minecraft Education is a tool for teachers to be able to design and

involve learners in virtual spaces to get immersive experiences. There are also a lot of pre-built lessons with already generated worlds with challenges that integrate different skills. Minecraft Education (n.d.) is a free source intended for better learning experiences.

According to Sánchez-López et al. (2022), Minecraft Education adapts real-world elements to its digital environment. The game includes factors such as participant identity, system interaction, creativity through guided lessons, and community involvement. These factors improve the scenario where students will perform their immersive learning. Other features like avatars, multimodal literacy, creative game mechanics, and transhuman capabilities are also important for better user experience.

The use of Minecraft in English language learning can significantly enhance students' motivation. It is a valuable tool to teach English since it improves students' autonomy and enables them to practice in controlled scenarios. Also, it represents a great game to enhance problem-solving, creativity, and critical thinking skills. Students can benefit from immersive Minecraft through simulations, role plays, and virtual interactions in simulated situations that help them to practice real interactions in the English language (Hussein & Mustafa, 2021).

Roblox

Han, et al. (2023) defined Roblox as a virtual space where users can interact with each other and with the world. It offers a lot of scenarios where participants can dance, play, and complete tasks designed in each world. It attracts the attention of a lot of young people who perceive the platform as their social app to gather and play with friends. Therefore, interaction plays an important role in the platform, not

only with other users but also with their scenarios.

Roblox has increased its popularity and even has been called as “The First Stock of Metaverse” among investors (Xu et al., 2024). Roblox has the potential to serve as a valuable educational resource in education. It offers the possibility to gamify different English learning spaces. Educators need to identify, select, create, or integrate the appropriate learning experiences to reach the specific needs of the students and their academic expectations (Alhasan et al., 2023).

Roblox as a tool for English speaking practices serves as the space for experiencing language in action. It is due to its interactivity nature in which users can describe their world, communicate with other users all around the world and complete tasks. Roblox permits learners not only to acquire language by mimicking real language use but also promotes cultural awareness and digital literacy among users (Ramanujam & Ismail, 2024).

Language Learning Theory: Second Language Acquisition

Language learning has been studied over the years, and a lot of authors have given different theories that interpret how language is built in human minds. Different theories have been intended to answer the question: How to learn and teach a language? The present research focuses on the second language acquisition and the two hypothesis that support that theory which are the input hypothesis and the interaction hypothesis.

- **Input Hypothesis**

According to Krashen (1985), the crucial aspect of learning a language derives from inputs perceived by students. Second language acquisition should be driven by a series of input that are received in the student’s brain as an intake for later

interaction. It is an organic process in which students are given comprehensible input that follows a predictable order. For that reason, students can interpret language by following the patterns deduced from ideas in the context. Krashen proposed the following process:

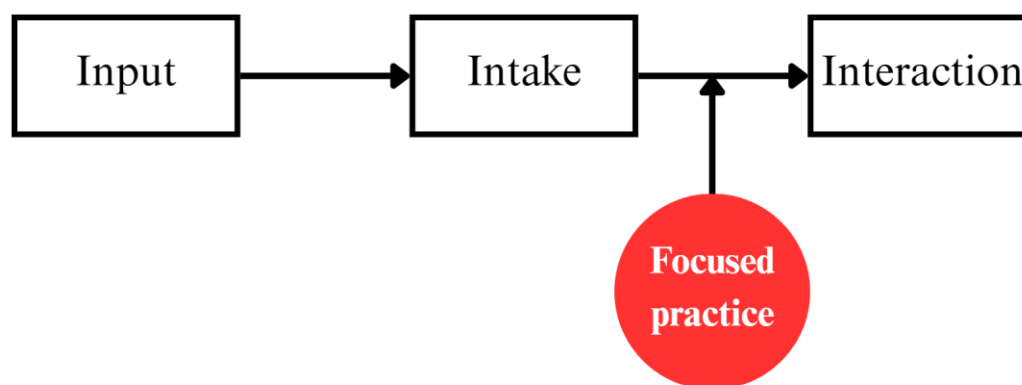


Figure N° 3. Input Hypothesis Process

Elaborated by: Pakaya & Rahman (2021)

Taken from: The input, intake, and interaction process in language learning.

According to Krashen, the input is the first stage for second language acquisition. Appropriate language production can only be constructed following the appropriate process shown in the picture, in which the learning environment represents the opportunities for learners for focused practice. Focused practice only becomes practical when students are given different inputs that are memorable enough to let students use the language in different contexts since not all input becomes intake.

This theory pretends to emphasize the importance of challenging learners to deduce patterns and comprehend what is still unknown for them. Input allows learners to deduce new words by deducing them. Krashen thought that exposing students to words that they already know won't permit students to acquire language. Introducing new words and experiences can increase their opportunities to use new

language (D'souza, 2024). The way new language is introduced to students is essential for their language acquisition. For that reason, the scenario and context where language is first introduced to learners should be more planned.

Ellis (1994) supported this theory because the author mentioned that creating meaningful scenarios permits learners to have an effective acquisition of the language. Setting scenarios for learning is fundamental since later, during the output or the production stage, students have the opportunity to recreate the first given scenario.

As the current investigation focuses on speaking skills. It is essential to note that students' ability to produce a foreign language cannot be executed without previous input. Moreover, the input is better acquired with the appropriate visual representation. Having pictures or actual elements that represent the language that is being used signifies a great resource for mental connections between sounds and concepts. When a person not only listens but also sees the input, then a connection occurs. Setting up a learning environment where students have audio-visual input permits learners to be exposed to more incidental learning and fosters students' motivation (Muñoz, 2023).

Perez (2022) commented that audiovisual aids represent pivotal tools during the input phase especially for young learners. The author mentioned that students that are exposed to more representations of the language in audio or video are more likely to remember language patterns and get intake for future interaction. Videogames offer engaging experiences with audiovisual input for the users, which represents the best scenario for the second language acquisition process.

- **Interaction Hypothesis**

Another hypothesis that supports the present investigation is the interaction hypothesis proposed by Long (1996). He believed in the importance of interaction to build language in a conversation. This hypothesis is based on the idea that by interacting, learners negotiate the meaning of the words and therefore acquire language in different contexts. By interacting, learners have more opportunities to give and receive feedback.

The interaction that the author refers to is the confirmation of information between the speakers to clarify requests or correct miscommunications while having a conversation. This hypothesis is related to the input hypothesis since both align with the importance of receiving comprehensible input that is mainly taken during interactive experiences. However, this hypothesis goes further to the output phase where students produce the language. (Hoang, 2009)

Once the engaging scenario is set for learners to acquire the input, it's time to pay attention to the quality of the output task that students will complete. Creating output tasks in isolation and without feedback does not encourage interaction nor build language. For that reason, the output should be as engaging as the input presented and should include opportunities for feedback (Ren, 2023)

During the present proposal students interact not only with their virtual space but also with their classmates and teachers. The interaction with the teacher becomes fundamental since it permits the teacher to model the language that is being used during the instruction. Asking questions during the instruction permits students to confirm their language and clarify their ideas through interaction. Also, it becomes a source of feedback to avoid fossilization of the language. Therefore,

interaction in the output phase is essential during the SLA process.

Speaking skills and Second Language Acquisition

Speaking skills represent one of the most important productive abilities in language learning. Even though there are different ways to share information, speaking takes the lead when it comes to communicating. According to Brown (2007), speaking involves the ability to produce coherent language and convey meaning. This ability incorporates sub-skills like fluency, accuracy, pronunciation, and interactional competence.

In an EFL setting, where students do not have the opportunity to be exposed to the language, developing speaking skills requires creating opportunities for meaningful practice that goes beyond memorization (Brown & Yule, 1983). Regarding building speaking skills in young learners, speaking should take place in a setting where they have already built confidence and reduce affective barriers like anxiety. An immersive experience helps students to reduce their affective barriers when integrating engaging experiences in the classroom.

Fostering speaking skills with Communicative Language Teaching

Being able to speak and interact with an immersive experience aligns with Communicative Language Teaching (CLT) which was proposed by Richards and Rodgers (2014). This approach prioritizes functional language use in authentic contexts, where learners engage in activities that simulate real-life communication to build fluency and interactional skills.

Communicative Language Teaching (CLT) serves as a foundational approach in this research because it focuses on the development of communicative competence through meaningful interaction rather than isolated grammar

repetitions and drills. Savignon (2002) also shared the idea that Communicative Language Teaching's role in speaking lessons is to reduce learner's anxiety by integrating motivational elements. It directly supports the use of metaverse games like Minecraft and Roblox to create immersive environments for speaking practice.

Task-Based learning

Task-Based Learning (TBL) provides a structured methodology for implementing speaking sessions. This methodology permits teachers to design goal-oriented lessons with specific stages that incorporate tasks. Willis (1996) proposed three stages for structuring the lesson cycle with a pre-task, a task, and a post-task which promotes learner autonomy and focuses on meaning over form, developing natural speaking opportunities.

By integrating Task-Based Learning (TBL) principles into the speaking focused lessons, a structure can be designed by scaffolding language. Aligned with the constructivist theory and second language acquisition hypothesis previously discussed, the teacher can play the role of the aid during the instruction. Teacher's assistance should vary according to the lesson development, progressively giving students more autonomy. This could be arranged into the cycle: controlled practice, semi-controlled practice and free production (Harmer, 2007).

Sandbox Games and Speaking Skills

The present research integrates two metaverse games into the teaching English as a foreign language class: Minecraft Education Edition and Roblox. Both are sandbox games which means that users can customize and build their game environment (Salerno, 2013). Minecraft permits building the world using blocks while Roblox works more as a programming space to build experiences

(Rospigliosi, 2022).

The application of Minecraft and Roblox as metaverse games is significantly useful in the field of English-speaking practice since it gives enormous possibilities of ecosystems where learners can roleplay given scenarios using their avatars and interacting with the world. Sandbox games enable the teacher to scaffold the scenario where participants use. The process can start with vocabulary building by creating the world. After that, speaking practice could be performed by roleplaying a situation using the avatars and the virtual space as the scenario. For those purposes, both games offer customizable experiences, which is more useful than pre-designed spaces.

In terms of building speaking skills, the platform permits learners to immerse into different spaces for enabling role-playing, simulations and collaborative projects that are crucial for speaking practice following the second language acquisition and the communicative approach (Richards & Rodgers, 2014). These spaces for speaking practice foster fluency and interaction in controlled scenarios to build natural communication rather than just memorization.

Challenges and Opportunities of Integrating Metaverse Games into Speaking-Focused Lessons.

With the integration of the metaverse Games following the game-based learning methodology, some challenges and opportunities may arise:

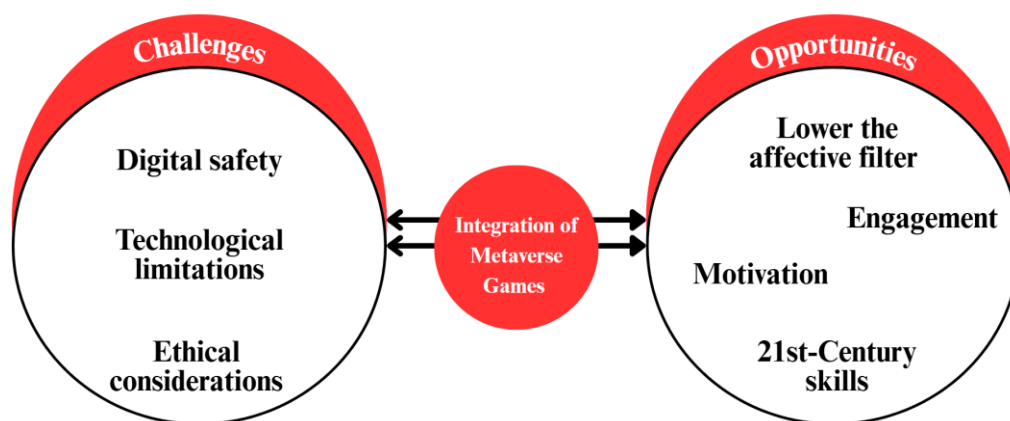


Figure N° 4. Challenges and Opportunities of Using Metaverse Games

Elaborated by: Miño, R (2025)
 Taken from: Bibliographic research.

The opportunities include lowering the affective filter through metaverse games, building motivation and engagement in speaking practices, and fostering 21st century skills. However, some challenges can intervene into the execution of the sessions integrating metaverse games like digital safety, technological limitations and ethical considerations.

- **Opportunity: Lowering the Affective Filter through Metaverse Games**

The affective filter are all the emotional factors that influence students' willingness to learn (Krashen, 1985). Emotions are linked to the amount of input students can acquire. For that reason, the space and timing for input processing should be neatly analyzed by the educator to avoid having an inner obstacle for learning (D'souza, 2024). Helping students to lower the affective filter to maintain a positive attitude towards the instruction can be regulated with the Metaverse games. Minecraft and Roblox offer spaces to play, interact and speak. For that reason, students do not limit their conversations, but spontaneous interaction occurs.

- **The Role of Avatars in Speaking Practice for Students with Social Anxiety**

Generally, anxiety during speaking lessons occurs because participants are exposed to formal oral presentations that do not offer the right conditions nor comfortable opportunities to have natural interaction. Anxiety derives from nervousness, worries, tension and embarrassment. This situation is even more challenging for students with social anxiety (Ahmed et al., 2022).

Avatars appear as a great resource given by metaverse games to migrate communication using avatars to lower anxiety during spoken practices. Hirata (2023) concluded that using avatars lowers students' anxiety while speaking out loud in the foreign language. Computer mediated communication permits participants to hide themselves into an avatar to have more confidence while speaking English. Using an avatar can encourage participation since factors such as self-esteem, self-confidence, fear of failure and shyness results in students delivering poor oral presentations (Kiruthiga & Christopher, 2022).

- **Opportunity: Building Motivation and Engagement in Speaking Practices**

Motivation and engagement are highly related to the willingness of students to participate orally in classes. How metaverse games influence motivation can be proved by following the Self-determination theory (SLT) that proposes that there are three factors that determine motivation building in students. These factors are competence, autonomy, and relatedness. When students collect achievements in the digital world, the previous mentioned psychological elements generate engagement. Also, excitement and satisfaction increase students' motivation of sharing their

results with their partners with can lead to creating spontaneous interactions among the participants (Sailer et al., 2017).

- **Opportunity: Fostering 21st-Century Skills**

According to Bar-El and Ringland (2025), the integration of metaverse games like Minecraft and Roblox build 21st-Century skills. This term emerged from the introduction of the digital age. The rise of new technologies has at some point forced professionals to shape new abilities that evolve alongside the emerging technological resources. To improve employability for future citizens, students should foster the skill set combining creativity, critical thinking, communication, and collaboration (4Cs) alongside digital literacy (Partridge, 2022).

All these skills can be built by the integration of digital learning environments that metaverse games provide. Using Minecraft and Roblox, students can creatively design landscapes for learning which also can lead to making decisions, interacting with their space, communicating with other users and building digital communities. And of course, using these metaverse games helps participants to build their digital literacy with the right use of technological devices (Behnamnia et al., 2020).

- **Challenge: Ethical Considerations and Digital Safety in Virtual Learning Spaces**

Digital safety is an important matter nowadays. Especially for children, limiting and supervising children's movements on the web is necessary. Using metaverse games is extremely useful for the reasons noted throughout the development of this research. However, there are some vulnerabilities that need to be revised. Dangers such as cyberbullying, digital footprint, and digital security and

privacy (Martin et al., 2023). For that reason, it is essential that during all the controlled practices, there's parental and teacher's supervision. Even though both platforms have guidelines and service terms, supervision is necessary for good digital practices. Parents should know what their children will do with technology.

See Authorizations:

CHAPTER 2: METHODOLOGICAL DESIGN

The present chapter gives support on the selection of the design established by the researcher to carry out the investigation. It involves information about the research approach, method, techniques and instruments used during the development of the study. Also, it contains a description of the context in which the research is conducted as well as the specific information about the participants.

Research Approach and Design

Kothari (2004) defined the approach of the research as the set of principles that influence the choices of the nature of the data that is being analyzed. The approach should be aligned with the proposed objectives to have a clear analysis of the phenomena studied. The approach followed through the present research is the qualitative approach.

Qualitative Approach

Qualitative research intends to collect non-numerical data that provides essential information as a source for deep analysis. According to Maxwell (2008), this approach is meaningful since it provides essential information from the perspective of the participants who are experiencing the phenomena.

The aim of this approach is to answer the question: What is going on here? It provides the context of the situation and helps the researcher to integrate interpretative results into the investigation to support the conclusions. It implies

uncovering participants' experiences that provide rich interpretations of the context in which the study is taking place (Billups, 2021).

In education, the perspective of the students who are receiving the instruction is essential to make changes and enable active participation. For that reason, being able to collect participants' perceptions is important in social branches of study as in the case of teaching and learning a language.

Freidin et al. (2017) described the importance of following a stabilized and organized flow while analyzing qualitative data. According to the authors, being able to analyze qualitative data requires advanced ability to organize, interpret and analyze answers to create meaningful results for the investigation.

- **Transcription**

The transcription of the data collected is essential when recording interviews and focus groups. First, the recording of the sessions is fundamental since human brains may forget content and writing could interrupt the flow of the conversation to permit the interviewer and moderator take notes. For that reason, recording and transcript the data aligns with the purpose of the following research since it maintains the exact comments and remarks of the participants (McMullin, 2021).

Transcription also influences the transparency of the results since they are available for revision which gives reliability to the obtained results. Manual transcription could be applied. It permitted obtaining a written version of the information collected without major changes. See Transcription: Interview 1, Transcription: Interview 2, Transcription: Interview 3, and Transcription Focus Group.

- **Coding**

According to Linneberg and Korsgaard (2019), coding is a useful technique to organize qualitative data. The technique consists of using transcript information and giving specific codes for organizing into different categories to facilitate displaying the content. It is perceived as an inventory of the data. The authors mentioned the benefits of using coding in qualitative approaches. First, it permits the researcher to read and analyze every single sentence. It will permit further analysis and reflection. Also, when organizing the data, it allows making information accessible and focused on a particular research need. Finally, using coding in the present investigation serves as a filter for the content to add only the most important information into the final reflection. See Coding Process Interview, and Coding Process Focus Group.

- **Quotations**

Lingard (2021) mentioned the importance of quotations in qualitative research. They offered firsthand results of the phenomenon since it retrieves the exact information for new interpretations. Using quotations enables readers to make their own judgements about the analysis to validate its results or identified biased information. However, they require effective reasoning from the researcher to select the appropriate information to quote since it determines the quality of the analysis. Therefore, using quotations in qualitative studies requires strategic selection of the content.

Research Method

A method in the field of research is the specific structure intended to be the path for the investigation. It helps by giving an outline and a process to be followed

to reach the proposed objectives. It includes the theory to support the decisions taken by the researcher to give support to the research (Creswell & Creswell, 2022). The research method followed in the present research is case study.

Case Study

According to Merriam (1988), a case study is an in-depth study about a phenomenon occurring in a real-life context. It is aimed at analyzing a situation in a specific social context and it can also go further to delve into life stories. For the present investigation, it mainly pretends to collect valuable information for later reflection on the specific interaction and behavior of the participants while being placed in the proposed scenario.

The author shared the idea of the importance of applying this type of methods into Education research. According to Merriam, the learning and teaching process is a social experience where interactions or perspectives must be analyzed to improve teaching practices. Therefore, using this method in the present investigation provides a helpful description of the phenomena and provides a guide for future applications.

Despite the nature of a case study analyzing a particular case, Yin (2014) proposed the idea that applying case study benefits research for further analysis in different contexts. When a case study is used in research, it is not intended to make predictions about large groups of people. Instead, it helps developing and expanding theories starting from smaller groups with future expectations to replicate the experiment in other contexts and analyze its similarities.

In other words, a case study focuses on understanding and explaining concepts rather than trying to predict how often something happens in larger

populations. This method is intended to understand the general principles by generalizing ideas and theories through analytic generalizations. For that reason, the following investigation intends to reflect on the participation of a small group of three students in the established educational scenario which places participants in a class where the use of metaverse games in speaking focused lessons is applied.

Description of the Sample and the Context of the Research

This research will be applied to the Language Center called “UEA EP” in the Amazon region of Ecuador, in Puyo. The language center emerged as an institution that aims to improve the English language skills in the community while fostering XXI-century skills. The institution also aims to implement technological resources into the lessons to prepare future citizens and literate them on the appropriate use of information and communication technology in society.

The target audience of the language center are students from private and public institutions who want to have extra lessons to perform better at their schools. Students enrolled take a placement test to determine their language level to later being assigned to a specific class and level. After that process, participants start their language learning journey with specific content focused on oral proficiency. The participants in the current investigation are children from 9 to 12 years old who are in level A2 according to the Common European Framework of Reference. The specific participants are two boys and one girl who are great performers at school, but they want to speak the language. Therefore, the language center helps them to achieve their goal to communicate in English with diverse learning experiences.

Classes take place on a university campus. Classrooms where students have classes are well equipped with great resources. The classroom includes a touch

screen, desks, a sound system and a computer to deliver the lessons. Students take classes for one hour every day from Mondays to Tuesdays in a face-to-face interaction.

Data Collection Process

For fulfilling the objectives of the following investigation, it was necessary to apply different data collection techniques and instruments. The order that guides the process of the data collection starts with the application of an interview, the implementation of the didactic guide and finally collecting students' perceptions through a focus group and validate the proposal. For that reason, this space describes the process of data collection.

Techniques and Data collection instruments

The data collection instruments were designed following the objectives of the study. First, an interview was applied to students to analyze their previous experiences with metaverse games, this will lead to guidance for preparing the didactic guide analyzing their interests. After the application of the proposal, a focus group was applied to lead a discussion about students' experiences about the implementation of the proposal in focused speaking lessons.

- **Interview**

An interview was applied to students to collect their comments on the topic of this study. According to Kvale (2007), an interview serves as a tool to discover people's experiences and their reality seen in the participants' eyes. Therefore, the application of the interview intended to explore students' perceptions of metaverse Games through an interview before applying the proposal. To accomplish this objective, the interview was chosen since as stated by Lune and Berg (2018), an

interview is a conversation with a purpose, as this study includes kids, it is necessary to have a chat with them writing down all the key ideas of their contributions, to later analyze their answers with the purpose of exploring their previous experiences.

The purpose of the interview is to explore the perception of 3 English as a foreign language learners towards metaverse Games, specifically Minecraft and Roblox. It permitted the researcher to know students' previous non-academic experience with the games. That reflection served as a meaningful tool for the researcher to analyze the possible challenges that students will face when leading with technological features of the games. Also, it provided a perspective on what activities they would like to perform using the games, to lead to designing the didactic guide based on students' comments.

- **Technique: Semi-Structured Interview**

Magaldi and Berler (2020) mentioned the importance of semi-structured interviews since they not only help the researcher to gather information on the information they are trying to collect, but also it lets space for discovering new aspects of the situation that were not thought out and planned by the researcher but can serve as meaningful information for the investigation. That is the main reason why this technique was selected, since it can unfold new perspectives on students' experiences. Also, it permits kids to feel free to speak and gives them flexibility to be open to sharing as much information as possible that is necessary for the purposes of this investigation.

The interview was carried out individually with each of the participants in the study and it was completely recorded to ensure that the comments of the students were completely displayed in the moment of reporting their ideas.

- **Instrument: Interview Guide**

The instrument used for exploring students' perceptions of metaverse Games consisted of an interview guide that led the conversation, but it was open for new contributions and ideas and more questions came out to explore students' experiences.

According to Magnusson and Marecek (2015), an interview guide permits the researcher to remember the specific topics that need to be covered to get all the useful information about the participants. It permits having a flexible interview but not losing the focus about the main topics that the research needs for achieving the objectives. The interview guide was aimed at covering the following topics:

Metaverse Games: The focus of this topic is getting students' prior knowledge about metaverse Games.

Popular metaverse games: The focus of this topic relies on identifying the most popular games among the participants.

Experience with metaverse Games: This topic aims to discover students' prior experiences playing games in the metaverse.

Perceptions of Minecraft and Roblox: This topic permits the researcher to get meaningful data about students' thoughts about using Minecraft and Roblox in non-academic contexts.

Using metaverse Games to Speak English: This topic explores students' interest towards the given proposal which is using Minecraft and Roblox in the English classes.

The interview included the following questions that are just a guide to make the conversation flow:

- What are metaverse games? Could you tell me what you know about them?
- What's your favorite game to play, and why do you like it?
- Who plays metaverse games around you?
- How often do you play a game in a virtual world or metaverse?
- What was it like to play a game in the metaverse? Could you describe it please?
- What do you enjoy the most about playing Minecraft and Roblox in your free time?
- What are some features of Minecraft and Roblox that you dislike?
- How do you feel when you speak English in class?
- What would you change about the speaking lessons to make them more entertaining?
- What do you think about using Minecraft and Roblox to speak English? How much do you fancy the idea?
- How would you like to use metaverse games in our classes?

Focus Group

The purpose of the focus group pretends to in-depth reflect on the perception of three English as a foreign language students from 9 to 12 years old towards the integration of metaverse Games into the English-speaking-focused classes. It provided insights into their overall impression and suggestions for future improvements. It aimed to achieve the objective set at the beginning of the research which was validating the proposal using students' perceptions of the integration of metaverse Games in English-speaking-focused sessions.

Using a focus group after implementing the proposal permitted the researcher to get the overall reflection of the class towards the speaking focused lessons applied. The focus group involves the interaction of participants that share a specific characteristic in which they can describe a specific topic. Also, it allows gathering a collective opinion about a phenomenon (Morgan, 1996). The characteristic of the present population is that all participants experienced the implementation of the integration of metaverse games like Minecraft and Roblox into the speaking focused classes.

- **Technique: Focus Group Discussions**

The technique selected for applying the focus group was the focus group discussion since it gives space for interaction between the participants, which was substantial for the gathering of data. Marková (2008) shares the importance of discussions in qualitative focus groups. According to the author, discussions help participants to listen to and share ideas which results in diversity of opinions that can lead to more insightful remarks. For getting the data appropriately, it is essential to boost interaction since it is not a conversation but a discussion in which all participants can express their ideas. For that reason, it is not necessary that all participants agree since diversity in the answers can benefit the collection of the results.

The focus group was carried out with all participants, it permitted students to share their ideas towards the instruction, it also helped because students remind classmates' specific anecdotes while being part of the implemented lessons. As Marková (2008) mentioned, the application of the focus group discussion created a great atmosphere for participation. It allowed the researcher to listen to everyone's

contributions while obtaining meaningful data for the research.

- **Instrument: Focus Group Discussion Guide**

Hurst (2023) mentioned the importance of having a set of topics and a series of possible questions that can make the discussion flow smoothly. It doesn't mean that the discussion should follow a specific process but it can guide the moderator to organize the discussion towards the main topics that are useful for research purposes.

After the implementation of the proposal, it is essential to gather information about students' perceptions of the integration of metaverse Games in English-speaking-focused. The specific topics that were covered during the focus group were:

Perceptions after using Minecraft and Roblox in classes: It permits gather information about students' overall experience while using Minecraft and Roblox during the provided lessons.

Engagement and interaction during classes: This topic aims at collecting information about their interactions during the lessons.

Challenges using Minecraft and Roblox: This topic provides information about the specific difficulties the participants encounter when using the stablished instruction.

Using metaverse Games to Speak English: The following topic aims at exploring students' perceptions about practicing speaking skills while playing the games.

Suggestions for Improvement: This topic tries to collect useful remarks for future improvements during the application of the proposed activities.

The proposed questions to moderate the discussion were a guide for the researcher to focus the discussion on the specific topics to be covered. The following questions were planned in advanced to moderate the discussion, however they are not compulsory:

- What features of the games did you find interesting?
- What are some features of Minecraft and Roblox that you didn't like or found difficult during the classes?
- How fun was it to play Minecraft and Roblox during classes?
- How much do you consider that you participated during the classes?
- What do you think about using Minecraft and Roblox more often in our classes?
- What parts of the game do you think help you learn English the most?
- How often did you speak English while playing Minecraft and Roblox?
- What other games can we incorporate into our classes?
- What would you change in the sessions to make lessons more interesting?
- How would you describe your overall experience with using Minecraft and Roblox in our classes?
- What was the most memorable moment of the sessions?

Validity/Reliability of the Instruments

According to Cobern and Adams (2020), assessing validity pretended to test whether the questions covered the specific data that was planned to gather following the objectives of the investigation. On the other hand, reliability aimed to test whether the results were consistent. The validity and reliability process permitted

the investigation to ensure real and valid results. The methods applied to check reliability and validity were pilot testing and experts' revision. The authors mentioned the importance of both methods that permitted the researcher avoid redundancy and clarity problems during the real sessions.

Because of the previous mentioned reason, the interview guide and the focus group guide underwent a pilot test which consisted of asking a couple of questions to one of the participants randomly selected. The pilot testing was conducted informally before the real application to the whole population. The pre-testing served as a model to change and modify some of the questions to make questions clear and straightforward for kids. Also, both guides were revised by experts on the field that revised and gave suggestions for the clearness of the guides.

Analysis of the Results.

The results of the present investigation were analyzed following a specific process. First, the information collected was recorded. Later, the audio was transcript to collect the information into text. After that, using the coding technique the information was organized into different categories. Some useful content was explicitly stated using quotations. Finally, the implications of the results were analyzed to get meaningful data for further reflection.

All the previous mentioned techniques were used as a process to collect, organize, and display the information. Using the techniques and presenting them accurately in present research allows validity in the results. Therefore, every part of the process serves as steps towards the final reflection of the research study.

Results Taken from the Interview

The results taken from the interviews underwent the coding technique which resulted in the categorization of four main themes regarding students' previous non-academic experience with the games. Participants shared their comments during the interview collecting different key concepts which were divided into four categories.

Table N° 1. Categorization of the Codes

	Experience	Perception	Enjoyment	Potential
	Familiarity	Social acceptance	Creativity	Speaking practices
	Non-academic experience	Preference	Adventure	Expectation
Codes	Time spent	Social interaction		
		User friendly		

Elaborated by: Miño (2025)
Taken from: Interview coding.

First, students' experiences with the games were searched by asking for familiarity with the metaverse, non-academic experience with the games and usual time spent in the games. Also, their perceptions of Minecraft and Roblox were collected by delving into their social acceptance of the games inside their circle. Their enjoyment during nonacademic use of the games was also covered considering the characteristics of the metaverse games that permitted them to enjoy them. Finally, the students' perceptions on the potential of implementing inside the speaking-focused lessons were explored.

- **Students’ Experiences with Metaverse Games in Non-Academic Contexts**

All the students have heard of the games Minecraft and Roblox. However, the term metaverse games is still unknown to all of them. They only identify the platforms as videogames since they do not know the term ‘metaverse’. Regarding their previous experiences with the games, the first participant has played in both games but has more experience using Minecraft. The second participant played Minecraft; however, he hasn’t played in Roblox. Regarding the third participant, even when she has experience with both platforms, she feels more comfortable when using Roblox.

Table N°2. Participants’ Experience with Games

	Experience
Interviewee 1	Roblox ✓ Minecraft ✓
Interviewee 2	Roblox ✗ Minecraft ✓
Interviewee 3	Roblox ✓ Minecraft ✓

Elaborated by: Miño (2025)
Taken from: Interview coding.

The present chart indicates that most participants have heard of the games at least. Minecraft was played by all of them, but the second participant didn’t use Roblox. These results imply that the popularity of Minecraft and Roblox for this population is aligned with the Ecuadorian data about the popularity of the games. Being both platforms the most popular among Ecuadorian children and teenagers (EL UNIVERSO, 2012).

- **Time of Use**

The time participants played the games varied according to students' parental permissions:

Table N° 3. Time of Use

	Time of use
Interviewee 1	30 min/day
Interviewee 2	1 min/day
Interviewee 3	2 hours/week

Elaborated by: Miño, R (2025)
Taken from: Interview coding.

Interviewee 1 played Minecraft for 30 minutes daily. The Interviewee 3 played Roblox occasionally, she commented: "pasando una semana, dos días". The second participant only had one minute to play because of his parents' restrictions. For that reason, the use of mobile and computer devices, especially for young learners, should be communicated, mediated and socialized with the parents because it can avoid disagreements between their considerations of children's screen time and teachers' intentions to use technology inside the class.

- **Students' Initial Perceptions of Metaverse Games**

In general, students liked the games even before applying the instruction. However, it is necessary to highlight the preferences among the participants. The following chart shows the students' preferences towards Minecraft or Roblox.

Table N°4. Preferences

Minecraft	Roblox
Interviewee 1	Interviewee 3
Interviewee 2	

Elaborated by: Miño, R (2025)
Taken from: Interview coding.

Interviewee 1 and 2 are fans of Minecraft. However, interviewee 3 prefers Roblox. She talked about Roblox, she likes it because she thinks that it offers more

experiences. Whereas Interviewee 2 criticized Roblox because he said that: "Roblox solo es la copia de Minecraft,". So, according to him Minecraft has more originality than Roblox.

The perception that they have towards the games can also be shaped by their social environment. For that reason, it was necessary to ask them about the popularity of the game among people around them. All of them mentioned that their classmates and friends also use these metaverse games. For that reason, it can be said that participants have an overall good perception of the games and are willing to start the instruction.

Another perception taken from the interview was that interviewees think that Minecraft and Roblox are easy to use and have easy controls. Participant 3 even said that she considers herself 'buena' when being questioned about her expertise in the game. For that reason, it can be noted that the integration of the following games is not new to them. They are not trying to adapt to the classes, but the class is shifting into the language they speak and the places they are closely related to, which is not the physical school anymore.

- **Students' Enjoyment of Metaverse Games in Non-academic Contexts**

The participants enjoyed their previous non-academic experiences while playing metaverse games. This was noted because they highlighted specific features of the games. The interviewee 1 mentioned that Minecraft permitted him to be creative. He stated: "Puedes construir cualquier cosa," and he described the experience as "muy bueno".

Another important aspect that the participants highlighted was the incredible

experiences offered by the platforms; they love adventures. Interviewee 1 shared his experience while exploring "cuevas, junglas, prados, desiertos" in Minecraft. As could be noted, children treasure adventures and challenges. Therefore, including this feature into the classroom is beneficial to boost their enjoyment alongside their motivation.

Social interactions also serve as a factor for students' enjoyment of the game. The interviewee 3 said "Puedo conectarme con mis amigos," and she reported that she has 20 friends in Roblox and talks with all of them. Being able to communicate and interact using Roblox was fun for her. She mentioned all the ways in which she can interact in Roblox like calling their friends, chatting with her friends and creating memes.

The importance of fostering creativity while playing the games was also shared by the participants. Interviewee 1 was proud because he constructed a totem, The interviewee 2 built "una casa, un bollo, un monstruo, una abeja, un creeper," and the interviewee 3 proudly shared that she created a mansion with a "cuarto secreto" and a "lugar de fogata." These examples show the enthusiasm and sense of achievement students get while playing in sandbox environments.

- **Students' Perceptions about the Potential of Metaverse Games in Focused Speaking Lessons**

All participants were positive when they thought about the integration of the metaverse games into English speaking-focused sessions. The interviewee 1 said that it was "un poquito interesante". The second participant also said that playing with Minecraft and Roblox can be an experience "muy divertida y didáctica,". Finally, the last participant said that "Podría ser chévere porque ahí tendríamos otros

tipos de aprendizaje más divertidos. Therefore, all of them were for the integration of this instruction into the speaking classes.

Regarding the potential of this instruction, students gave amazing responses like the one the interviewee 2 provided. He knew in advanced about the existence of Minecraft's education because he mentioned: "Hay una versión que te ayuda a educar." Therefore, he knows about the integration of these metaverse games into teaching.

Analysis

In conclusion, participants have had experience with both games even just by hearing from them with people around them. They have good perceptions of the games since they have played with them and even though some of them prefer one specific game between both, they are expectant of integration.

They shared amazing answers, for example, interviewee 1 suggested another platform called AMONG US and interviewee 3 even proposed practicing writing alongside speaking in Roblox by using the chat. It is important to say that, in some contexts, the participants said that they preferred face-to-face experiences like when going camping, but they also fancy the proposal of this investigation.

These findings suggest that metaverse games hold promising benefits for educational applications, fostering creativity and collaboration even in non-academic context, therefore, when applying them to education, their potential is highly boosted since it can be used in controlled spaces that enable learning.

Results taken from the Focus Group.

Students had a focus group to discuss about their experiences during the English-speaking-focused sessions. It permitted students to collect perceptions of

the integration of metaverse Games after being able to experience it inside a real language learning context. The results as well as the presented for the interview underwent the coding process in which different similar topics were analyzed and categorized for this analysis.

Table N° 5. Participants' Experience after the Integration of Metaverse Games into Speaking-Focused Lessons

	Perception	Engagement	Speaking skills	Recommendations
Codes	Showing expertise in the dynamic of the game	Enjoyment Experiences	Memory retention	Future opportunities
	Preference		Language experience	Aspects that need improvement
	Features of the games		Feedback about the instruction	
	Challenges		Use of English	

Elaborated by: Miño, R (2025)
Taken from: Interview coding.

To validate the proposal using students' perceptions of the integration of metaverse Games in English-speaking-focused, four aspects of the experiences were considered. The present analysis delves to analyze students' overall perception of the games, engagement during the lessons, their reflection about their speaking practice and use during the instructions and finally it collected student's recommendations and expectations for future practices.

- **Overall perceptions about Minecraft and Roblox as Educational tools.**

To validate student's perceptions towards the metaverse games, the aspects to consider were showing expertise in the dynamic of the game, game preference, the specific features of the games that they valued and the challenges they faced

during the lessons.

Students are related to the dynamics of the games. However, it also depended on their game preference. What it is important to note is that students' initial preferences did not change during the integration of the proposal. Instead, they were loyal to their first interest, having as mentioned before two participants engaged in Minecraft and one student who preferred Roblox. Participant 3 mentioned "Yo solo juego Roblox". However, while being questioned about their experience, all of them mentioned that they enjoyed both games.

During the focus group, students also shared some features of the game that were engaging for them.

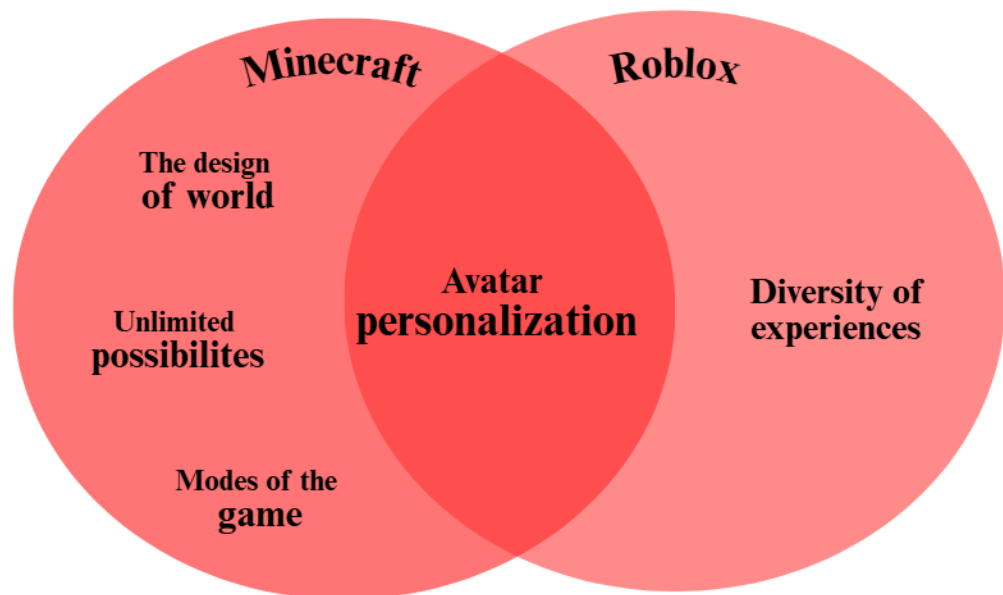


Figure N° 5. Specific Features Students Highlighted

Taken from: *Focus group transcript.*
Elaborated by: Miño, R R (2025)

Regarding Minecraft, students noted the design of the world. The participant 3 mentioned "es muy divertido y colorido. Hay mundos muy artísticos" to describe

the design of the world. This feature is great since it permits participants to get immersed in new landscapes that are visually attractive for them. Also, participant 1 mentioned “en creativo no hay límites” to point out the unlimited opportunities for creation. They also highlighted the design of the world as “un mundo cuadrado” which was visually engaging.

On the other hand, the diversity of experiences was mentioned by participant 3. This feature of the game permitted students to choose between a big number of games, experiences and places inside the platform. However, students agreed that the creation of avatars gave amazing opportunities for personalization.

Students, specially, participants 1 and 2 showed expertise on Minecraft, sharing their last discoveries “yo recién empecé a conocer unas herramientas y estoy que juego muchísimo” was mentioned by participant one when being asked if the platform was easy to use. All participants know the dynamics of the games and their controls.

Students were so related to the dynamics and controls that considered that the only difficult part was speaking English, since they were already familiarized with the games. Participant two showed his confidence with the games by saying “hablar Inglés es lo complicado” since he manages the platforms confidently. For the participant two, the challenging part was to use the keyboard since he is more comfortable using Nintendo rather than a computer.

Students’ overall perceptions included appreciation of the design and system of the games. They perceived both games as easy to use since they have experience with the games’ dynamics and controls that they considered playing was the easiest part of the instruction since they were already familiar with the games.

- **Students’ engagement throughout the integration of Minecraft and Roblox into speaking-focused lessons.**

Students demonstrated good engagement with both Minecraft and Roblox. Participants described the experience as “divertido”, “chévere” and “buenazo”. They pointed out what they did during the instruction that was memorable. They mentioned specific activities like building houses, exploring landscapes, and playing “Simon Says-Roblox Edition”. The lesson that all agreed was more engaging was about exploring places in Minecraft. They had to choose a place related to natural places such as a beach, a waterfall, a lake, a river, a cave and give recommendations to go camping there using had better and should. All of them remembered that experience the most.

Participant 2 had an interesting description of the experience; he said that he wanted to describe it using three words. He mentioned: “aventura, fantasía y locura” because he noted that they did a lot of crazy things which means that each challenge was new to them.

The students even rated their participation using numbers. They mentioned 7 and 9 out of 10 as the participation they maintained during the instruction.

- **Student’s perceptions about their language use through speaking skill during the lessons**

All participants agreed that they used English during the practices, the participants mentioned “mucho” and “muchísimo” as the number of English interactions they had. Also, it was easier for them to remember language structures when they were given the scenario where they used the language. For example, being guided by the moderator to say which language they used for speaking

practices during recommending places and they immediately said should and had better as prompts for giving advice.

The participant 3 noted that speaking through avatars in Roblox felt easier than oral presentations because “Porque en una presentación algunos nos ponemos nerviosos porque todos están viendo y en Minecraft y Roblox casi no nos ven porque hablamos así (directo a la pantalla)”, she noted that without being observed she could show her ability without being criticized which was one of the comments mentioned during the initial phase by the participant 2 who said that he does not like being criticized by their partners when speaking English.

However, participant 2 repeated that he would prefer to play the games without speaking the language because he felt it was the most difficult part of the instruction. Even though he expressed these ideas by laughing and joking around, it could be noted that speaking is usually feared by students but with the right instruction, it can lower their affective filter into participating during the class.

The participant 3 shared “puede llevarse lugares a través y es más fácil explicar con tus propias palabras” to explain that she encounters easier to explain and speak naturally when she has the visuals and places to describe what she is saying. This was also shared by the participant 1 who mentioned “Porque así pareciera que lo estamos haciendo de verdad” which integrates the main idea of the present proposal about the importance of immersive learning and experiential learning. It permits students to experience situations that can be difficult to perform in real life.

For that reason, it could be analyzed that being able to talk through the screen helped the students to feel less anxious when speaking. Participant 2 also

shared this idea because he mentioned that he improved his fluency while playing in the metaverse. Vocabulary retention also was demonstrated because they mentioned specific vocabulary they remembered from the instruction. All these aspects demonstrated a benefit relation between the proposal and the speaking skill.

- **Students' recommendations for future practices**

Students recommended using both games regularly for English lessons. Even though, students agreed that they wanted to continue using this instruction, they mentioned that it could become an addiction but also signaled that when it comes to English learning, it is beneficial and it is worth trying.

Also, students recommended to include other platforms into the classes like “Among Us”, “TikTok” and “Chess”. Participant 2 shared some ideas on how to boost the learning experience. He said that using Minecraft’s music can be beneficial to create songs in English. He was also interested in the coding options that offer the game with the creation of commands to create new experiences.

Participant 2 also recommended increasing the difficulty of the challenges regarding the interaction with the games. For instance, it can be noted that participants have the willingness to continue being exposed to this type of instruction.

Analysis of their results

The qualitative methodology involved three sequential phases: the semi-structured interviews to capture initial student perceptions of metaverse games, the design of the proposal with its application, to finally collect their perceptions through a focus group. The results showed good perceptions about the proposal which will be discussed below.

First of all, students shared their non-academic previous experiences with the metaverse games which permitted the researcher to know that they had prior expertise in using the games and controls. Students shared good insights when proposing using the games in future practices. The didactic guide was designed and used during speaking-focused lesson which led to students' experimentation of the proposal. Even though students knew the controls of the game, the didactic guide included tutorials for introducing the games to students.

The implementation of a didactic guide, where game-based activities fostered spontaneous English-speaking practice among the three A2-level students revealed high engagement and motivation. Students shared their perceptions through a focus group and they confirmed reduced anxiety. When students interacted, they did it using the computer which helped them to stay tuned with the completion of the activities while engaging in sharing their progress with their teacher, which according to them, caused less stress since they were looking at the computer.

The validation of the proposal can be analyzed through the students' responses towards the instruction. Students highlighted key ideas about the integration of the games. The key information taken from the focus group relies on the use of English through speaking interaction when using the metaverse games: Minecraft and Roblox. Some key words came up during the focus group that aligned with the previous bibliographic research. The ideas provided by students like enabling them to speak being less stressed of criticism, the importance of having a visually nice place for interactions, simulations and role-playing as well as their engagement and motivation because of the characteristics of game-based learning

of the instruction that permitted them shared their achievements and constructions as well as their expertise on the use of technology validate the proposal offered by this research.

CHAPTER 3: PRODUCT (Innovative proposal to solve the problem)

This chapter aims to describe the proposal established to improve young learners' speaking proficiency at the Language Center UEA EP in Puyo. The aim of the chapter is to describe the product's structure, objective and relevance for the present research. The proposal integrates technological material for students to enhance their learning by engaging in interactive speaking exercises and role-playing virtual scenarios using metaverse Games. The following chapter will give the specific content including the proposal.

Name of the proposal:

“MY VIRTUAL SPACE: INTEGRATING MINECRAFT AND ROBLOX IN MY ENGLISH CLASSES.”

Type of product:

The present proposal is a didactic guide that integrates the use of metaverse games like Minecraft and Roblox to foster speaking skills in young learners. According to Spavento et al., (2020), a didactic guide is a tool to assist the learning process by giving students material with structured activities that integrate all the necessary resources. In this investigation, the didactic guide permitted the children practice their spoken English with different resources for students as well as for teachers.

Using didactic guides offers a systematic transition of activities during

lessons. Having control over the activities to be performed during the classes offers a better flow to achieve the objectives of the lesson. The guides are intended to organize the activities to provoke learning in a controlled scenario (Marciniak & Cáliz, 2021). The present didactic guide includes an organize step by step flow across the lesson development.

Grangeia (2021) shared the importance of the didactic guides' structure since it must include different stages to organize the lesson. Therefore, a didactic guide should include the teaching process with the description of the class stages. Also, it must cover the teaching methods followed by the teacher to design the lesson. Alongside, it must describe the learning procedures and the teaching materials that will be used during the implementation of the didactic guide. Finally, the author emphasized the importance of including the strategies for managing possible situations that may arise during the lesson.

Didactic guides for the present research benefit students to facilitate their learning by establishing an organized structure of activities using metaverse games. Since the integration of metaverse games is an innovative didactic proposal, the didactic guides enabled learners and teachers to follow the stages and instructions to smoothly integrate Minecraft and Roblox into the speaking sessions and get interesting strategies that could improve students' general experience.

Objective of the proposal

To enhance English speaking skills among young learners through the integration of metaverse games like Minecraft and Roblox to create virtual spaces that foster interaction and participation.

Structure of the proposal

The proposal is divided into two parts: a Minecraft guide and a Roblox guide. Both sections of the didactic guide introduce a new approach for structuring English speaking lessons integrating a main activity with Minecraft Education or Roblox. Each guide includes a brief definition of the respective platform, a getting started guide, the controls, tutorials and five lessons integrating metaverse games into the main activity.

The didactic guide starts with the introduction of the games. After that, specific information about the usage of the game is shared, information about downloading, installing, signing in, also, the layout and controls are described. The guide includes screenshots and step-by-step instructions. Also, some tutorials are shared to ensure students smoothly introduction to the games.

Ten lessons that integrate Minecraft and Roblox are included in the guide. Five of the lessons integrate Minecraft and the other five lessons integrate Roblox. The activities are aligned with the content that the specific population must cover according to their syllabus, for example: commands, present simple, present continuous and modal verbs. Each of the lessons includes an introduction, the structure of the lesson, and extra resources.

The introduction consisted of the topic, the communicative goal, a conversation model, a guiding question and the list of vocabulary to be covered. The lessons include activities to review vocabulary and grammar, the main activity integrating Minecraft or Roblox and a post-activity for free production. All the activities included tips for teachers. Additionally, the lessons include extra resources as well as the rubric that teachers can adapt according to their needs and

specific context. Finally, at the end of the guide, there is a Minecraft album for students to enhance their motivation by collecting stamps when they complete the games during the sessions. Students must complete their albums with the stamps collected.

Part 1: Minecraft index

The Minecraft section of the guide has the format provided below:

- What is Minecraft?
- Download
- Install
- Sign in
- Home
- Select your avatars
- Controls
- Tutorials
- Important information
- List of Lessons
 - My avatar
 - Giving directions
 - Building my house
 - Natural places
 - Go camping

Part 2: Roblox index

The Roblox section of the guide has the format provided below:

- What is Roblox?

- Download
- Install
- Create an account
- Select your avatars
- Controls
- Tutorials
- Important information
- List of Lessons
 - My city
 - The weather
 - At school
 - Hairstyles
 - At home

Proposal stages

The implementation of the didactic guide consisted of three important stages: the training phase, the speaking lessons application, and the rewarding phase. During this study, students had training in using both platforms, 10 speaking-focused sessions following a specific lesson structure, and the rewarding phase in which students shared their completed albums with the stamps taken during the sessions.

Training phase: During the application of the proposal, students should be given the time to get to know the platform and follow basic tutorials to train on how to move their avatars and interact with the virtual world. For that reason, the proposal includes a getting started guide for the introduction to each of the

platforms. The time of this introduction depends on the characteristics of the students. In the case of the following study, the participants had prior experience with the games, and for that reason, their training was short, consisting of just 30 minutes.

Lessons: The lessons were carried out twice a week for five weeks. Each of the sessions followed the structure proposed. Each of the lessons applied were described in the lesson plans for the application of the sessions. See Lesson plans.

- **Controlled practice:** It is important to note students checked grammar and vocabulary in previous sessions. During the speaking sessions, the controlled practice included vocabulary and grammar review, and a conversation. During the vocabulary review, students get feedback to correct pronunciation mistakes. During the grammar review, some pre-made sentences are shared with them as answer models. Finally, during the conversation stage, students practice in pairs using conversation cards.
- **Get ready:** During this stage of the lesson, the teacher gives instructions to enter the platforms and introduces the specific guidelines and rules of the proposed activity. Each lesson in Minecraft includes the information with the settings for opening the proposed game and for Roblox, students must open the experiences that are linked in the guide. Also, the rules of the games are also presented in the guide.
- **Semi-controlled practice:** The semi-controlled practice is the main

activity that integrates Minecraft and Roblox. After setting the games and the scenario for learning, students are given a time limit to complete their challenges. They will be asked different questions during their challenges and they must answer while interacting with the virtual world.

- **Free production:** The free production stage of the lesson consists of a communicative task migrating the use of the language into the real world with a specific task that includes rubrics for speaking productions.

Rewarding phase: Students were given an album. After completing each of the challenges proposed during the sessions, students collected different stamps. Once the proposal ended, students had the opportunity to share their albums completed with the stamps given during each of the games to have a sense of accomplishment.

Publication

The didactic guide was published using the platform WIX. The platform allowed the researcher to create a blog entitled: “Game based learning, the integration of metaverse games to foster English speaking skills in an EFL context.” The blog includes a video gallery to evidence the results of the proposal by offering different recordings of its application. Some blog posts to share public content about the Metaverse games into speaking-focusses lessons. Also, the didactic guide is incrustated into the blog and there is the option for downloading it into PDF format as an open resource for teachers.

Link to access the blog: <https://jorami287.wixsite.com/game-based-learning>

Evaluation of the innovative proposal

The evaluation of the proposal consists of evaluating the didactic guide, which is the product of the present research, based on the purpose it has been created for. The present investigation aimed to implement a didactic guide integrating metaverse Games in English-speaking-focused sessions. Therefore, to fulfill the objective, it is necessary to state the instrument and the criteria to be discussed during the reflection process.

The instrument selected to gather data for the required reflection about the application of the proposal was a focus group guide. It covered different topics that gave a meaningful perspective on students' experiences during the 10 sessions planned for integrating the proposal. The key indicators for reflection included their overall experience, the challenges while using Minecraft and Roblox, their engagement and perceptions of their speaking skills after the implementation of the proposal, and their overall satisfaction.

The criteria for success included increased fluency and confidence in speaking, along with high levels of satisfaction, and positive feedback during the focus group. For reflecting on that information, the results taken from the focus group were analyzed using the following process.

First, the students' contributions to the discussions were transcript. After that, their comments were organized using coding technique. Also, some quotations were used to describe their specific perceptions to finally analyze the data through the implications of their answers which resulted in the validation of the criteria set before.

Validation of the innovative proposal

The Indoamérica University Thesis Manual (2018) mentioned that the proposal could be validated by three means. The one chosen for this research is method number three which is the validation through its application in practice. Therefore, the proposal was applied to three children from 9 to 12 years of age exploring their perceptions towards the proposed didactic guide through a focus group.

To enhance the validity and credibility of this qualitative case study, data triangulation was used. It consisted of collecting and analyzing data from multiple sources, as recommended by Yin (2014).

According to the manual given by UTI, the verification of the results should demonstrate a change with respect to the initial stage of the implementation of the proposal. For integrating the proposal into the lessons, it underwent different steps to be created, applied and evaluated. The present research follows all the parameters for validating the proposed product.

Three data collection methods were used by the researcher to explore students' perceptions of integrating metaverse games (Minecraft and Roblox) in English-speaking-focused sessions: semi-structured interviews, video recordings of the didactic guide implementation, and a focus group discussion.

First, the researcher conducted an interview to diagnose their perceptions of practicing English in speaking-focused lessons while using metaverse games. The interview collected information about students' previous experiences with the games in a non-academic context. It also gave in-depth feedback on students' traditional speaking practices inside the classroom. The collected information also

revealed students' expectations on the integration of metaverse games in the speaking lessons.

The application of the interview permitted the researcher to collect useful data to design the didactic guide based on students' responses. It was a guide to create activities based on students' preferences and perceptions about the games. According to the results of the interview, the three participants agreed that they have already had prior experience with the games. However, the girl was more involved in Roblox, and the two boys were more involved in Minecraft. It permitted the researcher to model and design the didactic guide according to their needs.

After designing the didactic guide, 10 sessions integrating metaverse games through the didactic guide were applied. Students in A2 level had to discuss different topics that were based on a specific topic or challenge. The video recordings captured students use of English during the instruction.

After the sessions using the didactic guide, the proposal was evaluated through a focus group. It collected their perceptions after the implementation of metaverse games to check their oral practice in class, the advantages of building speaking skills and the challenges that were encountered. The focus group gathered perceptions to validate the proposal using the key terms given by the participants.

After all this process, it can be said that the triangulation process ensured that findings are valid since the results are taken from different methods such as semi-structured interviews, the video recordings of the implementation of the didactic guide, and a focus group discussion to triangulate all the information and make it valid and reliable.

CONCLUSIONS AND RECOMMENDATIONS

The present chapter collects all the information taken throughout the development of the investigation to display the principal findings relating them to the objectives set at the beginning of this paper.

Conclusions

The present research aimed to implement a didactic guide integrating metaverse games in English-speaking-focused sessions within an English as a foreign language context with young learners. After all the bibliographic research, the application of a semi-structured interview, the creation of a didactic guide, the application of sessions integrating metaverse games into speaking lessons and the validation of the proposal using a focus group, the following conclusions were collected:

- The implementation of the didactic guide integrating metaverse Games permitted the researcher to reflect on different aspects that influenced its application. These concepts were revised during bibliographic research, were mentioned in the interview analysis and were validated during the focus group revision. Concepts that influenced this investigation included immersive learning, motivation, computer-mediated communication, digital literacy, and anxiety. All of them have beneficial relations with the specific features and dynamics that both metaverse games Minecraft and Roblox offer. Overall, the

integration of the metaverse games into speaking-focused lessons resulted in positive feedback from students, sharing their willingness to continue using this type of instruction. Their overall perceptions included their appealing towards the games' dynamics, interactivity, audiovisual experience, diversity of experiences and world-building and unlimited potential for creativity. Regarding the speaking skill, students agreed that this proposal permitted them to practice English speaking in class without anxiety and lessons were fun. They perceived metaverse games such as Minecraft and Roblox useful for educational purposes and even suggested ways for future applications such as creating more challenging tasks, immersing them in coding and trying other platforms in classes.

- Students' initial perceptions and experiences with metaverse games in non-academic contexts were explored through semi-structured interviews. Students had good perceptions about the games since they were familiarized with them, their controls and dynamics except for one participant who didn't use Roblox. They commented on their non-academic experience with the games highlighting their achievements and the specific characteristics they enjoyed about the games describing them as easy to use, entertaining and creativity fostering. Students overall showed enjoyment in the idea of integrating these games into the classes.
- A didactic guide that integrates metaverse games (Minecraft and Roblox) was designed to promote interactive and immersive English-speaking activities. The didactic guide contained tutorials, teachers' recommendations, five lessons integrating Minecraft and five lessons integrating Roblox. The didactic served

as a resource for teachers and students to boost speaking skills (Spavento et al., 2020). The guide permitted to apply this proposal into an English as a foreign language context with three students of the level A2+.

- The proposal of the integration of metaverse Games in English-speaking-focused sessions was validated through a focus group discussion. The validation happened because students shared positive results towards the proposal. The specific features that resulted in this speaking practice improvement were validated by students' comments on the matter. The results showed that students had more opportunities to speak, motivation and engagement increased, and their vocabulary and language retention improved. Students remembered specific vocabulary and language used during different activities. Regarding their motivation, students shared positive feedback towards the integration of the game defining the experience as fun, entertaining, and easy due to their familiarity with the platforms. The most important findings resulted in high participation and enthusiasm with comments of approval towards metaverse games. Students commented on the importance of using these games to lower their anxiety and embarrassment during speaking oral productions. It aligned with Krashen's affective filter hypothesis that mentioned that students cannot intake language when their affective filter is high. For those reasons, students should be given the opportunity to interact in comfortable spaces when they do not fear criticism. Computer-mediated communication helped students to reduce their anxiety by using avatars during speaking productions. The principal characteristics of metaverse games as interactivity (Onu et al., 2024) permitted the learners to have an immersive learning experience with the digital

world, allowing them to see and describe things that they can see thanks to the games' audiovisual experience that as commented by the participants was beautiful and engaging.

Recommendations

After the finalization of this research project, these recommendations aim to assist teachers with better application of this proposal in other contexts:

- It is recommended that institutions with the resources for adapting this proposal integrate Game-based learning as a methodology for teaching English as a foreign language using the metaverse games Minecraft and Roblox. It can permit them to assess its functionality in other contexts and expand research, especially in Ecuador, with the experimentation on different types of population and number of participants to enrich the research on the matter in the Ecuadorian context.
- Communication with educational authorities and parents is key for the implementation of these types of proposals. The regulations about devices and parental control with these platforms should be mediated and discussed. In the case of this research, the researcher had all the support from authorities and parents. However, in other contexts, it is necessary to have socializations with authorities about the potential benefits of this proposal. With parents about the risks and training on how to protect their children's digital footprint.
- Specific guidelines and regulations on the use of technological resources that are integrated into Education should be done. Therefore, each institution needs to create their own policies on how to use new technological innovations inside the class. These regulations should be made since shifting to virtual atmospheres

is a process that is happening alongside the evolution of virtual ecosystems.

- It is necessary training for teachers, not only in pedagogical and didactical matters but also in advanced digital literacy to speak the same language as digital citizens that are already familiar with these platforms. Students do not have to adapt themselves to following traditional methods but teachers must shift their practices and migrate to learning environments where students are already acquainted with. Therefore, it is recommended that authorities train teachers into the new space for learning: The metaverse.

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ANNEXES

Instruments

The present instruments were used for the collection of data.

Author: Raquel Johanna Miño Meneses

Title of the research: GAME-BASED LEARNING: THE INTEGRATION OF METAVERSE GAMES TO FOSTER ENGLISH SPEAKING SKILLS IN AN EFL CONTEXT.

General objective of the research:

To implement a didactic guide integrating metaverse Games in English-speaking-focused sessions within an EFL context with young learners.

Specific objectives

- To explore students' initial perceptions and experiences with metaverse games in non-academic contexts through semi-structured interviews.
- To design a didactic guide that integrates metaverse games (Minecraft and Roblox) to promote interactive and immersive English-speaking activities in an EFL context.
- To validate the proposal using students' perceptions of the integration of metaverse Games in English-speaking-focused sessions through a focus group discussion.

INTERVIEW

Objective: The purpose of the interview is to explore the perception of 3 EFL learners towards Metaverse Games, specifically Minecraft and Roblox. It will permit the researcher to know students' previous non-academic experience with the games. That reflection could give the researcher a view of the possible challenges that students will face when leading with technological features of the games. Also, it will provide a perspective on what activities they would like to perform using the games, to lead to designing the didactic guides based on students' comments.

INTERVIEW GUIDE			
Specific Objective: To explore students' perceptions of metaverse games through an interview.			
TOPICS			
<ol style="list-style-type: none"> 1. Metaverse Games 2. Popular metaverse games 3. Experience with Metaverse Games 4. Perceptions of Minecraft and Roblox 5. Using Metaverse Games to Speak English 			
TOPIC	N	QUESTION	TRANSLATION
Metaverse Games	1	What are Metaverse games? Could you tell me what you know about them?	¿Qué son los juegos de Metaverso? ¿Puedes decirme lo que sabes del tema?
Popular metaverse games	2	What's your favorite Metaverse Game?	¿Cuál es tu juego favorito del metaverso?
Experience with Metaverse Games	3	How was your experience playing Metaverse?	¿Cómo fue tu experiencia jugando en el Metaverso?
Perceptions of Minecraft and Roblox	4	What do you enjoy the most about playing Minecraft and Roblox in your free time?	¿Qué es lo que más disfrutas de jugar Minecraft y Roblox en tu tiempo libre?
Using Metaverse Games to Speak English	5	How much do you fancy the idea of using Minecraft and Roblox to speak English?	¿Qué tanto te agrada la idea de usar Minecraft y Roblox para hablar Inglés en clases?

Elaborated by: Miño, R (2025)
Taken from: Bibliographic research

FOCUS GROUP

Objective: The purpose of the focus group is to in-depth reflect the perception of 3 EFL students from 9 to 12 years old towards the integration of Metaverse Games into the English-speaking-focused classes. It will provide insights into their overall impression and suggestions for future improvements.

FOCUS GROUP DISCUSSION GUIDE			
Objective: To validate the proposal using students' perceptions of the integration of Metaverse Games in English-speaking-focused sessions through a focus group discussion.			
TOPICS			
<ol style="list-style-type: none"> 1. Perceptions after using Minecraft and Roblox in classes. 2. Engagement and interaction during classes 3. Challenges using Minecraft and Roblox 4. Using Metaverse Games to Speak English 5. Suggestions for Improvement 			
TOPICS	N	QUESTIONS	TRANSLATION
Perceptions after using Minecraft and Roblox in classes	1	What was the most memorable moment of the sessions?	¿Cuál fue el momento más memorable de las sesiones?
Engagement and Interaction during classes	2	How fun was it to play Minecraft and Roblox during classes?	¿Qué tan divertido te pareció jugar a Minecraft y Roblox durante las clases?
Challenges using Minecraft and Roblox	3	What are some features of Minecraft and Roblox that you didn't like or found difficult during the classes?	¿Qué características de Minecraft y Roblox no te gustaron o te resultaron difíciles durante las clases?
Using Metaverse Games to Speak English	4	How much did you speak English during the sessions?	¿Qué tanto hablaste en inglés durante las sesiones?
Suggestions for Improvement	5	What other games can we incorporate into our classes?	¿Qué otros juegos podemos incorporar a nuestras clases?

Elaborated by: Miño, R (2025)
Taken from: Bibliographic research.

Lesson plans

The following plans were used for the implementation of each of the sessions.

CLASS BACKGROUND					
Level	A2+	N° of Students	3	Age	9 to 12 years old
LESSON INFORMATION					
Topic	My avatar				
Method	CLT				
Communicative goal	Students will be able to describe the clothes of a person				
Grammar	Present continuous - wear				
Vocabulary	Clothes				
Conversation model	A: What is he/she wearing? B: He is wearing a green t-shirt and blue pants				
LESSON DEVELOPMENT					
Stage	Description of the activity				Resources
Warm up	Describe your teacher's clothes. <ul style="list-style-type: none"> T will model for students. Ss have to describe her clothes. 				Nothing.
Controlled practice	Memory game <ul style="list-style-type: none"> Ss will play memory games with the flashcards while remembering the vocabulary. Ss will look at the cards in their guides and pronounce the vocabulary. T will check one by one's pronunciation Questions <ul style="list-style-type: none"> Ss will answer the questions. T will model the answers. Conversations <ul style="list-style-type: none"> Ss will get in pairs. Ss will ask and answer questions using the speaking cards. T will listen and give feedback. 				Flashcards Didactic guide
Semi-controlled practice	Choose your avatar. <ul style="list-style-type: none"> T will help Ss open the virtual space for the activity Ss will take a card (do not show it to their classmates) Ss will describe the character's clothes. Ss will find the character who has the description and use the skin. 				Computer Minecraft Didactic guide Character's cards

	<ul style="list-style-type: none"> The participants who guess the character correctly win. 	
Free Production	Going home <ul style="list-style-type: none"> Ss will choose the avatar they like. Ss will describe the clothes of their avatar. 	Nothing
Homework	Oral presentation Presentation: My style Ss bring unique styles and will describe their clothes.	Rubric

Elaborated by: Miño, R (2025)
Taken from: Bibliographic research

CLASS BACKGROUND					
Level	A2+	N° of Students	3	Age	9 to 12 years old
LESSON INFORMATION					
Topic	Giving directions				
Method	CLT				
Communicative goal	Students will be able to give a follow direction				
Grammar	Imperatives				
Vocabulary	Directions				
Conversation model	A: How do I get to the ____? B: Go forward two blocks and turn left				
LESSON DEVELOPMENT					
Stage	Description of the activity				Resources
Warm up	Simon says. <ul style="list-style-type: none"> T will describe the actions they have to do. Ss must follow the commands 				Nothing.
Controlled practice	Run and touch. <ul style="list-style-type: none"> Ss will run and touch the flashcard that they heard. Ss will look at the cards in their guides and pronounce the vocabulary. T will check one by one's pronunciation We are lost. <ul style="list-style-type: none"> Ss will look at the conversation card. Ss will use the card to create conversations. Conversations				Flashcards Didactic guide

	<ul style="list-style-type: none"> • Ss will get in pairs. • Ss will ask and answer questions using the speaking cards. • T will listen and give feedback. 	
Semi-controlled practice	The maze runner <ul style="list-style-type: none"> • T will create Pairs • T will help Ss open the virtual space for the activity • Ss will cover one person's eyes. • The blind person will be the PC controller. The other participant will be the guide. • Ss will guide their classmate to the finish line using the vocabulary and grammar of the lesson. • The first team to reach the finish line wins. 	Computer Minecraft Didactic guide
Free Production	Going home <ul style="list-style-type: none"> • Ss will draw their map from the class to their house. • Ss will describe their journey using the grammar and vocabulary selected. 	Nothing
Homework	Practice Presentation: going home	Rubric

Elaborated by: Miño, R (2025)
Taken from: Bibliographic research

CLASS BACKGROUND					
Level	A2+	N° of Students	3	Age	9 to 12 years old
LESSON INFORMATION					
Topic	House tour				
Method	CLT				
Communicative goal	Students will be able to describe a house				
Grammar	There be				
Vocabulary	Parts of the house				
Conversation model	A: Can you give me a tour of your house? B: Sure, this is my kitchen and these are the bedrooms				
LESSON DEVELOPMENT					
Stage	Description of the activity			Resources	
Warm up	Guess the part of the house. <ul style="list-style-type: none"> • T will cut the flashcards 			Flashcards	

	<ul style="list-style-type: none"> • Ss will find the pieces of the flashcards. • Ss will combine the pieces and guess the part of the house. 	
Controlled practice	<p>Hopscotch</p> <ul style="list-style-type: none"> • T will place the cards on the floor • Ss will use the flashcards to play hopscotch. • Ss will look at the cards in their guides and pronounce the vocabulary. • T will check one by one's pronunciation <p>Questions</p> <ul style="list-style-type: none"> • Ss will answer the questions. • T will model the answers. <p>Conversations</p> <ul style="list-style-type: none"> • Ss will get in pairs. • Ss will ask and answer questions using the speaking cards. • T will listen and give feedback. 	Flashcards Didactic guide
Semi-controlled practice	<p>Build your house.</p> <ul style="list-style-type: none"> • T will help Ss open the virtual space for the activity • Ss will create the house step by step following the instructions of the tutorial. • T will ask about their progress: EX: What is this? This is the kitchen. 	Computer Minecraft Didactic guide
Free Production	<p>House tour</p> <ul style="list-style-type: none"> • Ss will describe their houses in Minecraft 	Minecraft
Homework	<p>Oral presentation Presentation: My tour house Ss will describe their real houses.</p>	Rubric

Elaborated by: Miño, R. (2025)
Taken from: Bibliographic research

CLASS BACKGROUND					
Level	A2+	Nº of Students	3	Age	9 to 12 years old
LESSON INFORMATION					
Topic	Natural places				
Method	CLT				

Communicative goal	Students will be able to recommend a place they like	
Grammar	Should for recommendations	
Vocabulary	Natural places.	
Conversation model	A: Where should I go on vacation? B: You should go to the Atacames beach	
LESSON DEVELOPMENT		
Stage	Description of the activity	Resources
Warm up	Places in Ecuador <ul style="list-style-type: none"> T will show pictures of places in Ecuador. Ss will identify the places. 	Flashcards
Controlled practice	Collecting cards <ul style="list-style-type: none"> T will give cards to ss if they are well pronounced Ss will collect cards. Ss will look at the cards in their guides and pronounce the vocabulary. T will check one by one's pronunciation Questions <ul style="list-style-type: none"> Ss will answer the questions. T will model the answers. Conversations <ul style="list-style-type: none"> Ss will get in pairs. Ss will ask and answer questions using the speaking cards. T will listen and give feedback. 	Flashcards Didactic guide
Semi-controlled practice	Explorers <ul style="list-style-type: none"> T will help Ss open the virtual space for the activity Ss will explore the world. Ss will collect all the natural places stamps. Ss will cross out the places they have already visited. 	Computer Minecraft Didactic guide Cards
Free Production	Recommending places <ul style="list-style-type: none"> Think about the place that you liked the most. Recommend the place to your classmates. 	Minecraft
Homework	Oral presentation Presentation: Tourist guide Recommend a wonderful place in Ecuador.	Rubric

Elaborated by: Miño, R (2025)

CLASS BACKGROUND					
Level	A2+	N° of Students	3	Age	9 to 12 years old
LESSON INFORMATION					
Topic	Go camping				
Method	CLT				
Communicative goal	Students will be able to give advice				
Grammar	Had better for advice				
Vocabulary	Dangers outdoors				
Conversation model	A: Is there any danger? B: Yes, you had better watch out for spiders				
LESSON DEVELOPMENT					
Stage	Description of the activity				Resources
Warm up	Rate the dangers. <ul style="list-style-type: none"> Ss will look at the flashcards. Ss will rate the animals by dangerous 				Flashcards
Controlled practice	Collecting cards <ul style="list-style-type: none"> T will give cards to ss if they are well pronounced Ss will collect cards. Ss will look at the cards in their guides and pronounce the vocabulary. T will check one by one's pronunciation Questions <ul style="list-style-type: none"> Ss will answer the questions. T will model the answers. Conversations <ul style="list-style-type: none"> Ss will get in pairs. Ss will ask and answer questions using the speaking cards. T will listen and give feedback. 				Flashcards Didactic guide
Semi-controlled practice	Staying alive <ul style="list-style-type: none"> T will help Ss open the virtual space for the activity Ss will take a card (Natural places) Ss will find the place while being aware of the dangers around. The winner is the participant who reaches the place without being eliminated. 				Computer Minecraft Didactic guide Cards

	<ul style="list-style-type: none"> • There can be more than 1 round. • If a ss die, warn they will warn their classmates about what made they die. 	
Free Production	Surviving guide in Minecraft <ul style="list-style-type: none"> • Students will create a surviving guide in Minecraft and report it to their classmates. 	Minecraft
Homework	Oral presentation Presentation: Surviving guide for going camping	Rubric

Elaborated by: Miño, R (2025)
Taken from: Bibliographic research.

LASS BACKGROUND					
Level	A2+	N° of Students	3	Age	9 to 12 years old
LESSON INFORMATION					
Topic	My city				
Method	CLT				
Communicative goal	Students will be able to describe their city				
Grammar	There be				
Vocabulary	Places in town				
Conversation model	A: What's in your city? B: In my city, there are schools, hospitals and banks. There isn't a mall.				
LESSON DEVELOPMENT					
Stage	Description of the activity			Resources	
Warm up	How many...? <ul style="list-style-type: none"> • Ss will answer to the questions. • T will ask questions. Ex: How many banks are there in Puyo. 			Flashcards	
Controlled practice	Collecting cards <ul style="list-style-type: none"> • T will give cards to ss if they are well pronounced • Ss will collect cards. • Ss will look at the cards in their guides and pronounce the vocabulary. • T will check one by one's pronunciation Questions <ul style="list-style-type: none"> • Ss will answer the questions. • T will model the answers. Conversations			Flashcards Didactic guide	

	<ul style="list-style-type: none"> Ss will get in pairs. Ss will ask and answer questions using the speaking cards. T will listen and give feedback. 	
Semi-controlled practice	Let's meet at <ul style="list-style-type: none"> T will help Ss open the virtual space for the activity T will ask: Is there a _____ in LIVETOPIA Ss will answer the question by looking at the map of the city. If there's the place, T will say: LET'S MEET AT _____ HIDE AND SEEK: Ss will go to the meeting place and hide inside the building. The last person to arrive must find the other participants. 	Computer Roblox Didactic guide Cards
Free Production	Tour guide <ul style="list-style-type: none"> Ss will describe the city in Roblox. 	Roblox
Homework	Oral presentation Presentation: Describing my city	Rubric

Elaborated by: Miño, R (2025)
Taken from: Bibliographic research

CLASS BACKGROUND					
Level	A2+	N° of Students	3	Age	9 to 12 years old
LESSON INFORMATION					
Topic	The weather				
Method	CLT				
Communicative goal	Students will be able to describe the weather.				
Grammar	To be				
Vocabulary	Weather				
Conversation model	A: What's the weather like? B: It's sunny				
LESSON DEVELOPMENT					
Stage	Description of the activity			Resources	
Warm up	Out of my window <ul style="list-style-type: none"> Ss will check out of their windows and describe the weather. 			Nothing	
Controlled practice	Collecting cards <ul style="list-style-type: none"> T will give cards to ss if they are well pronounced Ss will collect cards. 			Flashcards Didactic guide	

	<ul style="list-style-type: none"> Ss will look at the cards in their guides and pronounce the vocabulary. T will check one by one's pronunciation <p>Questions</p> <ul style="list-style-type: none"> Ss will answer the questions. T will model the answers. <p>Conversations</p> <ul style="list-style-type: none"> Ss will get in pairs. Ss will ask and answer questions using the speaking cards. T will listen and give feedback. 	
Semi-controlled practice	<p>Weather collectors</p> <ul style="list-style-type: none"> T will help Ss open the virtual space for the activity Ss will explore the world. Ss will describe the weather using the prompt until you find a house. Ss will cross out the weather stamps that you could describe. The student wins the game if he has collected all the weather stamps. 	Computer Roblox Didactic guide Cards
Free Production	<p>Weather reporter</p> <ul style="list-style-type: none"> Ss will describe the weather in Roblox. 	Roblox
Homework	<p>Oral presentation</p> <p>Presentation: Weather report</p> <p>Students will describe the weather in different regions of the country.</p>	Rubric

Elaborated by: Miño, R (2025)
Taken from: Bibliographic research

CLASS BACKGROUND					
Level	A2+	N° of Students	3	Age	9 to 12 years old
LESSON INFORMATION					
Topic	At school				
Method	CLT				
Communicative goal	Students will be able to describe their abilities at school				
Grammar	To be good at				
Vocabulary	Subjects				
Conversation model	A: What are you good at? B: I am good at Science and Math.				

LESSON DEVELOPMENT		
Stage	Description of the activity	Resources
Warm up	My day <ul style="list-style-type: none"> Ss will answer the question: What subjects did you have today? 	Nothing
Controlled practice	Collecting cards <ul style="list-style-type: none"> T will give cards to ss if they are well pronounced Ss will collect cards. Ss will look at the cards in their guides and pronounce the vocabulary. T will check one by one's pronunciation Questions <ul style="list-style-type: none"> Ss will answer the questions. T will model the answers. Conversations <ul style="list-style-type: none"> Ss will get in pairs. Ss will ask and answer questions using the speaking cards. T will listen and give feedback. 	Flashcards Didactic guide
Semi-controlled practice	The teacher for one day <ul style="list-style-type: none"> T will help Ss open the virtual space for the activity Ss will think about their abilities. They will choose the subject at which you are good. Ss will find a classroom for your subject. Ss will demonstrate their ability by teaching the class. Ex: If you are good at P.E., go to the gym and show you how to play basketball. Say: I am good at _____ Students (classmates) will grade teachers. The best score wins. 	Computer Roblox Didactic guide Cards
Free Production	Weather reporter <ul style="list-style-type: none"> Ss will describe the abilities of their classmates. Ex: _____ is good at Math.	Roblox
Homework	Oral presentation Presentation: Get to know me Students will describe their strengths and weaknesses.	Rubric

Elaborated by: Miño, R (2025)
 Taken from: Bibliographic research

CLASS BACKGROUND					
Level	A2+	N° of Students	3	Age	9 to 12 years old
LESSON INFORMATION					
Topic	Hairstyles				
Method	CLT				
Communicative goal	Students will be able to describe hairstyles				
Grammar	Have/has				
Vocabulary	Hairstyles				
Conversation model	A: What's your hair like? B: I have long straight brown hair				
LESSON DEVELOPMENT					
Stage	Description of the activity				Resources
Warm up	Hairstyles <ul style="list-style-type: none"> Ss will rank celebrities' hairstyles from 1 to 10. 				YouTube video
Controlled practice	Collecting cards <ul style="list-style-type: none"> T will give cards to ss if they are well pronounced Ss will collect cards. Ss will look at the cards in their guides and pronounce the vocabulary. T will check one by one's pronunciation Questions <ul style="list-style-type: none"> Ss will answer the questions. T will model the answers. Conversations <ul style="list-style-type: none"> Ss will get in pairs. Ss will ask and answer questions using the speaking cards. T will listen and give feedback. 				Flashcards Didactic guide
Semi-controlled practice	Hairstylist <ul style="list-style-type: none"> T will help Ss open the virtual space for the activity T will take out a piece of paper and shout the hairstyle. Hairdressers should run and find the hairstyle ASAP. The first person to say: I have finished, wins. 				Computer Roblox Didactic guide Cards

	<ul style="list-style-type: none"> All participants walk and model the styles while describing them. 	
Free Production	Image consultant <ul style="list-style-type: none"> Students will perform a role. Role: You are an image consultant. Choose 3 celebrities and describe their hair 	Roblox
Homework	Oral presentation Presentation: Students will describe their top 3 favorite hairstyles.	Rubric

Elaborated by: Miño, R (2025)
Taken from: Bibliographic research

CLASS BACKGROUND					
Level	A2+	N° of Students	3	Age	9 to 12 years old
LESSON INFORMATION					
Topic	At home				
Method	CLT				
Communicative goal	Students will be able to describe their activities at home				
Grammar	Present continuous				
Vocabulary	Leisure activities.				
Conversation model	A: What are you doing? B: I am taking a shower				
LESSON DEVELOPMENT					
Stage	Description of the activity			Resources	
Warm up	Hairstyles <ul style="list-style-type: none"> Ss will rank celebrities' hairstyles from 1 to 10. 			YouTube video	
Controlled practice	Collecting cards <ul style="list-style-type: none"> T will give cards to ss if they are well pronounced Ss will collect cards. Ss will look at the cards in their guides and pronounce the vocabulary. T will check one by one's pronunciation Questions <ul style="list-style-type: none"> Ss will answer the questions. T will model the answers. Conversations <ul style="list-style-type: none"> Ss will get in pairs. Ss will ask and answer questions using the speaking cards. 			Flashcards Didactic guide	

	<ul style="list-style-type: none"> • T will listen and give feedback. 	
Semi-controlled practice	<p>Simon says.</p> <ul style="list-style-type: none"> • Students will complete the activities they listened to. <p>Controlling the teacher</p> <ul style="list-style-type: none"> • T will play mimics of what she is doing and • Ss will perform the same activity using the avatar. • Then, describe the action: She is _____ ing _____ 	Computer Roblox Didactic guide Cards
Free Production	<p>Spy on your classmate</p> <ul style="list-style-type: none"> • What are you doing? • Ss will check what are they classmates doing. 	Roblox
Homework	<p>Oral presentation</p> <p>Presentation: Students will have a phone call while describing each other's activities.</p> <p>Ex: A: What are you doing? B: I am cleaning my house, and you?</p>	Rubric

Elaborated by: Miño, R (2025)
Taken from: Bibliographic research

Authorizations:

The signed documents that permitted the application of the proposal in the institution.

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN:

GAME-BASED LEARNING: THE INTEGRATION OF METAVERSE GAMES TO
FOSTER ENGLISH SPEAKING SKILLS IN AN EFL CONTEXT

1. DATOS INFORMATIVOS:

1.1. Apellidos y nombres: Miño Meneses Raquel Johanna
1.2. Programa de maestría: Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros

Estimado Msc. Iván Idrovo

Jefe del Centro de Idiomas UEA EP

Yo, Raquel Johanna Miño Meneses, con cédula de identidad 1850871722, me dirijo a usted muy respetuosamente para solicitar su autorización de aplicación de la investigación “GAME-BASED LEARNING: THE INTEGRATION OF METAVERSE GAMES TO FOSTER ENGLISH SPEAKING SKILLS IN AN EFL CONTEXT”, con el objetivo de ejecutar un estudio educativo como parte de mi Proyecto de Titulación, el cual está pensado para efectuarse con el grupo KIDS REGULAR A2+ del Centro de Idiomas de la UEA EP.

A continuación, detallo características del estudio:

GAME-BASED LEARNING: THE INTEGRATION OF METAVERSE GAMES TO FOSTER ENGLISH SPEAKING SKILLS IN AN EFL CONTEXT

The objective of the investigation consists of reflecting on the implementation of a didactic guide integrating Metaverse Games in English-speaking-focused sessions within an EFL context.

The paper will be a study case. It will collect qualitative data through an interview at the beginning and a focus group at the end of the sessions.

Si está de acuerdo en permitir que la docente empiece la investigación en la institución, sírvase completar el formulario de consentimiento.

FORMULARIO DE CONSENTIMIENTO – JEFE DEL CENTRO DE IDIOMAS

Yo, Msc. Iván Idrovo, luego de haber leído lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición y autorización para la ejecución del trabajo de investigación para fines educativos con el grupo de estudiantes KIDS REGULAR A2+.

Autorizado.



Firma: _____

Nombres y apellidos: _____

C.I.: _____

Participant 1:

Carta de autorización para publicación de trabajos, videos o fotografías de la clase A2+ del Centro de Idiomas UEA EP

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para permitir que la docente Johanna Miño realice la investigación titulada: **GAME-BASED LEARNING: THE INTEGRATION OF METAVERSE GAMES TO FOSTER ENGLISH SPEAKING SKILLS IN AN EFL CONTEXT**. Dicha investigación será enfocada en el grupo KIDS REGULAR A2+ del Centro de Idiomas UEA EP, para realizar el trabajo de investigación con el fin de beneficiar y pulir las habilidades orales de los estudiantes utilizando plataformas interactivas tales como MINECRAFT y ROBLOX aplicado al aprendizaje de inglés como segunda Lengua. Durante las sesiones, la docente grabará videos y entrevistas de su representado/a dentro del aula, con fines educativos y de investigación y siguiendo el plan establecido de acuerdo con el nivel de los estudiantes.

Si da su autorización, los resultados de la investigación podrían ser publicados con fines académicos y de investigación en diversos formatos.

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su habilidad oral. Durante este tiempo, los estudiantes de A2+ deberán colaborar con ciertas actividades como pruebas, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. El estudio se realizará durante las horas de inglés. De igual manera se dará a conocer a los representantes de cada estudiante acerca de las actividades que se van a realizar con ellos por medio de actualizaciones en el grupo de padres de familia.

Si está de acuerdo en permitir que la docente empiece la investigación con su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe al Centro de Idiomas de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas con fines académicos y educativos. Así mismo estoy de acuerdo en la publicación de muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré al Centro de Idiomas si decido retirar esta autorización:

Nombre del/la estudiante:

Martin Alejandro Sarabio Barragán

Nombre completo padre/madre/representante legal:

Belgio Iralda Barragán Fierro

Cédula de ciudadanía: 0201930575

Firma del padre/madre/representante legal:



Fecha: 18 - Marzo - 2025

Participant 2:

Carta de autorización para publicación de trabajos, videos o fotografías de la clase A2+ del Centro de Idiomas UEA EP

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para permitir que la docente Johanna Miño realice la investigación titulada: **GAME-BASED LEARNING: THE INTEGRATION OF METAVERSE GAMES TO FOSTER ENGLISH SPEAKING SKILLS IN AN EFL CONTEXT**. Dicha investigación será enfocada en el grupo **KIDS REGULAR A2+** del Centro de Idiomas UEA EP, para realizar el trabajo de investigación con el fin de beneficiar y pulir las habilidades orales de los estudiantes utilizando plataformas interactivas tales como **MINECRAFT** y **ROBLOX** aplicado al aprendizaje de inglés como segunda Lengua. Durante las sesiones, la docente grabará videos y entrevistas de su representado/a dentro del aula, con fines educativos y de investigación y siguiendo el plan establecido de acuerdo con el nivel de los estudiantes.

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Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas con fines académicos y educativos. Así mismo estoy de acuerdo en la publicación de muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré al Centro de Idiomas si decido retirar esta autorización:

Nombre del/la estudiante:

Nayra Alejandra Vela Santacruz.....

Nombre completo padre/madre/representante legal:

Lady Dayana Santacruz Escobar.....

Cédula de ciudadanía: 160053639-3.....

Firma del padre/madre/representante legal: 

Fecha: 18/03/2025.....

Participant 3:

Carta de autorización para publicación de trabajos, videos o fotografías de la clase A2+ del Centro de Idiomas UEA EP

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para permitir que la docente Johanna Miño realice la investigación titulada: **GAME-BASED LEARNING: THE INTEGRATION OF METAVERSE GAMES TO FOSTER ENGLISH SPEAKING SKILLS IN AN EFL CONTEXT**. Dicha investigación será enfocada en el grupo **KIDS REGULAR A2+** del Centro de Idiomas UEA EP, para realizar el trabajo de investigación con el fin de beneficiar y pulir las habilidades orales de los estudiantes utilizando plataformas interactivas tales como **MINECRAFT** y **ROBLOX** aplicado al aprendizaje de inglés como segunda Lengua. Durante las sesiones, la docente grabará videos y entrevistas de su representado/a dentro del aula, con fines educativos y de investigación y siguiendo el plan establecido de acuerdo con el nivel de los estudiantes.

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Si está de acuerdo en permitir que la docente empiece la investigación con su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe al Centro de Idiomas de lo contrario.

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Comunicaré al Centro de Idiomas si decido retirar esta autorización:

Nombre del/la estudiante:
Alexander Samuel Piedra Martínez

Nombre completo padre/madre/representante legal:
Vanessa Mariela Martínez Velasco

Cédula de ciudadanía: 1600605701

Firma del padre/madre/representante legal: 

Fecha: 17/03/2025

Interview

The transcription of the interviews conducted to get qualitative data.

- ***Transcription: Interview 1***

Hola, ¿qué tal? ¿Qué tal? Ok, vamos a empezar, le hago una pregunta y me va a responder, ¿ok? ¿Usted sabe qué son los juegos del Metaverso?

No, nunca he escuchado algo.

¿Y qué son juegos?

¿O sea, virtuales o?

Virtuales.

Son como juegos, son como unos juegos, los dispositivos, como puedes crear, puedes hacer sí pelear, construir, o aventurarte en lugares misteriosos, depende del juego.

¿Usted ha jugado? ¿Qué juegos ha jugado?

Minecraft, roblox y Fenders.

¿Cómo ha sido su experiencia en esos juegos? ¿y cuál es el que más me gusta?

Minecraft.

¿Y de los otros que mencionó? ¿Por qué le gustan más Minecraft?

Por qué puedes crear, construir cualquier cosa

¿Y en los otros puede crear o no puede crear?

En uno si, en otros no.

Ok, ahora, tengo otra pregunta.

Si le digo que los juegos del metaverso son juegos en los que usted puede interactuar y crear personas. ¿Usted piensa que Minecraft es un juego de metaverso? sí.

Ok, le vamos a una siguiente pregunta. ¿Quién a su alrededor juega en el metaverso?

Muchos amigos. O sea, de los compañeros en la clase juegan en promedio 19 y a todos les gusta Minecraft.

¿Y saben qué tanto hablan entre sus compañeros de Minecraft en las clase?

O sea, de Minecraft no... no. O sea, sí, cuando hay unos partidos que juegan los sábados y sabemos llevados los dispositivos así para jugar Minecraft. Ok, ahí.

Sí, sí. ¿De qué suelen hablar de Minecraft?

O sea, así que estamos construyendo.

¿Qué ha sido lo más... lo que estés sin tener más orgulloso de haber construido en Minecraft?

Un totem.

Un totem? ¿Qué tan grande?

De 19 bloques

A parte de este juego, ok, también escuché por ahí que jugaba Roblox.

O sea, he jugado una vez cuando me he ido a Guaranda, pero ya no, pero de lo que he jugado si me gustó

usted sabe si sus compañeros juegan Roblox?

Angeliz y Nayra

Piensa que es más popular entre los hombres y entre las mujeres Roblox,

Roblox.

Eh, entre mujeres Y Minecraft entre los hombres

Ahora, usted sabe si a otras personas les gustan, ¿a otras mujeres les gustan Minecraft?

O sí, sí, si les gustan.

¿Con otros compañeros pueden jugar en Minecraft y en Roblox interactuando juntos en su cierto? ¿Y cada cuándo usted juega Roblox con usuarios que usted conoce con sus amigos?

Cuando jugué en Guaranda, jugué solo con mi primo, de ahí solito.

Ehh, otra pregunta. ¿Qué es lo que más le gusta de Minecraft?

Redstone, las construcciones.

¿Por qué le gusta más construir?

Ehh, no sé, solo me gusta.

¿Cómo se siente la experiencia de jugar en Minecraft?

Ehh, es muy bueno porque puedes construir cualquier cosa, puedes aventurar de nueva en cuevas, junglas, prados, desiertos, en el Inframundo, en el mundo de Lent. No hay un límite Para todo lo que puede crear.

Ahora, me puede decir, ¿usted a qué hora del día juega más?

Ehh, después de que acabo de almorzar y los viernes. O sea, sí, el último día de clases, mañana no tengo clases. O sea, de noche sí voy a jugar con mi primo, así unas dos horas o una hora y media más o menos.

¿Cada día?

Ehh, no. O sea, con mi primo juego, así, después de clases el último día que tengo clases. Pero de ahí todos los días juego en promedio unos 30 minutos después de almorzar.

¿Y en ese tiempo se le pasa rápido o corto, disfruta o no?

Sí, disfruto..

Ok, ¿qué piensan sus papás de esos juegos?

A mi papá, le parece bien, porque él, porque él le gusta que mi hermanito pequeño pase momentos jugando eso, porque a mi hermanito pequeño le encanta así experimentar con animales, da de comer los perros y estas cosas.

Cuando usted interactúa en el Metaverso, ¿usted habla o usted mientras juega, permanece callado?

O sea, sí, cuando estoy solo, permanezco callado, pero cuando estoy con mi primo ahí si pasamos hablando.

¿Qué piensa usted de las clases de inglés? No de aquí, en general.

Mm... me gusta un poco

Ok, y si usted le digo que se podría integrar, Minecraft y Roblox en las clases de inglés, ¿qué me podría decir? ¿Qué piensa de eso?

Si está bien, un poquito interesante

Y también me puede decir, si usted pudiera integrar otro tipo de juego en las clases de inglés aparte de Minecraft y Roblox, ¿cuál integraría?

Among us

¿Y cómo usted cree que podría integrar ese juego?

Eh, porque aparte del principal modo de juego, hay unos mods que te permiten interactuar

¿Usted piensa que Among us es un juego del Metaverso?

Sí, sí,

¿por qué?

Porque dentro de un, cuando ingresas en una nave, puedes crear tu personaje, poner ahí su ropa, cambiar el color del traje del astronauta, cosas así

De todos los juegos que hablamos, ¿cuál es el más popular entre los compañeros suyos?

Minecraft y Roblox.

- **Transcription: Interview 2**

¡So, we are going to start! Hola, Alex, ¿cómo este día de hoy?

Eh, está medio soleada.

Ok, la primera pregunta que tengo para usted es ¿ha escuchado de los juegos del Metaverso?

Del metaverso no escuchado, pero creo que se trata algo de metal o cambiar cosas.

Me puede decir, ¿qué entiende usted por juegos?

Algo relajado, pero a veces un poco animado.

¿A veces le gusta a usted jugar juegos?

No, no mucho. A mí me gusta lo mental, me gusta lo mental.

Otra pregunta ¿Usted juega juegos en casa?

Video juegos, tal vez. Pero no juego tanto en mi casa. En la casa de mis abuelitos, porque me retiran, porque no tengo tiempo para estar con mi mami y mi papi.

¿Cuál es su juego favorito?

Ajedrez.

¿Y de videojuegos, le gusta alguno?

Sí. Minecraft, me gusta Minecraft.

¿cuánto tiempo usted pasa en Minecraft?

Un minuto

¿Tan poquito?

Sí, mis padres no me permiten.

¿Y qué le gusta de Minecraft?

Que hay una versión que te ayuda a educar y especialmente los elementos

¿qué usted sabe practicar cuando juega Minecraft?

Puedo hacer torneos, aprender cosas nuevas, nuevas mecánicas y a veces veo en la tele qué versiones habrá.

Listo, y si le digo que Minecraft es un juego de metaverso ¿que entiende con eso?

Un juego que puede ser de cubos que hay un modo de sobrevivir y un modo de crear

ok y ahora y si le digo que el metaverso tiene que ver con avatares, ¿qué cree que será eso?

Aventura

¿cuál es su experiencia jugando en Minecraft?

Me gusta mucho y me entretiene.

¿qué es lo que más le gusta de jugar Minecraft?

De aprender nuevas mecánicas, me gusta construir

¿qué cosas han a construido a Minecraft?

Una casa, un bollo, un monstruito, una abeja, un creeper, muchas cosas.

¿le gusta utilizar avatars en Minecraft?

No pero no hay

¿le gusta qué es lo que más disfruto usted de practicar inglés?

A mí me gusta practicar inglés porque en esta institución es muy didáctica y me encanta

ok, ahora Roblox he escuchado alguna vez de Roblox?

Sí, muchas veces

¿Qué tanto le gusta Roblox?

Para nada, solo me gusta Minecraft porque Roblox solo es la copia de Minecraft

Usted es fanático de Minecraft ¿en qué le copia Roblox a Minecraft?

Los personajes y a veces las mecánicas y hay muchos juegos de Roblox que hacen como en Minecraft y eso no me gusta porque cada uno tiene lo suyo

¿Cada cuánto usted juega en Minecraft?

Semanalmente

¿y cuándo usted practica inglés?

Los miércoles, los jueves y el viernes

¿Les gusta practicar speaking o escritura?

Speaking

¿qué es lo que más le gusta del speaking?

De que aprendes cosas nuevas, puedes decir. Además, puedes hacer algunas oraciones

¿y qué le parece las clases de inglés, no específicamente aquí, en general?

Divertida y a veces aburrida un poco. Son más o menos, pero a veces los otros nos critican un poco porque no pronuncian bien.

¿A usted no le gusta que le critiquen cuando habla?

no quiero, pero yo soy pasivo, no quiero peleas

¿qué tanto le agrada la idea de usar Minecraft en nuestras clases de inglés? muy divertida y didáctica

¿qué es didáctico para usted?

Creo que es de hacer cosas que no sea lo más aburrido. Ósea lo mínimo posible por no hacer aburrimiento.

¿entonces si piensa que Minecraft y Roblox puede ser divertido?

Muy divertido

¿Cada cuánto le gustaría practicar en Minecraft y Roblox en las clases de inglés?

usualmente

Ahora usted me dice que no ha tenido una experiencia con Minecraft y Roblox ¿no es cierto?

solo con Roblox no he tenido

¿Cómo describiría la experiencia de utilizar Minecraft?

Es fácil y divertido

¿En qué dispositivo usted ingresa a Minecraft?

En Nintendo

¿Es fácil para usted manejar los controles en Minecraft?

Sí, sí muy fácil

¿no ha tenido hasta ahora ningún problema a un momento?

No

¿Entonces piensa que cualquier persona podría ingresar así sea una persona más pequeña o una persona más grande?

No creo que sea muy fácil para todos, para quién sería difícil tal vez para los chiquititos y a los mayores de edad

¿y usted cree que Minecraft es interactivo? interactivo significa que usted puede utilizar los diferentes recursos que ofrece la plataforma por ejemplo interactuar con elementos de la naturaleza de Minecraft?

Si podemos interactuar con los terrenos, y con la naturaleza y mucho.

Digamos que estamos hablando de una unidad de acampar, le gustaría salir usted y acampar en la vida real o ir acampar en Minecraft ¿qué experiencia le parecería más segura y divertida?

Más divertida es la vida real porque en Minecraft sólo te entretienes en el juego, pero en Minecraft es más segura porque no te pasa nada.

¿Si me muero solo se muere mi avatar, cierto? Jaja. Ya listo, estas son las preguntas que tenía Alexito, gracias

- ***Transcription: Interview 3***

Hola Nayrita ¿cómo está? le voy a hacer algunas preguntas ¿alguna vez escuchado de los juegos del metaverso?

No, no he escuchado

Listo, vamos a tener una pregunta más que es ¿cuál es su juego favorito?

Podría ser, las escondidas

¿Qué es lo que más le gusta de las escondidas?

Que ahí puedo hacer más amigos.

¿Y qué juegos más le agradan hablando digitalmente con la computadora?

Mm...yo diría que Roblox.

¿Cada cuánto usted juega Roblox?

Pasando una semana, dos días, así.

¿y qué es lo que más le gusta del juego?

Que puedo conocer a más personas y que puedo hacer más amigos, puedo conectarme con mis amigos.

¿Y cada cuánto se conectan con sus amigos?

Cada vez que ellos tienen puedan y cuando yo pueda

¿cuántos amigos tiene en Roblox?

Como 20

¿Y con todos interactúa?

Sí

Y ahora me puede decir ¿cuál es su avatar en Roblox, tiene un avatar?

El de siempre, mi avatar tiene el pelo naranja, tiene la camiseta media, pantalones celestes y unos shorts.

¿qué es lo que más le gusta hacer en Roblox?

Hablar con mis amigos

¿y cuántos juegos usted ha utilizado en Roblox?

Uf eso si no sé, muchísimos

Muchísimas, ¿cuál es su experiencia favorita en Roblox?

Son tres, Brookhaven, ahí puedo jugar con mis amigos así. Podemos hacer llamadas en el juego. Asesinos VS sheriff que es como de peleas y ahí nos sabemos hacer memes con mis amigos. Y el suelo es lava como que tienes que sobrevivir a que el suelo es lava. Sobre supervivencia.

O sea, son sus tres juegos favoritos.

Ahí también hay otro. Simón dice. Ahí tenemos que hacer lo que él dice, sino...perdemos.

Y ahora, ¿me puedes decir...¿Qué es lo que más le divierte aparte de los juegos?

¿Que es lo que más le gusta de Roblox?

Es fácil de utilizar,

¿Cómo lo utiliza? ¿Usted lo sabe manejar? ¿Qué tan experta creer que es en Roblox?

Soy buena, sí podría ser.

¿Cuántos amigos suyos juegan Roblox?

Muchos

¿Cómo cuántos? En su clase, ¿cuántos compañeros tienen?

35

y de ellos ¿cuántos juegan Roblox?

Sí, sí, diría que unos 15 o unos 20.

¿Y las mismas experiencias son famosas ahí?

Depende los gustos. Pero la más famosa es Brookhaven

Y dependiendo de otros gustos, ¿ha escuchado de una experiencia famosa?

Doors, es un juego de terror, tienes que estar ahí peleando con monstruos, pero eso no me gusta.

¿Piensa que Roblox es peligroso?

Podría ser que sí.

¿Por qué?

Porque ahí puede haber otras personas que nos puedan secuestrar o así.

¿Y sus papás le revisan lo que usted hace en Roblox?

Casi no porque no más juego sólo con mis amigos.

¿Y si ya tenías cuidado? ¿cuáles son sus medidas de precaución?

Casi nunca sé escribir en el chat, sólo para hablar con mis amigos

nunca escribo el chat sólo se hablar por llamada.

¿Cuánto tiempo lleva usted jugando Roblox?

Creo que unos cinco años... por ahí

Es decir, a los cuantos años empezó a usarlo...

Cinco, seis casi.

¿Usted alguna vez fuera de aquí ha jugado Minecraft?

Rara vez

¿Le gusta? ¿Qué es lo que más le gusta de Minecraft?

Qué puedo abrir mi mente, puedo hacer cosas creativas.

¿Qué es lo más creativo que ha hecho en Minecraft?

Una mansión.

¿Cómo era la mansión?

O sea, tenía el cuarto de techo de pista. Había un lugar de fogata y un cuarto secreto.

¿Qué es lo más divertido que usted ha hecho en Minecraft?

Viajar por los mundos

¿Cuántos compañeros usted ha escuchado que juegan Minecraft?

También muchos.

Usted me dijo que tenía 35 compañeros. ¿Cuántos cree que juegan Minecraft?

Unos 10 creo, por ahí

¿Cuál cree que es más popular entre sus compañeros Minecraft o Roblox?

Los dos.

Ok, ahora, díganme otra cosa. Había una cosa que yo le preguntaba de los juegos de metaverso al inicio. ¿Y qué pasa si le digo que los juegos de metaverso son juegos en el que usted puede interactuar Y también crear avatars? ¿Cree que Minecraft y Roblox son juegos de metaverso?

Sí.

¿Ok, y en Minecraft usted ha creado alguna vez su avatar?

No, no he creado un avatar.

¿Qué tanto le gusta estar en Minecraft?

Del uno a diez. Un 5 por ahí.

¿Y por qué le gusta?

Porque para mí no...No es tan divertido porque solo puedo hacer una cosa y puedo usar solo un juego. En cambio, Roblox, ahí puedo experimentar diferentes experiencias.

Ok, en su tiempo libre. ¿Qué es lo que más disfruta hacer, utilizando cosas digitales, la computadora o el teléfono?

Mm... sé ver a veces en mi celular, ver el TikTok, hablar con mis amigos o jugando.

De todas las veces que habrá jugado con Minecraft y Roblox, ¿cuántos veces lo he hecho en inglés o siempre lo he hecho en español fuera de aquí?

Es que, casi siempre lo hago en español porque mis amigas casi no hablan inglés. Pero una vez si hablé con una amiga en inglés.

¿Y cómo fue?

Osea si estaba chévere porque casi nadie nos entendía.

¿Y qué estaban jugando?

Estabamos jugando Vent avenue.

¿Qué tanto le agrada la idea de utilizar Minecraft y Roblox en las clases de inglés?

Que si podría ser chévere porque ahí tendríamos otros tipos de aprendizaje más divertidos.

¿Qué juego le gustaría jugar más?

Roblox

¿Y tiene alguna idea de juego que podríamos intentar aquí?

No, nada.

¿Qué tanto le agrada la idea del speaking en nuestras clases de Inglés?
¿Cómo lo hace?

Hablando, Generalmente no aquí, no se habla en español.

¿Cómo interactúa en sus clases (escuela)?

En español, pero solo a veces porque nuestra profe no nos deja hablar.

Entonces, y si pudiera interactuar usted a través de Minecraft y Roblox, ¿qué pieza? ¿O prefiere face-to-face?

Si, podría ser, pero más me gusta presencialmente.
¿Coménteme una otra cosa y es cada cuanto usted practica speaking?
Rara vez, sé practicar con mi tío o con mi primo, pero rara vez
¿Y le parece entretenido divertido practicar speaking?
Sí, sí, podría ser.
¿Ok, y a través de un juego le gustaría practicar speaking?
Sí.
¿Cuál le parece más interesante?
Roblox
¿Pero qué le parece más interesante practicar speaking en Roblox o otro tipo de habilidad?
Podría ser dibujando
¿Y cómo practicaría usted el inglés dibujando?
Que usted nos diga la palabra en inglés y nosotros intentar adivinar lo que es dibujando.
¿Y hay algún juego en Roblox para hacer eso?
Sí, pero no sé cómo se llama.
¿Cree que en inglés sería más divertido utilizando juegos del metaverso?
Sí.
¿Por qué?
Porque ahí nos podríamos despejar nuestra mente.
¿Y qué más? ¿Qué le parecería divertido de eso?
Qué podríamos utilizar nuestra imaginación, que las clases ya no sería, tan, un poco aburridas. Y nos podríamos divertir más.
¿Y cómo le va a ayudar eso a que usted hable, utilizando juegos?
Las dos cosas podrían ser bien. Porque en el juego también podríamos utilizar la escritura a través del chat
¿Y el speaking? ¿Usted podría hablar mientras juega?
Si hay unos juegos que son para hablar
¿Y cómo son esos juegos?
Ósea si son buenos
¿Y qué hacen?
O sea, hay juegos que tenemos que jugar unos juegos específicos, otros que pueden ser que podemos hacer lo que queramos así.
Okey, thank you Nayrita. That was great!

Coding Process

CODING

Interviewee 1	Interviewee 2	Interviewee 3
<p>Hola, ¿qué tal? ¿Qué tal? Ok, vamos a empezar, le hago una pregunta y me va a responder, ¿ok? ¿Usted sabe qué son los juegos del Metaverso?</p> <p><u>No, nunca he escuchado algo.</u></p> <p>¿Y qué son juegos?</p> <p>¿O sea, virtuales o?</p> <p>Virtuales.</p> <p>Son como juegos, son como unos juegos, los dispositivos, como puedes <u>crear</u>, puedes hacer sí pelear, <u>construir</u>, o <u>aventurarte en lugares misteriosos</u>, depende del juego.</p> <p>¿Usted ha jugado? ¿Qué juegos ha jugado? Minecraft, <u>roblox</u> y <u>Fenders</u>.</p> <p>¿Cómo ha sido su experiencia en esos juegos? ¿Y cuál es el que más me gusta? <u>Minecraft</u>.</p> <p>¿Y de los otros que <u>mejoró</u>? ¿Por qué le gustan más Minecraft?</p> <p>Por qué puedes <u>crear, construir cualquier cosa</u></p> <p>¿Y en los otros puede crear o no puede crear?</p> <p>En uno sí, en otros no.</p> <p>Ok, ahora, tengo otra pregunta.</p> <p>Si le digo que los juegos del metaverso son juegos en los que usted puede interactuar y crear personas. ¿Usted piensa que Minecraft es un juego de metaverso? sí.</p>	<p>¡So, we are going to start! Hola, Alex, ¿cómo este día de hoy?</p> <p>Eh, está medio soleada.</p> <p>Ok, la primera pregunta que tengo para usted es ¿ha escuchado de los juegos del Metaverso?</p> <p><u>Del metaverso no escuchado</u>, pero creo que se trata algo de metal o cambiar cosas.</p> <p>Me puede decir, ¿qué entiende usted por juegos?</p> <p>Algo relajado, pero a veces un poco animado.</p> <p>¿A veces le gusta a usted jugar juegos? No, no mucho. A mí me gusta lo mental, me gusta lo mental.</p> <p>Otra pregunta ¿Usted juega juegos en casa?</p> <p>Video juegos, tal vez. Pero no juego tanto en mi casa. En la casa de mis abuelitos, porque me retiran, porque no tengo tiempo para estar con mi mamá y mi papi.</p> <p>¿Cuál es su juego favorito?</p> <p>Ajedrez.</p> <p>¿Y de videojuegos, le gusta alguno?</p> <p><u>Sí, Minecraft, me gusta Minecraft.</u></p> <p>¿cuánto tiempo usted pasa en Minecraft?</p> <p>■</p> <p>¿Tan poquito?</p> <p>Sí, mis padres no me permiten.</p> <p>¿Y qué le gusta de Minecraft?</p>	<p>Hola <u>Nayra</u>, ¿cómo está? le voy a hacer algunas preguntas ¿alguna vez escuchado de los juegos del metaverso?</p> <p><u>No, no he escuchado</u></p> <p>Listo, vamos a tener una pregunta más que es ¿cuál es su juego favorito?</p> <p>Podría ser, las escondidas</p> <p>¿Qué es lo que más le gusta de las escondidas?</p> <p>Que ahí puedo hacer más amigos.</p> <p>¿Y qué juegos más le agradan hablando digitalmente con la computadora?</p> <p><u>Mm...yo diría que Roblox.</u></p> <p>¿Cada cuánto usted juega Roblox?</p> <p><u>Una vez una semana, dos veces</u></p> <p>¿y qué es lo que más le gusta del juego?</p> <p>Que puedo conocer a más personas y que puedo hacer más amigos, puedo conectarme con mis amigos.</p> <p>¿Y cada cuánto se conectan con sus amigos?</p> <p>Cada vez que ellos tienen puedan y cuando yo pueda</p> <p>¿cuántos amigos tiene en Roblox?</p> <p><u>Como 20</u></p> <p>¿Y con todos interactúa?</p> <p>Sí</p> <p>Y ahora me puede decir ¿cuál es su avatar en Roblox, tiene un avatar?</p> <p>El de siempre, mi avatar tiene el pelo naranja, tiene la camiseta media,</p>

<p>Ok, le vamos a una siguiente pregunta.</p> <p>¿Quién a su alrededor juega en el metaverso?</p> <p><u>Muchos amigos.</u> O sea, de los compañeros en la clase juegan en promedio 19 y a <u>todos les gusta Minecraft.</u></p> <p>¿Y saben qué tanto hablan entre sus compañeros de Minecraft en <u>las clases</u>?</p> <p>O sea, de Minecraft no... no. O sea, sí, cuando hay unos partidos que juegan los sábados y sabemos llevados los dispositivos así para jugar Minecraft. Ok, ahí.</p> <p>Sí, sí. ¿De qué suelen hablar de Minecraft?</p> <p>O sea, así que estamos construyendo.</p> <p>¿Qué ha sido lo más... lo que estés sin tener más orgulloso de haber construido en Minecraft?</p> <p>Un <u>totem</u>.</p> <p><u>Un totem?</u> ¿Qué tan grande?</p> <p>De 19 bloques</p> <p>A parte de este juego, ok, también escuché por ahí que jugaba <u>Roblox</u>.</p> <p>O sea, he jugado una vez cuando me he ido a Guaranda, pero ya no, pero de lo que he jugado <u>si me gustó</u></p> <p>usted sabe si sus compañeros juegan <u>Roblox</u>?</p> <p><u>Angeliz y Nayra</u></p> <p>Piensa que es más popular entre los hombres y entre las mujeres <u>Roblox</u>, <u>Roblox</u>.</p> <p>Eh, entre mujeres Y Minecraft entre los hombres</p>	<p>Que hay una versión que te ayuda a educar y especialmente los elementos</p> <p>¿qué usted sabe practicar cuando juega Minecraft?</p> <p>Puedo hacer torneos, <u>aprender cosas nuevas</u>, nuevas mecánicas y a veces veo en la tele qué versiones habrá.</p> <p>Listo, y si le digo que Minecraft es un juego de metaverso ¿que entiende con eso?</p> <p>Un juego que puede ser de cubos que hay un <u>modo de sobrevivir y un modo de crear</u> ok y ahora y si le digo que el metaverso tiene que ver con avatares, ¿qué cree que será eso?</p> <p><u>Aventura</u></p> <p>¿cuál es su experiencia jugando en Minecraft?</p> <p><u>Me gusta mucho y me entretiene.</u></p> <p>¿qué es lo que más le gusta de jugar Minecraft?</p> <p>De aprender nuevas mecánicas, <u>me gusta construir</u></p> <p>¿qué cosas han a construido a Minecraft?</p> <p>Una casa, un bollo, un monstruito, una abeja, un <u>creper</u>, muchas cosas.</p> <p>¿le gusta utilizar <u>avatares</u> en Minecraft?</p> <p>No pero no hay</p> <p>¿le gusta qué es lo que más disfruto usted de practicar inglés?</p> <p>A mí me gusta practicar inglés porque en esta institución es muy didáctica y me encanta</p> <p>ok, ahora <u>Roblox</u> he escuchado alguna vez de <u>Roblox</u>?</p>	<p>pantalones celestes y unos shorts.</p> <p>¿qué es lo que más le gusta hacer en <u>Roblox</u>?</p> <p><u>Hablar con mis amigos</u></p> <p>¿y cuántos juegos usted ha utilizado en <u>Roblox</u>?</p> <p>Uf eso si no sé, muchísimos</p> <p>Muchísimas, ¿cuál es su experiencia favorita en <u>Roblox</u>?</p> <p>Son tres, Brookhaven, ahí puedo jugar con mis amigos así. Podemos hacer llamadas <u>en el juego</u>. Asesinos VS sheriff que es como de peleas y ahí nos sabemos hacer memes con mis amigos. Y el suelo es lava como que tienes que sobrevivir a que el suelo es lava. Sobre <u>supervivencia</u>.</p> <p>O sea, son sus tres juegos favoritos.</p> <p>Ahí también hay otro. Simón dice. Ahí tenemos que hacer lo que él dice, sino...perdemos.</p> <p>Y ahora, ¿me puedes decir...¿Qué es lo que más le divierte aparte de los juegos?</p> <p>¿Que es lo que más le gusta de <u>Roblox</u>?</p> <p><u>Es fácil de utilizar,</u></p> <p>¿Cómo lo utiliza? ¿Usted lo sabe manejar?</p> <p>¿Qué tan experta creer que es en <u>Roblox</u>?</p> <p><u>Soy buena</u>, sí podría ser.</p> <p>¿Cuántos amigos suyos juegan <u>Roblox</u>?</p> <p><u>Muchos</u></p> <p>¿Cómo cuántos? En su clase, ¿cuántos compañeros tienen?</p> <p>35</p> <p>y de ellos ¿cuántos juegan <u>Roblox</u>?</p> <p><u>Sí, sí, diría que unos 15 o unos 20</u></p>
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<p>Ahora, usted sabe si a otras personas les gustan, ¿a otras mujeres les gustan Minecraft?</p> <p>O sí, sí, si les gustan</p> <p>¿Con otros compañeros pueden jugar en Minecraft y en Roblox interactuando juntos en su cierto? ¿Y cada cuándo usted juega Roblox con usuarios que usted conoce con sus amigos?</p> <p>Cuando jugué en Guaranda, jugué solo con mi primo, de ahí solito.</p> <p>Ehh, otra pregunta. ¿Qué es lo que más le gusta de Minecraft?</p> <p>Redstone, las construcciones.</p> <p>¿Por qué le gusta más construir?</p> <p>Ehh, no sé, solo me gusta.</p> <p>¿Cómo se siente la experiencia de jugar en Minecraft?</p> <p>Ehh, es muy bueno porque puedes construir cualquier cosa, puedes aventurar de nueva en cuevas, junglas, prados, desiertos, en el Inframundo, en el mundo de Lent. No hay un límite Para todo lo que puede crear.</p> <p>Ahora, me puede decir, ¿usted a qué hora del día juega más?</p> <p>Ehh, después de que acabo de almorzar y los viernes. O sea, sí, el último día de clases, mañana no tengo clases. O sea, de noche sí voy a jugar con mi primo, así unas dos horas o una hora y media más o menos.</p> <p>¿Cada día?</p> <p>Ehh, no. O sea, con mi primo juego, así,</p>	<p>Sí, muchas veces</p> <p>¿Qué tanto le gusta Roblox?</p> <p>Para nada, solo me gusta Minecraft porque Roblox solo es la copia de Minecraft</p> <p>Usted es fanático de Minecraft ¿en qué le copia Roblox a Minecraft?</p> <p>Los personajes y a veces las mecánicas y hay muchos juegos de Roblox que hacen como en Minecraft y eso no me gusta porque cada uno tiene lo suyo</p> <p>¿Cada cuánto usted juega en Minecraft?</p> <p>¿Y cuándo usted practica inglés?</p> <p>Los miércoles, los jueves y el viernes</p> <p>¿Les gusta practicar speaking o escritura?</p> <p>¿qué es lo que más le gusta del speaking?</p> <p>De que aprendes cosas nuevas, puedes decir. Además, puedes hacer algunas oraciones</p> <p>¿y qué le parece las clases de inglés, no específicamente aquí, en general?</p> <p>Divertida y a veces aburrida un poco. Son más o menos, pero a veces los otros nos critican un poco porque no pronuncian bien</p> <p>¿A usted no le gusta que le critiquen cuando habla?</p> <p>no quiero, pero yo soy pasivo, no quiero peleas</p> <p>¿qué tanto le agrada la idea de usar Minecraft en nuestras clases de inglés?</p> <p>muy divertida y didáctica</p> <p>¿qué es didáctico para usted?</p>	<p>¿Y las mismas experiencias son famosas ahí?</p> <p>Depende los gustos. Pero la más famosa es Brookhaven</p> <p>Y dependiendo de otros gustos, ¿ha escuchado de una experiencia famosa?</p> <p>Doors, es un juego de terror, tienes que estar ahí peleando con monstruos, pero eso no me gusta.</p> <p>¿Piensa que Roblox es peligroso?</p> <p>Podría ser que sí.</p> <p>¿Por qué?</p> <p>Porque ahí puede haber otras personas que nos puedan secuestrar o así.</p> <p>¿Y sus papás le revisan lo que usted hace en Roblox?</p> <p>Casi no porque no más juego sólo con mis amigos.</p> <p>¿y si ya tenías cuidado? ¿cuáles son sus medidas de precaución?</p> <p>Casi nunca sé escribir en el chat, sólo para hablar con mis amigos nunca escribo el chat sólo se hablar por llamada.</p> <p>¿Cuánto tiempo lleva usted jugando Roblox?</p> <p>Creo que unos cinco años... por ahí</p> <p>Es decir, a los cuantos años empezó a usarlo...</p> <p>Cinco, seis casi.</p> <p>¿Usted alguna vez fuera de aquí ha jugado Minecraft?</p> <p>¿Le gusta? ¿Qué es lo que más le gusta de</p>
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<p>después de clases el último día que tengo clases. Pero de ahí todos los días juego en Roblox una hora o media hora después de almorzar.</p> <p>¿Y en ese tiempo se le pasa rápido o corto, disfruta o no?</p> <p>Sí, disfruto.</p> <p>Ok, ¿qué piensan sus papás de esos juegos?</p> <p>A mi papá, le parece bien, porque él, porque él le gusta que mi hermanito pequeño pase momentos jugando eso, porque a mi hermanito pequeño le encanta así experimental con animales, da de comer los perros y estas cosas.</p> <p>Cuando usted interactúa en el Metaverso, ¿usted habla o usted mientras juega, permanece callado?</p> <p>O sea, sí, cuando estoy solo, permanezco callado, pero cuando estoy con mi primo ahí sí pasamos hablando.</p> <p>¿Qué piensa usted de las clases de inglés?</p> <p>No de aquí, en general.</p> <p>Mm... me gusta un poco</p> <p>Ok, y si usted le digo que se podría integrar, Minecraft y Roblox en las clases de inglés, ¿qué me podría decir? ¿Qué piensa de eso?</p> <p>Si está bien, un poquito interesante</p> <p>Y también me puede decir, si usted pudiera integrar otro tipo de juego en las clases de inglés aparte de Minecraft y Roblox, ¿cuál integraría?</p> <p>Among us</p>	<p>Creo que es de hacer cosas que no sea lo más aburrido. O sea lo mínimo posible por no hacer aburrimento.</p> <p>¿entonces si piensa que Minecraft y Roblox puede ser divertido?</p> <p>Muy divertido</p> <p>¿Cada cuánto le gustaría practicar en Minecraft y Roblox en las clases de inglés? usualmente</p> <p>Ahora usted me dice que no ha tenido una experiencia con Minecraft y Roblox ¿no es cierto?</p> <p>¿Cómo describiría la experiencia de utilizar Minecraft?</p> <p>Es fácil y divertido</p> <p>¿En qué dispositivo usted ingresa a Minecraft?</p> <p>En Nintendo</p> <p>¿Es fácil para usted manejar los controles en Minecraft?</p> <p>Sí, sí muy fácil</p> <p>¿no ha tenido hasta ahora ningún problema a un momento?</p> <p>No</p> <p>¿Entonces piensa que cualquier persona podría ingresar así sea una persona más pequeña o una persona más grande?</p> <p>No creo que sea muy fácil para todos, para quién sería difícil tal vez para los chiquititos y a los mayores de edad</p> <p>¿y usted cree que Minecraft es interactivo? interactivo significa que usted puede utilizar los diferentes recursos que ofrece</p>	<p>Minecraft?</p> <p>Que puedo abrir mi mente, puedo hacer cosas creativas.</p> <p>¿Qué es lo más creativo que ha hecho en Minecraft?</p> <p>Una mansión.</p> <p>¿Cómo era la mansión?</p> <p>Ósea, tenía el cuarto de techo de pista. Había un lugar de fogata y un cuarto secreto.</p> <p>¿Qué es lo más divertido que usted ha hecho en Minecraft?</p> <p>Viajar por los mundos</p> <p>¿Cuántos compañeros usted ha escuchado que juegan Minecraft?</p> <p>También muchos.</p> <p>Usted me dijo que tenía 35 compañeros. ¿Cuántos cree que juegan Minecraft?</p> <p>Unos 10 creo, por ahí</p> <p>¿Cuál cree que es más popular entre sus compañeros Minecraft o Roblox?</p> <p>Los dos.</p> <p>Ok, ahora, díganme otra cosa. Había una cosa que yo le preguntaba de los juegos de metaverso al inicio. ¿Y qué pasa si le digo que los juegos de metaverso son juegos en el que usted puede interactuar Y también crear avatars? ¿Cree que Minecraft y Roblox son juegos de metaverso?</p> <p>Sí.</p> <p>¿Ok, y en Minecraft usted ha creado alguna vez su avatar?</p> <p>No, no he creado un avatar.</p> <p>¿Qué tanto le gusta estar en Minecraft?</p>
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<p>¿Y cómo usted cree que podría integrar ese juego?</p> <p>Eh, porque aparte del principal modo de juego, hay unos mods que te permiten interactuar</p> <p>¿Usted piensa que <u>Among us</u> es un juego del Metaverso?</p> <p>Sí, sí,</p> <p>¿por qué?</p> <p>Porque dentro de un, cuando ingresas en una nave, puedes crear tu personaje, poner ahí su ropa, cambiar el color del traje del astronauta, cosas así</p> <p>De todos los juegos que hablamos, ¿cuál es el más popular entre los compañeros suyos?</p> <p><u>Minecraft y Roblox.</u></p>	<p>la plataforma por ejemplo interactuar con elementos de la naturaleza de Minecraft?</p> <p><u>Si podemos interactuar con los terrenos, y con la naturaleza y mucho.</u></p> <p>Digamos que estamos hablando de una unidad de acampar, le gustaría salir usted y acampar en la vida real o ir acampar en Minecraft ¿qué experiencia le parecería más segura y divertida?</p> <p><u>Más divertida es la vida real</u> porque en Minecraft sólo te entretienes en el juego, pero en Minecraft es más segura porque no te pasa nada.</p> <p>¿Si me muerdo solo se muere mi avatar, cierto? Jaja. Ya listo, estas son las preguntas que tenía Alexito, gracias</p>	<p>Del uno a diez. Un 5 por ahí.</p> <p>¿Y por qué le gusta?</p> <p>Porque para mí no...No es tan divertido porque solo puedo hacer una cosa y puedo usar solo un juego. En cambio, <u>Roblox</u>, ahí puedo experimentar diferentes experiencias.</p> <p>Ok, en su tiempo libre. ¿Qué es lo que más disfruta hacer, utilizando cosas digitales, la computadora o el teléfono?</p> <p>Mm... sé ver a veces en mi celular, ver el TikTok, hablar con mis amigos o jugando.</p> <p>De todas las veces que habrá jugado con Minecraft y <u>Roblox</u>, ¿cuántos veces lo he hecho en inglés o siempre lo he hecho en español fuera de aquí?</p> <p>Es que, casi siempre lo hago en español porque mis amigas casi no hablan inglés. Pero <u>una vez sí hablé con una amiga en inglés.</u></p> <p>¿Y cómo fue?</p> <p><u>Osea si estaba chévere porque casi nadie nos entendía.</u></p> <p>¿Y qué estaban jugando?</p> <p>Estábamos jugando <u>Vent avenue.</u></p> <p>¿Qué tanto le agrada la idea de utilizar Minecraft y <u>Roblox</u> en las clases de inglés?</p> <p><u>Que sí podría ser chevere porque ahí tendríamos otros tipos de aprendizaje más divertidos.</u></p> <p>¿Qué juego le gustaría jugar más?</p> <p><u>Roblox</u></p> <p>¿Y tiene alguna idea de juego que podríamos intentar aquí?</p>
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		<p>No, nada.</p> <p>¿Qué tanto le agrada la idea del <u>speaking</u> en nuestras clases de <u>Inglés</u>? ¿Cómo lo hace?</p> <p>Hablando, Generalmente no aquí, no se habla en español.</p> <p>¿Cómo interactúa en sus clases (escuela)?</p> <p>En español, pero solo a veces porque nuestra profe no nos deja hablar.</p> <p>Entonces, y si pudiera interactuar usted a través de Minecraft y <u>Roblox</u>, ¿qué pieza?</p> <p>¿O prefiere face-to-face?</p> <p><u>Sí, podría ser, pero más me gusta presencialmente.</u></p> <p>¿Coménteme una otra cosa y es cada cuanto usted practica <u>speaking</u>?</p> <p>Rara vez, sé practicar con mi tío o con mi primo, pero rara vez</p> <p>¿Y le parece entretenido divertido practicar <u>speaking</u>?</p> <p>Sí, sí, podría ser.</p> <p>¿Ok, y a través de un juego le gustaría practicar <u>speaking</u>?</p> <p>Sí.</p> <p>¿Cuál le parece más interesante?</p> <p><u>Roblox</u></p> <p>¿Pero qué le parece más interesante practicar <u>speaking</u> en <u>Roblox</u> o otro tipo de habilidad?</p> <p>Podría ser dibujando</p> <p>¿Y cómo practicaría usted el inglés dibujando?</p> <p>Que usted nos diga la palabra en inglés y nosotros intentar adivinar lo que es</p>
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		<p>dibujando.</p> <p>¿Y hay algún juego en Roblox para hacer eso?</p> <p>Sí, pero no sé cómo se llama.</p> <p>¿Cree que en inglés sería más divertido utilizando juegos del metaverso?</p> <p>Sí.</p> <p>¿Por qué?</p> <p>Porque ahí nos podríamos despejar nuestra mente.</p> <p>¿Y qué más? ¿Qué le parecería divertido de eso?</p> <p>Qué podríamos utilizar nuestra imaginación, que las clases ya no sería, son, un poco aburridas. Y nos podríamos divertir más.</p> <p>¿Y cómo le va a ayudar eso a que usted hable, utilizando juegos?</p> <p>Las dos cosas podrían ser bien. Porque en el juego también podríamos utilizar la escritura a través del chat.</p> <p>¿Y el speaking? ¿Usted podría hablar mientras juega?</p> <p>Si hay unos juegos que son para hablar.</p> <p>¿Y cómo son esos juegos?</p> <p>Ósea si son buenos.</p> <p>¿Y qué hacen?</p> <p>O sea, hay juegos que tenemos que jugar unos juegos específicos, otros que pueden ser que podemos hacer lo que queramos así.</p> <p>Okey, thank you Nayrita, That was great!</p>
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TOPICS

Familiarity with the term

Social interaction

Enjoyment

Creativity

Aventura

Expectation

Social acceptance

Time spent

Previous nonacademic experience

Normal Speaking practices

Preference

User friendly

CATEGORIES

EXPERIENCE WITH THE GAMES	PERCEPTION	ENJOYMENT	POTENTIAL
<p>Previous nonacademic experience</p> <p>Time spent</p> <p>Familiarity with the term</p>	<p>Social acceptance</p> <p>Preference</p> <p>Social interaction</p> <p>User friendly</p>	<p>Creativity</p> <p>Aventura</p>	<p>Normal Speaking practices</p> <p>Expectation</p>

Focus group

Transcript

(Se muestran videos de algunas de las actividades realizadas durante las sesiones.

Moderador: Ahora, vamos a hablar. Ahora, ¿quién se acuerda de esta actividad? ¿Qué teníamos que hacer, se acuerdan?

P1: Lo que hicimos.

P2: lo que hicimos el día de ayer.

Moderador: ¿Quién se acuerda de esta actividad?

Lugares.

¿Y qué lenguaje tenía que hacer, se acuerdan? ¿Para dar consejo, como decían?

P1: Should

P2: You should

Moderador: Perfecto. ¿Y para advertencia?

P2: Had better

Moderador: Tengo un reto para ustedes. Vamos a tener una pequeña discusión al inicio de clases. Después vamos a seguir con lo demás. Voy a poner, listo. Y ustedes tienen dos minutos para hablar, en español. Dos minutos para hablar de la pregunta. La pregunta. ¿Qué características les gusta? El día solo vamos a hablar de Minecraft. La próxima clase vamos a hablar de Roblox. Ahorita vamos a hablar de Minecraft. ¿Qué características les gustaron de Minecraft? Piénsenlo. Tienen dos minutos para hablar. ¿Pero qué características? ¿Qué específico les gustó?

P1: Minecraft es muy divertido

P1: La casa. Me gusta construir casas

Moderador: ¿Les gusta construir casas? ¿Y qué es lo divertido de construir casas?

P1: Se pueden matar

Moderador: ¿Se pueden matar? ¿Mueren?

P1: Sí, se mueren cuando se caen

Moderador: ¿Pero qué características? ¿Qué específico de juego les gusta?

P1: Se puede construir cosas. Me gustan construir casas,

P2: Tengo tres palabras. Aventura, fantasía y locura. Porque puedes construir todo. ¿Cualquier cosa, Todo lo que quieras!

P1: Cuando yo estaba así, construyendo mi casa, me caí. Cuando yo estaba a dos bloques de caer, me caía. El cubo de agua

Moderador: ¿En serio? Sí. ¿Pero qué característica específica de Minecraft que tienen aquí? ¿Qué cosas les gustan?

P2: El mundo es cuadrado

Moderador: ¿Qué más les gusta? ¿Cualquier cosa? ¿Hay límites en el mundo?

P2: Sí, sí. ¿Hay límites? Al menos sí. Pero, construir puedes hacer todo. Increíble.

P1: en creativo no hay límites

Moderador: ¿Listo? ¿Alguna otra característica de Minecraft?

Tiene diferentes mundos

Moderador: ¿Les parece difícil usar Minecraft? ¿Qué tan difícil es para ustedes? ¿Qué parte es complicada? Aquí de lo que hicimos aquí.

P1: Hablar inglés jeje eso es lo complicado teacher.

P2: Usar la computadora.

Moderador: ¿Usar la computadora sería tan difícil? ¿Qué parte se le hace difícil de usar la computadora?

P2: Buscar el teclado correcto. Sí, buscar el teclado.

P1 (riendo): Hablar inglés. Hablar inglés.

Moderador: Sí. ¿Y las letras si se saben? Adelante, ¿cuál es?

P2: W. W. W. Sí, W.

Moderador: Derecha. ¿Se acuerdan?

P1: S creo que es.

Moderador: ¿Listo? Ahora sí. ¿Hay algo más que es tan difícil? ¿Cuándo lo hicimos aquí en clase?

P2: Construir.

P1: Hardcore

Moderador: ¿Y qué más? Y cuando yo les pedía hacer una actividad aquí en clase, como Minecraft, ¿qué parte era difícil? ¿Y cuando yo les daba tiempo, sí podían hacer con el tiempo que yo les daba o no?

P1: Sí

P2: Find the structure

Moderador: Ah, ¿y cuál es la segunda cosa más?

P1: Prepararse antes de hablar inglés jeje.

Moderador: ¿Listo? Ahora, sigamos hablando de Minecraft. ¿Qué construcción les gustó más que hicieron aquí en la clase o que me mostraron aquí en la clase?

P1: La escuela.

Moderador: Ah, sí. ¿La escuela? Estuvo muy bonita.

P1: Mi natural river.

Moderador: Ah, ¿su natural river? Ok. ¿Listo? Entonces, súper fácil. Todo estaba súper fácil.

P1: (emocionado) Eh, yo recién empecé a conocer las herramientas y estoy que juego muchísimo.

Moderador: Ok. ¿Los comandos?

P1: Sí.

Moderador: ¿Ok? ¿Listo? ¿Qué tan divertido fue jugar solo Minecraft en la clase? Tienes dos minutos.

P3: yo solo juego roblox

P2: (emocionado) Funny

Moderador: ¿Fue divertido?

P2: (emocionado) Yes.

Moderador: ¿Qué actividad se acuerdan más?

P1: Eh, la parte en la que, La parte en la que buscábamos lugares.

P2: La parte en la que find my river

P1: La parte en la que buscábamos fue la parte en la que recreamos el día de ayer.

P2: The weather house.

Moderador: Ok. ¿Se acuerdan? ¿Se acuerdan? No sé si... ¿Simon Says? ¿Simón dice Roblox Edition? ¿Quién se acuerda de esa actividad? ¿Quién se acuerda cuando jugamos a las escondidas en Roblox? No. ¿No se acuerdan? Sí.

P2: Sí, en la escuela y teníamos que escondernos.

Moderador: ¿Ok? Listo. Ahora, ¿qué le parece a usted? Nos queda todavía un minuto. ¿Qué tan divertido es jugar solo a Minecraft? Sorry, solo a Minecraft. En las clases. ¿En las clases? O sea, en su casa sí puede ser, pero aquí en las clases.

P3: Sí. Ok. Sí, porque es muy divertido y muy colorido. Hay mundos muy artísticos.

Moderador: ¿Cuánto consideras que participaron durante las clases utilizando Minecraft? ¿Ok? Corre el tiempo. Tienen que responder.

P1: Del 1 al 10 yo participé un 9

P2: Un 7

Moderador: Pero díganme, ¿cómo participaron? ¿Qué hicieron? ¿Hablaron?

P2: Hablamos inglés

P3: Buscando lugares y hablando Inglés

P2: Le doy un nueve porque todo hay sin límites, pero le falta un poco más de mecanismos como un casco.

Moderador: Ahora, ¿cuánto hablaron inglés?

P1: Mucho. Jugando Minecraft. Mucho.

P2: Muchísimo

Moderador: Ahora, siguiente pregunta... ¿Qué piensas sobre utilizar Minecraft más a menudo? ¿Les gusta o no les gusta?

P2: Tiene que ser equilibrados porque... la adicción hace mal.

P3: Es muy adictivo.

Moderador: Pero yo digo para hablar inglés

P2: Ah, bueno, entonces ahí sí. La educación es más

P3: porque es una distinta educación.

Moderador: Bien. Vamos a seguir con la siguiente pregunta. ¿Qué otros juegos podemos incorporar en nuestra situación? ¿Han escuchado de uno?

P2: Among Us.

P1: Among Us

P3: Among Us Pero en inglés.

P1: Yo tengo teacher, yo tengo.

Moderador: ¿Qué otro juego quizás podemos usar?

P3: Tik Tok

P2: Chess

P3: Damas

Moderador: ¿Quieren utilizar Tik Tok?

P2: Yes!

P1: Yes

Moderador: ¿tienen alguna otra idea de cómo utilizar Minecraft en las clases? A ver, tengo ideas.

P1: Sounds - music

Moderador: ¿En Minecraft? Yes. A ver, ¿cómo sería? ¿Pero cómo practicaríamos inglés con la música de Minecraft?

P2: Es que, mira, en Minecraft hay tocadiscos. ¿Ah? Y podríamos hacer

mecanismos para que esos tocadiscos crean canciones en inglés.

P3: Creando cosas.

P1: Una caja

Moderador: ¿Pueden construir personas en Minecraft?

P2: Yes

P1: Yes

Moderador: Y la última pregunta para... Ahora sí, inicia. ¿Qué cambiarían de las sesiones de Minecraft? Solo de las sesiones de Minecraft. A ver.

P1: Quiero hablar en español (riéndose)

Moderador: No es posible jaja.

P2: Los niveles de... Los niveles cambiarían al máximo.

Moderador: ¿Al máximo cómo?

Con... ¿Qué hay más? Con la educación. Con algún simple videojuego que tenga educación. Podría cambiar todo.

Moderador: Pero en las sesiones que jugamos en Minecraft, ¿qué había?

P1: Creatividad.

Con creatividad

Avanzando un poquito más.

P1: ¿Cómo sería? ¿Cómo lo creas?

P2: O sea, construyendo bases. Y La música, como dije antes. Mecanismos.

Moderador: ¡Listo! Y la última pregunta. Si alguien viene y les pregunta, ¿cómo fue tu experiencia jugando Minecraft? aquí en clase.

P3: Creatividad. Bacán. Bacán.

P2: Yes. Chévere porque nos divertimos

P1: Buenazo. Buenazo. Porque pueden hacer muchas cosas dentro del juego.

P3: Puedes correr y explorar.

Moderador: Ya, pero eso lo pueden hacer afuera también. Digo, aquí adentro en las clases.

P3: Puedes hablar inglés y aparte puedes explorar.

Moderador: ¿Y si les gustó hablar inglés y explorar o no? ¿Les gustó?

P1: Sí, pero yo preferiría no hablar inglés (riendo)

P2: Muy bueno porque, si lo pensamos bien, los niños son los que más quieren jugar. Entonces, pero la educación no es como quieren los niños. Entonces, si combinamos eso, sale lo más divertido pero lo más educativo para los niños.

P1: Memorable

Moderador: Y a usted, a usted, específicamente a usted, ¿qué le pareció? Si yo soy su amigo y le pregunto cómo describir estos principios, ¿cómo le dijeras?

P2: Estuvo fácil, divertido, funny, recordable

Moderador: Ahora, vamos con el siguiente ¿Recuerdas este? ¿De qué se trataba? ¿Se acuerdan? ¿Qué era? ¡Sí! ¿Y qué hacían? Ah, ¿y se relajaban? ¿Pero qué aprendimos ahí? ¿Aprendimos dos?

P1: Clima!

¿Por ejemplo?

P1: ¡Rainy!

P2: ¡Windy!

Moderador: Ahora, ¿quién se acuerda de lo que hicimos ayer?

P1: De lo que hicimos ayer

P2: De lo de ayer

P3: Si

Moderador: ¿Qué características les gustaron de Roblox, Alex?

P2: De que... Puedes tener muchas cosas, Aplicaciones

Moderador: ¿Qué es lo que más le gusta de Roblox?

P3: Puedes jugar en diferentes juegos O sea, que tenemos muchos juegos en un mismo espacio No hay solo uno

Moderador: ¿Y eso es mejor o peor que Minecraft?

P3: Mejor

P2: Medio

P3: En Minecraft hay servidores Hay muchos

P2: Pero servidores en el mundo Ok, hay diferentes mundos

Moderador: ¿Pero qué es lo bueno de Roblox? Es que hay específicos juegos Y con reglas del juego En cada mundo

Moderador: ¿Otra característica que les gusta de Roblox? Les gusta los juegos de Roblox Pero utilizar Roblox en clase ¿No le gusta tampoco?

P3: si, Es muy divertido

P2: Es realista

P1: Y fascinante

Moderador: ¿Por qué es realista?

P3: Se conoce en Minecraft Los escuditos Ah, los escuditos Eso también es mucho para el realismo ¿Ah, para el realismo?

P1: Pero en Roblox ya está Como modulado el cuerpo Ah Mediante el género También puedes personalizar El muñeco ese

Moderador: ¿Les gusta más personalizar su avatar en Roblox o en Minecraft?

P1: En Minecraft

P3: En Roblox

Moderador: ¿Quién cree que tiene más Funciones de avatar? ¿Roblox o Minecraft?

P1: Minecraft Por supuesto, porque tiene más accesorios

P3: En Roblox también

Moderador: ¿En dónde se pueden cambiar el cabello?

P3: En Roblox ¿

P1: En Minecraft?

Moderador: ¿En dónde se pueden cambiar la ropa?

P2: Minecraft

P3: Roblox

P1: En los dos

P2: Sí, los dos funcionan

Moderador: ¿Con qué frecuencia hablabas inglés Mientras jugabas Roblox? ¿Si hablaban mucho, les gustaba hablar inglés Mientras jugaban Roblox? ¿Con qué frecuencia hablabas inglés Mientras jugabas Roblox?

P2: Many – Siempre

P3: Si!

P2: Always

Moderador: Perfecto ¿Les parece difícil Usar Roblox? ¿Es complicado?

P2: El teclado

P1: No, está todo fácil

Moderador: ¿Cuál creen que es más fácil? ¿Roblox o Minecraft?

P3: Roblox, porque yo siempre juego roblox por eso.

Moderador: Roblox? Vamos por el siguiente ¿Qué tan divertido fue jugar Roblox Durante las clases? ¿Qué prefirieron? ¿Roblox o Minecraft?

P2: ¡Minecraft!

P3: ¡Roblox!

Moderador: ¿Pero si se divirtieron con los dos?

P2: ¡Si!

P3: ¡Si es divertido!

Moderador: ¿Qué les gustó más? ¿Qué les gustó más hacer En las clases? ¿

P3: ¡Explorar!

Moderador: ¿Qué piensa sobre usar Roblox más a menudo En clases?

P3: Bien, porque facilitó hablar inglés.

Moderador: ¿Minecraft o Roblox?

P3: Roblox

Moderador: ¿Por qué? ¿Cómo lo facilito?

P3: Porque puedes Ver a través del mundo que dices

Moderador: Antes hacíamos las presentaciones imaginándose, pero ahora pueden mostrarme y hablar y describirlo

P2: Es una manera De simular Las cosas que puedan ocurrir cuando yo digo snowy sunny puedo verlo.

Moderador: Me pueden decir ¿Cómo fue su día ayer? También como me mostraron una escuelita ¿Ok? En cambio, Sería un poquito más aburrido pasar y decir Ayer hice esto. En cambio, si ustedes me muestran Con su avatar lo que hicieron Es más entretenido. ¿Les parece así?

P1: Si

Moderador: ¿Y qué más cosas quisieran explorar en Minecraft o Roblox?

P1: Otros mundos

Moderador: Por ejemplo ¿Quisieran ir al futuro? ¿Al pasado? ¿Al presente? ¿Visitar? ¿Qué experiencias?

P2: Dinosaurs

Moderador: ¿Pero si quisieran seguir usando?

P3: Si

P2: Si

Moderador: Sí? ¿Cómo se compara Minecraft y Roblox Con otros juegos que han usado en su escuela?

P1: No jugamos

P3: No tenemos

P2: Minecraft Y Roblox son los más populares y tiene modos educativos.

Moderador_ ¿Y eso les conviene? ¿A ustedes les parece más interactivo? ¿Piensan que aprendieron Utilizando eso

P2: Sí

Moderador: ¿Si que aprendieron? ¿Qué palabras se acuerdan de las que hemos aprendido? Cuando explorábamos Minecraft Díganme palabras que se acuerdan

P2: Reader

P1: Volcano

P2: School

Moderador: ¿Cuál de todas las actividades que hicimos les gustó más? De todas las que hemos hecho ¿Del primer nivel que ustedes se acuerdan? De todas las actividades ¿Cuál era la que más se acuerda? De todas las actividades ¿De cuáles?

P1: Cuando nos escapamos en Roblox

P3: De Minecraft Lo que hicimos de ahí de Buscar paisajes

Moderador: ¿Puedes contarme un momento en el que se divertieron mucho utilizando eso? ¿Ese mismo?

P2: El de Simon Says-Roblox edition

Moderador: Ok, vamos con el siguiente ¿Recomendarías usar esos juegos a otros niños para aprender inglés?

P2: Yes

P1: Sí

P3: Sí

Moderador: ¿cómo describirías tu experiencia a otra persona? A ver, vamos a decirme en diez palabras, ¿cómo describirías tu experiencia? en español

P2: Divertido Loquita

Moderador: ¿Por qué loquita?

P2: Porque hacíamos cualquier cosa pero nos divertíamos y teníamos retos, Aventura

Moderador: Pero digan, justifiquen, ¿por qué aventura?

P2: Diversión

P1: Mucho inglés

P3: ¿Colorido? ¿Les gustó?

Mucho verde muchas naturaleza

Moderador: ¿Notaron que mejoraron en inglés utilizando eso?

P2: En fluidez

Moderador: ¿Les resultó ¿Les resultó más fácil hablar en inglés mediante Minecraft y Roblox o mediante una exposición? Es decir ¿Para hacer gente y hablar o prefirieron hablar mediante Minecraft y Roblox?

P1: Porque así pareciera que lo estamos haciendo de verdad.

P2: La memoria se mantiene porque cuando hay estrés se evita la memoria

Moderador: Ok, cuando usted se siente estresado, no se acuerda de nada Ok Entonces eso le ayuda a liberar su estrés Ok, perfecto

P3: Porque puede llevarse lugares a través y es más fácil explicar con tus propias palabras.

Moderador: ¿Por qué le resultó más fácil hablar mediante Roblox Minecraft y no mediante una presentación oral?

P3: Porque en una presentación algunos nos ponemos nerviosos porque todos están viendo y en Minecraft y Roblox casi no nos ven porque hablamos así (directo a la pantalla)

Moderador: Y no están ustedes, sino su personaje, su autor ¿Les gusta hablar mediante su personaje?

P1: Sí

P3: Yes!

Coding

(Se muestran videos de algunas de las actividades realizadas durante las sesiones.

Moderador: Ahora, vamos a hablar. Ahora, ¿quién se acuerda de esta actividad? ¿Qué teníamos que hacer, se acuerdan?

P1: Lo que hicimos.

P2: Lo que hicimos el día de ayer.

Moderador: ¿Quién se acuerda de esta actividad?

Logares.

¿Y qué lenguaje tenía que hacer, se acuerdan? ¿Para dar consejo, como decían?

P1: Should

P2: You should

Moderador: Perfecto. ¿Y para advertencia?

P2: Had better.

Moderador: Tengo un reto para ustedes. Vamos a tener una pequeña discusión al inicio de clases. Después vamos a seguir con lo demás. Voy a poner, listo. Y ustedes tienen dos minutos para hablar, en español. Dos minutos para hablar de la pregunta. La pregunta. ¿Qué características les gusta? El día solo vamos a hablar de Minecraft. La próxima clase vamos a hablar de Roblox. Ahorita vamos a hablar de Minecraft. ¿Qué características les gustaron de Minecraft? Piénsenlo. Tienen dos minutos para hablar. ¿Pero qué características? ¿Qué específico les gustó?

P1: Minecraft es muy divertido.

P1: La casa. Me gusta construir casas.

Moderador: ¿Les gusta construir casas? ¿Y qué es lo divertido de construir casas?

P1: Se pueden matar.

Moderador: ¿Se pueden matar? ¿Mueren?

P1: Sí, se mueren cuando se caen.

Moderador: ¿Pero qué características? ¿Qué específico de juego les gusta?

P1: Se puede construir cosas. Me gustan construir casas.

P2: Tengo tres palabras. Aventura, fantasía y locura. Porque puedes construir todo. ¡Cualquier cosa, Todo lo que quieras!

P1: Cuando yo estaba ahí, construyendo mi casa, me caí. Cuando yo estaba a dos bloques de caer, me caía. El cubo de agua.

Moderador: ¿En serio? Sí. ¿Pero qué característica específica de Minecraft que tienen aquí? ¿Qué cosas les gustan?

P2: El mundo es cuadrado.

Moderador: ¿Qué más les gusta? ¿Cualquier cosa? ¿Hay límites en el mundo?

P2: Sí, sí. ¿Hay límites? Al menos sí. Pero, construir puedes hacer todo. Increíble.

P1: en creativo no hay límites.

Moderador: ¿Listo? ¿Alguna otra característica de Minecraft?

Tiene diferentes mundos.

Moderador: ¿Les parece difícil usar Minecraft? ¿Qué tan difícil es para ustedes? ¿Qué parte es complicada? Aquí de lo que hicimos aquí.

P1: Hablar inglés jeje eso es lo complicado teacher.

P2: Usar la computadora.

Moderador: ¿Usar la computadora sería tan difícil? ¿Qué parte se le hace difícil de usar la computadora?

P2: Buscar el teclado correcto. Sí, buscar el teclado.

P1 (riendo): Hablar inglés. Hablar inglés.

Moderador: Sí. ¿Y las letras si se saben? Adelante, ¿cuál es?

P2: W. W. W. Sí, W.

Moderador: Derecha. ¿Se acuerdan?

P1: S creo que es.

Moderador: ¿Listo? Ahora sí. ¿Hay algo más que es tan difícil? ¿Cuándo lo hicimos aquí en clase?

P3: Construir

P1: Hardcore

Moderador: ¿Y qué más? Y cuando yo les pedía hacer una actividad aquí en clase, como Minecraft, ¿qué parte era difícil? ¿Y cuando yo les daba tiempo, si podían hacer con el tiempo que yo les daba o no?

P1: Sí.

P2: Find the structure

Moderador: Ah, ¿y cuál es la segunda cosa más?

P1: Prepararse antes de hablar inglés jeje.

Moderador: ¿Listo? Ahora, sigamos hablando de Minecraft. ¿Qué construcción les gustó más que hicieron aquí en la clase o que me mostraron aquí en la clase?

P1: La escuela.

Moderador: Ah, sí. ¿La escuela? Estuvo muy bonita.

P1: Mi natural river

Moderador: Ah, ¿su natural river? Ok. ¿Listo? Entonces, súper fácil. Todo estaba súper fácil.

P1: (emocionado) Eh, yo recién empecé a conocer unas herramientas y estoy que juego muchísimo.

Moderador: Ok. ¿Los comandos?

P1: Sí.

Moderador: ¿Ok? ¿Listo? ¿Qué tan divertido fue jugar solo Minecraft en la clase? Tienes dos minutos.

P3: yo solo juego roblox

P2: (emocionado) Funny

Moderador: ¿Fue divertido?

P2: (emocionado) Yes.

Moderador: ¿Qué actividad se acuerdan más?

P1: Eh, la parte en la que, La parte en la que buscábamos lugares.

P2: La parte en la que ~~and my tree~~

P1: La parte en la que buscábamos fue la parte en la que recreamos el día de ayer.

P2: The weather house

Moderador: Ok. ¿Se acuerdan? ¿Se acuerdan? No sé si... ¿Simon Says? ¿Simón dice Roblox Edition? ¿Quién se acuerda de esa actividad? ¿Quién se acuerda cuando jugamos a las escondidas en Roblox? No. ¿No se acuerdan? Sí.

P2: Sí, en la escuela y teníamos que escondernos

Moderador: ¿Ok? Listo. Ahora, ¿qué le parece a usted? Nos queda todavía un minuto. ¿Qué tan divertido es jugar solo a Minecraft? Sorry, solo a Minecraft. En las clases. ¿En las clases? O sea, en su casa sí puede ser, pero aquí en las clases.

P3: Sí. Ok. Sí, porque es muy divertida y muy colorido. Hay mundos muy artísticos.

Moderador: ¿Cuánto consideras que participaron durante las clases utilizando Minecraft? ¿Ok? Corre el tiempo. Tienen que responder.

P1: Del 1 al 10 yo participé un 9

P2: Un 7

Moderador: Pero díganme, ¿cómo participaron? ¿Qué hicieron? ¿Hablaron?

P2: Hablamos inglés

P3: Buscando lugares y hablando Inglés

P2: Le doy un nueve porque todo hay sin límites, pero le falta un poco más de mecanismos como un casco.

Moderador: Ahora, ¿cuánto hablaron inglés?

P1: Mucho. Jugando Minecraft. Mucho

P2: Muchísimo

Moderador: Ahora, siguiente pregunta... ¿Qué piensas sobre utilizar Minecraft más a menudo? ¿Les gusta o no les gusta?

P2: Tiene que ser equilibrados porque... la adicción hace mal

P3: Es muy adictivo.

Moderador: Pero yo digo para hablar inglés

P2: Ah, bueno, entonces ahí sí. La educación es más

P3: porque es una distinta educación

Moderador: Bien. Vamos a seguir con la siguiente pregunta... ¿Qué otros juegos podemos incorporar en nuestra situación? ¿Han escuchado de uno?

P2: Among Us.

P1: Among Us

P3: Among Us Pero en inglés.

P1: Yo tengo teacher, yo tengo.

Moderador: ¿Qué otro juego quizás podemos usar?

P3: Tik Tok

P2: Chess

P3: Damas

Moderador: ¿Quiéren utilizar Tik Tok?

P2: Yes!

P1: Yes

Moderador: ¿tienen alguna otra idea de cómo utilizar Minecraft en las clases? A ver, denme ideas.

P1: Sounds - music

Moderador: ¿En Minecraft? Yes. A ver, ¿cómo sería? ¿Pero cómo practicaríamos inglés con la música de Minecraft?

P2: Es que, mira, en Minecraft hay tocadiscos. ¿Ah? Y podríamos hacer mecanismos para que esos tocadiscos crean canciones en inglés.

P3: Creando cosas.

P1: Una caja

Moderador: ¿Pueden construir personas en Minecraft?

P2: Yes

P1: Yes

Moderador: Y la última pregunta para... Ahora sí, inicia. ¿Qué cambiarían de las sesiones de Minecraft? Solo de las sesiones de Minecraft. A ver.

P1: Quiero hablar en español (riéndose)

Moderador: No es posible jaja.

P2: Los niveles de... Los niveles cambiarían al máximo.

Moderador: ¿Al máximo cómo?

Con... ¿Qué hay más? Con la educación. Con algún simple videojuego que tenga educación. Podría cambiar todo.

Moderador: Pero en las sesiones que jugamos en Minecraft, ¿qué había?

P1: Creatividad.

P2: Con creatividad

P2: Avanzando un poquito más.

Moderador: ¿Cómo sería? ¿Cómo lo creas?

P2: O sea, construyendo bases. Y La música, como dije antes. Mecanismos.

Moderador: ¡Listo! Y la última pregunta. Si alguien viene y les pregunta, ¿cómo fue tu experiencia jugando Minecraft? aquí en clase.

P3: Creatividad. Bacán. Bacán.

P2: Yes. Chévere porque nos divertimos

P1: Buenazo. Buenazo. Porque pueden hacer muchas cosas dentro del juego

P3: Puedes correr y explorar.

Moderador: Ya, pero eso lo pueden hacer afuera también. Digo, aquí adentro en las clases.

P3: Puedes hablar inglés y aparte puedes explorar.

Moderador: ¿Y si les gustó hablar inglés y explorar o no? ¿Les gustó?

P1: Sí, pero yo preferiría no hablar inglés (riendo)

P2: Muy bueno porque, si lo pensamos bien, los niños son los que más quieren jugar. Entonces, pero la educación no es como quieren los niños. Entonces, si combinamos eso, sale lo más divertido pero lo más educativo para los niños.

P1: Memorable

Moderador: Y a usted, a usted, específicamente a usted, ¿qué le pareció? Si yo soy su amigo y le pregunto cómo describir estos principios, ¿cómo le dijeras?

P2: Estuvo fácil, divertido, funny, recordable

Moderador: Ahora, vamos con el siguiente ¿Recuerdas este? ¿De qué se trataba? ¿Se acuerdan? ¿Qué era? ¡Sí! ¿Y qué hacían? Ah, ¿y se relajaban? ¿Pero qué aprendimos ahí? ¿Aprendimos dos?

P1: Clima!

¿Por ejemplo?

P1: ¡Rainy!

P2: ¡Windy!

Moderador: Ahora, ¿quién se acuerda de lo que hicimos ayer?

P1: De lo que hicimos ayer

P2: De lo de ayer

P3: S

Moderador: ¿Qué características les gustaron de Roblox, Alex?

P2: De que... Puedes tener muchas cosas, Aplicaciones

Moderador: ¿Qué es lo que más le gusta de Roblox?

P3: Puedes jugar en diferentes juegos O sea, que tenemos muchos juegos en un mismo espacio No hay solo uno

Moderador: ¿Y eso es mejor o peor que Minecraft?

P3: Mejor

P2: Medio

P3: En Minecraft hay servidores Hay muchos

P2: Pero servidores en el mundo Ok, hay diferentes mundos

Moderador: ¿Pero qué es lo bueno de Roblox? Es que hay específicos juegos Y con reglas del juego En cada mundo

Moderador: ¿Otra característica que les gusta de Roblox? Les gusta los juegos de Roblox Pero utilizar Roblox en clase ¿No le gusta tampoco?

P3: si, Es muy divertido

P2: Es realista

P1: Y fascinante

Moderador: ¿Por qué es realista?

P3: Se conoce en Minecraft Los escuditos Ah, los escuditos Eso también es mucho para el realismo ¿Ah, para el realismo?

P1: Pero en Roblox ya está Como modulado el cuerpo Ah Mediante el género También puedes personalizar El muñeco ese

Moderador: ¿Les gusta más personalizar su avatar en Roblox o en Minecraft?

P1: En Minecraft

P3: En Roblox

Moderador: ¿Quién cree que tiene más Funciones de avatar? ¿Roblox o Minecraft?

P1: Minecraft Por supuesto, porque tiene más accesorios

P3: En Roblox también

Moderador: ¿En dónde se pueden cambiar el cabello?

P3: En Roblox

P1: En Minecraft

Moderador: ¿En dónde se pueden cambiar la ropa?

P2: Minecraft

P3: Roblox

P1: En los dos

P2: Sí, los dos funcionan

Moderador: ¿Con qué frecuencia hablabas inglés Mientras jugabas Roblox? ¿Si hablaban mucho, les gustaba hablar inglés Mientras jugaban Roblox? ¿Con qué frecuencia hablabas inglés Mientras jugabas Roblox?

P2: Many – Siempre

P3: Sí

P2: Always

Moderador: Perfecto ¿Les parece difícil Usar Roblox? ¿Es complicado?

P2: El teclado

P1: No, está todo fácil

Moderador: ¿Cuál creen que es más fácil? ¿Roblox o Minecraft?

P3: Roblox, porque yo siempre juego roblox por eso.

Moderador: Roblox? Vamos por el siguiente ¿Qué tan divertido fue jugar Roblox Durante las clases? ¿Qué prefirieron? ¿Roblox o Minecraft?

P2: ¡Minecraft!

P3: ¡Roblox!

Moderador: ¿Pero si se divirtieron con los dos?

P2: ¡Sí!

P3: ¡Si es divertido!

Moderador: ¿Qué les gustó más? ¿Qué les gustó más hacer En las clases?

P3: ¡Explorar!

Moderador: ¿Qué piensa sobre usar Roblox más a menudo En clases?

P3: Bien, porque facilitó hablar inglés.

Moderador: ¿Minecraft o Roblox?

P3: Roblox

Moderador: ¿Por qué? ¿Cómo lo facilito?

P3: Porque puedes Ver a través del mundo que dices

Moderador: Antes hacíamos las presentaciones imaginándose, pero ahora pueden mostrarme y hablar y describirlo

P2: Es una manera De simular Las cosas que puedan ocurrir cuando yo digo snowy sunny puedo verlo.

Moderador: Me pueden decir ¿Cómo fue su día ayer? También como me mostraron una escuelita ¿Ok? En cambio, Sería un poquito más aburrido pasar y decir Ayer hice esto. En cambio, si ustedes me muestran Con su avatar lo que hicieron Es más entretenido. ¿Les parece así?

P1: Si

Moderador: ¿Y qué más cosas quisieran explorar en Minecraft o Roblox?

P1: Otros mundos

Moderador: Por ejemplo ¿Quisieran ir al futuro? ¿Al pasado? ¿Al presente? ¿Visitar? ¿Qué experiencias?

P2: Dinosaurs

Moderador: ¿Pero si quisieran seguir usando?

P3: Si

P2: Si

Moderador: Sí? ¿Cómo se compara Minecraft y Roblox Con otros juegos que han usado en su escuela?

P1: No jugamos

P3: No tenemos

P2: Minecraft Y Roblox son los más populares y tiene modos educativos.

Moderador: ¿Y eso les conviene? ¿A ustedes les parece más interactivo? ¿Piensan que aprendieron Utilizando eso

P2: Sí

Moderador: ¿Si que aprendieron? ¿Qué palabras se acuerdan de las que hemos aprendido? Cuando explorábamos Minecraft Díganme palabras que se acuerdan

P2: Reader

P1: Volcano

P2: School

Moderador: ¿Cuál de todas las actividades que hicimos les gustó más? De todas las que hemos hecho ¿Del primer nivel que ustedes se acuerdan? De todas las actividades ¿Cuál era la que más se acuerda? De todas las actividades ¿De cuáles?

P1: Cuando nos escapamos en Roblox

P3: De Minecraft Lo que hicimos de ahí de Buscar paisajes

Moderador: ¿Puedes contarme un momento en el que se divirtieron mucho utilizando eso? ¿Ese mismo?

P2: El de Simon Says Roblox edition

Moderador: Ok, vamos con el siguiente ¿Recomendarías usar esos juegos a otros niños para aprender inglés?

P2: Yes

P1: Si

P3: Si

Moderador: ¿cómo describirías tu experiencia a otra persona? A ver, vamos a decirme en diez palabras, ¿cómo describirías tu experiencia? en español

P2: Divertido Loquita

Moderador: ¿Por qué loquita?

P2: Porque hacíamos cualquier cosa pero nos divertíamos y teníamos retos, Aventura

Moderador: Pero digan, justifiquen, ¿por qué aventura?

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Moderador: ¿Por qué le resultó más fácil hablar mediante Roblox Minecraft y no mediante una presentación oral?

P3: Porque en una presentación algunos nos ponemos nerviosos porque todos están viendo y en Minecraft y Roblox casi no nos ven porque hablamos así (directo a la pantalla)

Moderador: Y no están ustedes, sino su personaje, su autor ¿Les gusta hablar mediante su personaje?

P1: Sí

P3: Yes!

TOPICS

Memory of the language and experience

Enjoyment

Feedback about the instruction

Features of the games

Challenges

Things that need improvement

Showing expertise in the dynamics of the game

Use of English

Future opportunities

Preference

CATEGORIES

PERCEPTION	ENGAGEMENT	SPEAKING SKILL	RECOMMENDATIONS
Showing expertise in the dynamics of the game	Enjoyment	Memory of the language and experience	Future opportunities
Preference	Experiences	Feedback about the instruction	Things that need improvement
Features of the games		Use of English	
Challenges			

Recordings

The following links include the recordings and evidence of the application of the proposal.

Recording of the Interview

https://drive.google.com/file/d/1fdc2xbiKYNy4R42Wl0fQ6OpjZYIfi6_4/view?usp=sharing

Recording of the focus group

https://drive.google.com/file/d/11FE__W1ua2XxaqWPtKywqPp9460rN40r/view?usp=sharing

Folder with videos about the application of the proposal

<https://drive.google.com/drive/folders/1EseVamMrwyNEyGi7071fHAYTMhnwEHPx?usp=sharing>