

Gamification and CLIL: developing communication skills in L2 with the aid of digital tools in the bilingual context

Autor (omitido para revisão)

Email (omitido para revisão)

Unidade (omitida para revisão)

Coautor (omitido para revisão)

Email (omitido para revisão)

Unidade (omitida para revisão)

Abstract - This paper describes the partial results of the project Game Development, an extracurricular subject designed for 11-12 year-old students in the bilingual context, at the [OMITIDO PARA REVISÃO ANÔNIMA]. Considering the relevance of CLIL to teaching EFL and the role that Gamification plays in terms of dynamizing the learning process of a foreign language - in this case, English -, it was possible to observe that both approaches encouraged the students to develop their communication skills and the digital literacy, in English, as part of the institution's curriculum, in this project.

Keywords: CLIL. Gamification. EFL.

Gamification and CLIL: the use of digital literacy in teaching a foreign language

According to Coyle et al [2010], it has been known that new technologies are even more present in pedagogical projects and approaches when it comes to language teaching nowadays. CLIL (or Content and Language Integrated Learning) plays a significant role in this process considering the impact of digital literacy in teaching. Lee and Hammer [2011] believe that, in the 21st Century, after the 4th technological revolution, the school community must comprehend and make the most of the influence that technology has on the students, and Gamification can effectively contribute to such entrepreneurship. Cinganotto et al (2018) agree with the idea that the game-based approach [Pensky, 2001] can be used as part of CLIL-guided activities in order to establish more dynamic and effective partnerships with teachers and students, and this particular project is guided by this perspective [Ritchhart et al, 2011].

The bilingual context: [OMITIDO PARA REVISÃO ANÔNIMA]

Bilingual schools have been a new reality for EFL, in the world [International Baccalaureate Organization, 2022]. In Brazil, the rise of bilingual schools has been influenced by many factors, such as the economic growth and the new international partnerships with countries where English is an official or a trade language [Bialystok, 2001]. In this context, it has been observed the fact that even more students have been studying English as a foreign language in bilingual environments, and more dynamic and integrated teaching approaches are needed to cover all the expectations and plans that students, families, and the school community establish for themselves [Bialystok, 2001].

[OMITIDO PARA REVISÃO ANÔNIMA] is part of this bilingual context. Located in [OMITIDO PARA REVISÃO ANÔNIMA], a developed and strategic region in Brazil for business, science, and technology, the school has been following the MYP (Middle Years Program) curriculum since 2013. As part of its pedagogical practices, it is evident the use of integrated pedagogical approaches in order to have the students learn by living and experiencing cultural, social, and linguistic nuances that are (or may be) part of their lives [OMITIDO PARA REVISÃO ANÔNIMA].

Such an integrated learning process is even more present in the scope of the extracurricular activities in the MYP context [OMITIDO PARA REVISÃO ANÔNIMA]. The school has the opportunity to design an extracurricular subject that includes integrated skills considering the study of language, culture, society, and technology. The students also have the chance to choose the project they like the most - among the ones that are designed by the teachers -, and during one semester they can develop their communication and multidisciplinary skills (International Baccalaureate Organization, 2022).

Considering the relevance of CLIL in teaching EFL, and the effectiveness of Gamification as part of more

dynamic approaches [Ritchhart et al, 2011], this project was designed as one of the extracurricular subjects cataloged for the first semester of 2022, which includes practices in digital literacy (Game Development) and in communication skills, in English.

Methodology and Course Structure

With the aid of the game-based approach [Pensky, 2001], the project Game Development was designed considering the following aspects:

1. introduction: principles of Game Design (programming and logic).
2. exploring editing tools (creating game characters).
3. writing game plots.
4. exploring game maker apps - in this specific case, the Epic Game Maker [2022] was selected as part of the course since it has a more dynamic and intuitive use in terms of its essential tools, and due to the fact that this app is free.
5. building the FINAL PROJECT.
6. Preparing an oral presentation about their FINAL PROJECT to the school community - to be done.

Within 5 months (Table 1), 24 students (11-12 years old) - who demonstrated interest in participating in the classes and who had a B1 level or higher [CEFR, 2022] in terms of Speaking Skills - had the chance to explore different digital tools in order to solve problems and develop their Speaking Skills, in English. The classes took place every Friday - duration of 45 minutes.

Table 1. Course Schedule

February	March	April	May	June
<p>1. Tools and Resources I: HTML.</p> <p>2. Intro to HTML: basic codes (https://www.w3schools.com/html/html_basic.asp). // Repl.it (https://repl.it.com/signup?from=landing).</p> <p>3. How to:</p> <ul style="list-style-type: none"> ◆ create a title. ◆ create a text. ◆ change colors. <p>TASK 1: create a web page using HTML to share the storyline you have written.</p> <p>1. Tools and Resources II: HTML.</p> <p>2. Intro to HTML: basic codes (https://www.w3schools.com/html/html_basic.asp).</p>	<p>1. How to develop interesting game characters: https://milanote.com/guide/game-design-character-profile</p> <p>2. How to edit images using Photopea: https://www.photopea.com/</p> <p>TASK 3: draw 2 characters you would like to add to your game.</p> <p>1. How to develop interesting game characters: https://milanote.com/guide/game-design-character-profile</p> <p>2. How to edit images using Photopea: https://www.photopea.com/</p>	<p>1. How to develop Sound Effects using Leshy SFMaker: https://www.leshylabs.com/apps/sfMaker/</p> <p>2. Exploring the tools.</p> <p>TASK 6: build 5 sound effects that may be used in a game.</p> <p>1. How to make MUSIC for games using Inside the Orchestra: https://insidetheorchestra.org/musical-games/</p> <p>2. Exploring the tools: composing a RHYTHM - https://insidetheorchestra.org/musical-games/#Rhythmcomposer</p>	<p>1. Exploring the Epic Game Maker (basic tools): https://play.google.com/store/apps/details?id=com.electricpunch.epicgame-maker&hl=pt_BR&gl=US (Android).</p> <p>IOS: https://apps.apple.com/br/app/epic-game-maker-sandbox-craft/id140371779</p> <p>1.</p> <p>2. Characters: player and enemies.</p> <p>TASK 9: explore the main features of 5 different characters and enemies.</p> <p>1. Exploring the Epic Game Maker (basic tools): https://play.google.com/store/apps/details?id=com.electricpunch.epicgame-maker&hl=pt_BR&gl=US</p>	<p>FINAL PROJECT:</p> <ul style="list-style-type: none"> ◆ make a GAME using the Epic Game Maker which includes: <ul style="list-style-type: none"> a) one player; b) 4 different types of enemies; c) 3 different items; d) 2 different backgrounds; e) sound effects; f) 1 theme song; g) 2 different game stages. ◆ prepare an oral presentation about your GAME. You must use slides/images to illustrate the process you used to make your GAME. ◆ share your game with your classmates! Have Fun! ☺ "

<p>chools.com/html/html_basic.asp). /// Repl.it (https://replit.com/signup?from=landing). 3. How to:</p> <ul style="list-style-type: none"> ◆ insert images. ◆ embed audio. <p>TASK 2: now, add images and audio to your web page.</p>	<p>TASK 4: now, edit your drawing using Photopea.</p> <p>1. How to develop game characters using Piskel: https://www.piskelapp.com/ 2. Piskel I:</p> <ul style="list-style-type: none"> ◆ exploring the tools. <p>TASK 5: redesign a popular game character using Piskel.</p> <p>TASK 5: redesign a popular game character using Piskel - build animated images.</p>	<p>TASK 7: compose 4 different rhythms.</p> <p>1. How to make MUSIC for games using Inside the Orchestra: https://insidetheorchestra.org/music-al-games/ 2. Exploring the tools: composing a SONG - https://insidetheorchestra.org/music-al-games/#compose</p> <p>TASK 8: compose a SONG.</p>	<p>.com/store/apps/details?id=com.electronicpunch.epicgamemaker&hl=pt_BR&gl=US (Android). IOS: https://apps.apple.com/br/app/epic-game-maker-sandbox-craft/id140371779</p> <p>1. 2. Characters: blocks, items, and background.</p> <p>TASK 10: explore the main features of 5 different items.</p> <p>TASK 11: make 2 different game stages. Use characters (players + enemies) and items.</p>	
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Game Design and the Introduction to the Final Project

Since it was adopted the game-based approach [Pensky, 2001], it was possible to observe that the students could learn and apply different techniques to the tasks they had to solve. During the classes, all of them had the opportunity to learn some principles of digital tools (Table 1) and to communicate with their colleagues, in English.

The connection between CLIL and the game-based approaches [Pensky, 2001] under the Gamification perspective showed them new paths to developing their communication skills in the foreign language: in each challenge, they could reflect on how to solve the problem, share ideas with peers, and design their own solutions to the tasks that were given to them.

It was perceptible that all of them demonstrated interest in participating in the activities, and they spoke 90-100% in English in order to comprehend their needs and contribute to the challenges they faced throughout the course.

Digital Literacy was a very significant part of this process. It was observed that most of them were able to understand instructions and information that were shared through digital tools (Table 1), exploring them and making the most of their resources.

Although they have not finished their Final Project yet, which consists of using the Epic Game Maker (2022) to design their own games, it was possible to analyze that they have been developing their speaking skills when sharing and solving different problems more dynamically, and they have also been learning how to use digital tools in order to solve different tasks [Ritchhart et al, 2011].



Figures 1 and 2. Exploring the Epic Game Maker app (2022)

Partial conclusion

Considering all the experiences acquired until now, it is relevant to mention the fact that CLIL [Coyle et al, 2010] and Gamification [Pensky, 2001] can contribute to developing communication skills in a foreign language since the students tended to be more engaged in activities that were more integrated to real life circumstances and to the use of digital tools that can give them more ludic and dynamic experiences [Ritchhart et al, 2011]. It is expected that, by the end of this project, they can express their ideas more effectively in English, integrating different areas of study in order to solve the problems they are given in the Final Project (Table 1).

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