Game-Based Learning: A Handbook for Chilean Elementary EFL Educators

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Game-Based Learning: A Handbook for Chilean Elementary EFL Educators

A Curricular Design Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language, Educational Technology Concentration

By
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>3</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>4</td>
</tr>
<tr>
<td>CHAPTER I</td>
<td>2</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Background and Context</td>
<td>5</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>8</td>
</tr>
<tr>
<td>Multiple Intelligences (MI)</td>
<td>8</td>
</tr>
<tr>
<td>Affective Filter Hypothesis (AFH)</td>
<td>11</td>
</tr>
<tr>
<td>Curricular Form and Content</td>
<td>14</td>
</tr>
<tr>
<td>Curricular Goals</td>
<td>15</td>
</tr>
<tr>
<td>Curricular Audience</td>
<td>15</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>16</td>
</tr>
<tr>
<td>CHAPTER II</td>
<td>18</td>
</tr>
<tr>
<td>Autoethnography</td>
<td>18</td>
</tr>
<tr>
<td>Literature Review</td>
<td>20</td>
</tr>
<tr>
<td>Review of the Research</td>
<td>20</td>
</tr>
<tr>
<td>Research Gaps</td>
<td>24</td>
</tr>
<tr>
<td>Existing Curricular Models</td>
<td>26</td>
</tr>
<tr>
<td>Practitioner Perspective</td>
<td>28</td>
</tr>
<tr>
<td>Summary</td>
<td>30</td>
</tr>
<tr>
<td>CHAPTER III</td>
<td>31</td>
</tr>
<tr>
<td>Curricular Template</td>
<td>31</td>
</tr>
<tr>
<td>Guiding Principles of Humanizing Educational Activist Research</td>
<td>36</td>
</tr>
<tr>
<td>Teaching Controversial Issues</td>
<td>37</td>
</tr>
<tr>
<td>Rationale</td>
<td>39</td>
</tr>
<tr>
<td>CHAPTER IV</td>
<td>42</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>43</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>48</td>
</tr>
<tr>
<td>Evaluation Rubric</td>
<td>49</td>
</tr>
</tbody>
</table>
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ABSTRACT

English language learning in Chilean elementary schools presents a significant challenge. Despite mandatory English education since fifth grade, many students struggle to achieve high proficiency, highlighting the need for transformative interventions. The presented curricular design addresses this problem by integrating game-based activities to enhance listening and speaking skills in Chilean elementary schools. Titled "Level Up Language Learning: Transforming Chilean Elementary EFL Instruction with Game-Based Learning," the handbook offers customizable games aligned with the Chilean proposed curriculum, catering to individual learner needs and diverse learning styles. This approach aims to bridge the gap between theory and practice, empowering educators and improving English language education outcomes in Chilean elementary schools.
CHAPTER I

CURRICULAR DESIGN

In the heart of Chilean elementary education lies a profound challenge: the landscape of English as a Foreign Language (EFL) learning struggles to yield the desired outcomes for students. I have taught in socially vulnerable public schools and a private English language immersion setting for six years. This journey through the educational spectrum has shown me the contrast in opportunities, resources, instructional hours, and pedagogical approaches between these environments, revealing the systemic inequalities in our educational system.

In the intersection of personal experience and professional commitment, as an educator who also learned English as a foreign language, I empathize with teachers' and students' challenges in providing and receiving quality language instruction. Having spent six years within diverse educational landscapes, I witnessed firsthand the challenges afflicting English language learning in Chilean elementary schools. It became evident that the disparity in opportunities perpetuates systemic inequalities and withholds the students’ potential to navigate a globalized world.

Among these challenges lies an opportunity for transformative change: the handbook on learning English through games proposed for elementary school teachers of English aims to bridge the gap between pedagogical theory and practical application through a toolkit of engaging resources tailored to the students’ needs.

In conclusion, this handbook attempts to serve as a guide for Chilean elementary EFL educators to foster an effective and motivational approach for the benefit of both educators and students in Chile.
Statement of the Problem

The landscape of learning English as a Foreign Language (EFL) in Chile presents significant challenges, particularly in achieving desirable outcomes. According to the Chilean education quality agency's latest national study, 68% of high school students who undergo a mandatory seven-year English education achieve a CEFR level of A1 in reading and listening skills (Educational Quality Agency, 2018). Meanwhile, according to the EF English proficiency index, Chile holds a moderate proficiency level, ranking 52nd out of 113 countries (2023).

The Critical Period Hypothesis (CPH) suggests that “the ability to acquire a language with native-like competence is related to the initial age of exposure” (Alsaedi, 2023, p. 3149). Granena and Long (2012) also claim that there are at least three distinctive sensitive periods (SP) for morphology and syntax, phonology, and lexis and collocations that close in between nine years old and mid-teens. Both approaches state that implicit language learning has greater importance during these periods, meaning that elementary school, and even before, is the ideal time to begin English instruction. However, the Chilean education system makes English mandatory starting in 5th grade, providing only an English curriculum proposal for those establishments that would like to start earlier (Ministry of Education, 2019).

The general problem is that the Chilean Department of Education mandates late introduction to this subject. This edict contributes to delayed age of onset (AO) for language acquisition, which in turn hinders the attainment of native-like competence among students (Abrahamsson & Hyltenstam, 2009; Granena & Long, 2012).

Consequently, the lack of early exposure to English language instruction in earlier grades diminishes government support for language education initiatives. It directly impacts teachers’
ability to engage in teacher training programs and reduces their access to impactful and meaningful teaching material.

The specific problem arises from the systemic challenges surrounding teachers' access to support and materials due to the delayed introduction of English language learning in Chilean elementary schools. Despite recognizing the importance of English proficiency (Educational Quality Agency, 2018; Ministry of Education, 2019), the educational system faces obstacles in providing adequate resources and assistance to educators.

One specific material that elementary Chilean teachers avoid using is games. According to Muñoz et al., teachers value its utility; however, the elevated time cost of implementation, among other cultural factors, inhibits its effective inclusion (2019). The elementary English curriculum proposal recognizes games as a supportive tool for skill development (Ministry of Education, 2019). However, in examining Chilean educational standards, a pivotal distinction emerges between early childhood education, where games serve as a fundamental pillar of learning (Subsecretaría de Educación Parvularia, M. D. E., 2018), and the elementary level, where play is one among several potential activities (Ministry of Education, 2018). These conflicting viewpoints further diminish the availability of quality materials that may improve teachers' views on educational games.
Background and Context

In the context of English language education in Chilean elementary schools, several factors shape the landscape of language acquisition and instruction. Understanding these factors is essential for comprehending the need for innovative approaches like the proposed handbook on learning English through games.

1. **Educational Landscape**: English language instruction in Chilean schools typically begins around 5th grade, as mandated by the Ministry of Education. Below those levels, it is optional but recommended. This late introduction poses challenges for students' language acquisition, particularly considering the critical periods for language learning identified by Granena and Long (2012). Also, most state programs and initiatives are catered from 5th grade onwards. The flagship example is the English Opens Doors Program, which supports language learning “by providing teacher training, instructional materials, English immersion camps, Extracurricular workshops for students,” among other benefits (Ministry of Education, 2022, para.1).

2. **Teacher Quality and Pedagogies**: English teachers' proficiency and pedagogical approaches vary across different types of schools. The British Council states, "Issues with teacher quality include a general lack of English language proficiency and limited knowledge of effective pedagogies for language training" (2015, p.59). Also, according to them, 3% of teachers teach English in English in municipal schools, while 5% and 28% of them do it in subsidized and private schools, respectively (British Council, 2015). However, research shows that L2
learning in the target language would benefit acquisition due to increased exposure and authenticity (Almoayidi, 2018; Krashen, 1982). Other authors, like Littlewood and Yu, propose a balanced approach to using L1 and L2 in the classroom (2009), which would also be far from the Chilean reality.

3. **Student Engagement and Learning Methods:** Traditional English language instruction in Chile tends to be teacher-fronted, limiting active and collaborative learning opportunities (British Council, 2015). Research indicates that hands-on tasks and collaborative learning positively correlate with motivation among students, suggesting a need for more engaging pedagogical strategies aligned with student preferences (Inostroza, 2017; Kasumy & Xhemaili, 2023).

4. **Challenges in Implementing Games:** Despite recognizing the potential utility of games in English language learning, Chilean teachers face challenges in implementing them effectively. Issues such as perceived loss of control, time constraints, and cultural attributes like shyness and fear of embarrassment hinder the integration of games into the curriculum (British Council, 2015; Muñoz et al., 2019).

The late introduction of English in Chilean elementary schools affects students' language acquisition by limiting exposure during critical periods for language development (Granena & Long, 2012). This delay, coupled with challenges in teacher proficiency and pedagogical methods, underscores the need for innovative solutions to enhance English language instruction.

The proposed handbook on learning English through games addresses these challenges by providing teachers with practical, time-saving resources aligned with state curriculum.
proposed standards. The handbook aims to overcome barriers related to teacher confidence, time constraints, and student engagement by offering a structured approach to game-based learning.

The handbook is envisioned to serve as a valuable resource for Chilean elementary school teachers by

- Circumventing cultural attributes like shyness through interactive and engaging game-based activities.
- Mitigating time-cost challenges associated with game creation and implementation.
- Facilitating alignment with state curriculum standards, ensuring relevance and applicability in diverse educational settings.

In summary, there is a pressing need for innovative English-language instruction approaches in Chilean elementary schools. The proposed handbook aims to address these challenges by offering practical solutions that enhance teacher effectiveness and student engagement in language learning.
Theoretical Framework

This project is based on two frameworks: Multiple intelligences (MI) and the Affective Filter Hypothesis.

Multiple Intelligences (MI)

Multiple Intelligences (MI) theory, proposed by Howard Gardner, claims that intelligence is not a singular entity but exists in various forms. This section includes a brief history of the MI theory. It begins with the work of Howard Gardner (2011), who theorized in 1983 that individuals possess various forms of intelligence beyond the traditional linguistic and logical-mathematical dimensions. The second part of this section discusses Gardner and Piaget's scholarship. Gardner states that individuals possess multiple intelligences, including interpersonal, intrapersonal, linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, and naturalistic intelligences. His work is compared with Piaget’s, who defined intelligence as “the state of equilibrium towards which tend all the successive adaptations ... as well as all assimilatory and accommodatory interactions between the organism and the environment” (1960, p. 10). He theorized that cognitive abilities or intelligence developed at different rates within stages (1960). In the final part of this section, the work of Moran, Kornhaber, and Gardner (2006) is discussed. According to these scholars, each learner possesses a unique combination of strengths and weaknesses among these intelligences. This progression of thought is important because it suggests that intelligence is multifaceted and can be nurtured in various ways.

The foundational work that defines MI includes Gardner's seminal publication in 1983 (2011), where he conceptualizes various intelligences and their implications for education. Initially, he proposed seven intelligences. Later, he added the naturalist intelligence and
discussed the potential existence of existential intelligence. However, the latter was not fully developed. The eight intelligences are as follows:

1. **Linguistic intelligence**: The capacity to effectively use language for communication, writing, and understanding.

2. **Logical-mathematical intelligence**: The talent for reasoning, analyzing, problem-solving, and using numbers effectively.

3. **Visual-spatial intelligence**: The skill in perceiving and manipulating visual and spatial information.

4. **Bodily-kinesthetic intelligence**: The strength in using the body for physical expression, coordination, and control of body movements.

5. **Musical intelligence**: Sensitivity to rhythm, pitch, and timbre, with an aptitude for music composition and performance.

6. **Interpersonal intelligence**: The capacity to understand and interact effectively with others, building relationships and empathy.

7. **Intrapersonal intelligence**: Self-awareness, reflection, and understanding of one's emotions, motivations, and strengths. This intelligence definition shifted during the years, starting as “the ‘feeling life’ of the individual” and changing into a “viable model of oneself and of being able to draw effectively … in making decisions about one’s life” (2011, p. xxxvi)

8. **Naturalistic intelligence**: The ability to classify and observe living things, knowledge of the environment, and the propensity to understand and appreciate the natural world.
This scholarship proposes that traditional measures of intelligence overlook particular abilities and potentials in individuals. The need for this theory arose from recognizing that individuals possess diverse talents and capacities that extend beyond academic domains, supported by brain damage studies showing isolated impairments in specific intelligences. This theory responds to the limitations of traditional IQ measures and challenges the notion of a single, monolithic intelligence.

Building on this foundation, Gardner's work explored how different intelligences manifest in various contexts. His work is related to Jean Piaget’s (1960), who emphasized cognitive development in stages but differed in their emphasis on diverse forms of intelligence beyond cognitive abilities. This addition to the field of MI is essential because it acknowledges the richness and diversity of human potential and suggests that different capabilities might emerge and become prominent at different points in development.

Another progression in this field of thought is represented by the application of MI theory in educational settings by scholars like Moran, Kornhaber, and Gardner (2006). It is related to Gardner's original framework but differs in its practical application to curriculum design and pedagogy. This addition to the field of MI is crucial because it provides educators with a framework to address students' diverse learning needs and strengths.

In summary, Multiple Intelligences suggest that intelligence is multifaceted and encompasses various domains beyond traditional measures. This theory will be used to frame this curricular design project because it acknowledges learners' diverse talents and strengths, informing instructional games that cater to individual differences.
**Affective Filter Hypothesis (AFH)**

Krashen’s Affective Filter Hypothesis claims that the process of acquiring language is notably affected by emotional factors, including motivation, self-confidence, and anxiety. This section includes a brief history of the Affective Filter Hypothesis. It begins with the work of Dulay and Burt in 1977, who proposed this concept. According to them and subsequent authors, high filters would prevent input from being used for language acquisition (Krashen, 1982). Later, Stephen Krashen (1982) proposed a theory suggesting that affective factors are crucial in acquiring a second language, which he classified into three categories: Self-confidence, motivation, and anxiety. In the second part of this section, the scholarship of Krashen and Dörnyei is discussed. Krashen states that learners with low anxiety and high motivation are better equipped to acquire a second language, while Dörnyei explores the interplay of various motivational factors (1998). Schumann’s work (La Belle, 1999) is discussed in the final part of this section. According to him, emotions play a crucial role in language acquisition. He argues that our feelings greatly influence how well we learn a new language. This progression of thought is crucial because it highlights the significance of affective variables in the process of language acquisition.

The foundational work that defines Krashen’s Affective Filter Hypothesis includes Krashen's seminal book "Principles and Practice in Second Language Acquisition" (1982), in which he also describes Dulay and Burt’s work in 1977. This scholarship describes how affective variables such as motivation and anxiety impact language acquisition. This was also supported by Gardner and Lambert (1972), who suggested a strong link between motivation and second language acquisition. The need for this theory arose from observations in second language
classrooms where learners with high anxiety struggled to acquire the language effectively. This theory responds to the call for a deeper understanding of the emotional factors influencing language learning. This original scholarship is critical because it underscores the importance of creating supportive and low-anxiety learning environments for language learners.

Building on this foundation, Dörnyei’s work integrates specific types and sources of motivation into the equation. This is related to Krashen’s work because both emphasize the importance of positive emotions and a relaxed state for effective language learning. However, Dörnyei differs from Krashen by providing a more granular understanding of how different motivational factors like enjoyment, anxiety, and goals influence the permeability of the filter. He also explores other affective factors like self-confidence, learner beliefs, and the role of the social environment. This addition to the field is important because it offers practical guidance for educators on creating learning environments that cater to the motivational needs of their learners, ultimately promoting lower affective filters and better language acquisition (Dörnyei, 1998; Krashen, 1982).

Another progression in this field of thought is represented by Schumann (La Belle, 1999), who explores affective factors in language acquisition. This relates to Krashen's work (1982) because both scholars delve into the affective aspects of language learning processes. However, Schumann's approach differs from Krashen's in integrating neurobiological frameworks, providing a more detailed examination of the underlying mechanisms driving learner motivation and emotional responses. He identifies specific brain structures, like the amygdala, and their role in appraising stimuli and assigning emotional value, ultimately affecting motivation and learning outcomes (La Belle, 1999). This explanation of the "why" behind the affective filter sheds light
on the interplay between emotions, cognition, and language acquisition. This addition to the field of the affective filter hypothesis is important because it offers a deeper understanding of the cognitive and emotional dynamics involved in language acquisition, paving the way for more effective pedagogical interventions and learner support strategies (Krashen, 1982; La Belle, 1999).

In summary, the affective filter hypothesis suggests that emotional variables such as motivation, self-confidence, and anxiety significantly influence language acquisition. It posits that high levels of anxiety and low motivation can act as barriers to effective language learning by raising the learner's affective filter, hindering the absorption of linguistic input.

This theory will be used to frame this curricular design project because it underscores the critical role of emotional factors in the language learning process. Teachers can create supportive and inclusive learning environments that foster positive attitudes toward language acquisition by understanding and addressing learners' affective needs. Educators can engage students in meaningful and enjoyable language learning experiences by integrating games into English language teaching, thereby reducing anxiety levels and enhancing motivation. This handbook aims to cultivate nurturing classroom environments to effectively teach English through play-based approaches, using the affective filter hypothesis principles.
Curricular Form and Content

The curriculum is structured into distinct units focusing on essential language skills: Vocabulary Activities, Listening Activities, and Speaking Activities. Each of these units is further divided into sub-units centered around specific topics relevant to elementary education.

Within each sub-unit, teachers will find a curated selection of games designed to reinforce the targeted language skills and vocabulary associated with the topic. These games serve as interactive tools to enhance student engagement and facilitate active participation in the language learning process.

Guided by educational standards and frameworks, the curriculum draws upon Universal Design for Learning (UDL) principles to ensure accessibility and inclusivity for diverse learners (CAST, 2018). Additionally, it aligns with the proposed Chilean English curriculum for 1st to 4th grade, providing a comprehensive framework for English language instruction in the Chilean elementary school context. While the Chilean curriculum emphasizes broader learning objectives and instructional strategies (Ministry of Education, 2019), the handbook complements these guidelines by offering specific game-based activities tailored to young learners' linguistic needs and developmental stages.

To aid in planning and presentation, the curriculum incorporates various materials, including both traditional and digital resources, to provide multiple means of engagement, representation, and expression, as UDL guidelines dictate (CAST, 2018). While traditional materials such as flashcards are useful for hands-on learning, digital media materials are also integrated to accommodate modern teaching methods and technologies. These digital resources
may include interactive games, multimedia presentations, and online platforms designed to enhance the learning experience for both teachers and students.

**Curricular Goals**

Elementary school teachers in Chile will be empowered to integrate game-based learning activities into their English language instruction effectively by utilizing the structured curriculum provided. Through engaging with the curated selection of vocabulary, listening, and speaking activities, teachers will enhance their ability to create dynamic and interactive English language learning environments for their students. By employing these games, teachers will foster active participation and student engagement, leading to improved language acquisition and proficiency among young learners.

**Curricular Audience**

The audience for the handbook on learning English through games primarily comprises educators teaching English as a foreign language at the elementary level in Chilean schools, specifically 1st to 4th grade, as they are not part of the compulsory English education. These teachers are tasked with facilitating language acquisition and proficiency among their students, typically between six and ten years old. They may vary in experience and training in language pedagogy but share a common goal of fostering effective language learning environments. As such, the handbook aims to cater to their diverse instructional needs, providing practical guidance, adaptable strategies, and engaging game-based activities aligned with the proposed curriculum standards for English Learning in Chile. Additionally, the handbook indirectly targets
elementary school students by enhancing their language learning experiences through innovative and enjoyable approaches facilitated by their teachers.

**Definition of Terms**

- **Affective Filter Hypothesis (AFH):** This hypothesis suggests that learners' emotional factors, such as motivation, self-confidence, and anxiety, influence second language acquisition. It posits that learners with low affective barriers are more receptive to language input, facilitating acquisition, while high barriers impede it. (Krashen, 1982)

- **Age of Onset (AO):** “Age of first meaningful second language (L2) exposure” (Granena & Long, 2012, p. 311)

- **Communicative Language Teaching (CLT):** An approach to language teaching that prioritizes language learning for effective communication, focusing on real-life interactions, as opposed to traditional methods centered on analysis, translation, and memorization of literary texts. (Duff, 2014)

- **Critical Period Hypothesis (CPH):** Also known as the sensitive period (SP), it is a “biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire” (Brown, 2014, p. 54).

- **English as a Foreign Language (EFL):** Learning English in an “L1 culture with few opportunities to use the language within the environment of that culture” (Brown, 2014, p. 194).

- **English as a Second Language (ESL):** Learning “English within a culture where English is spoken natively” (Brown, 2014, p. 194).
• **Multiple Intelligences (MI):** A theory argues that intelligence is not a single, fixed ability. Instead, humans possess a variety of intelligences. (H. Gardner, 2011)

• **Total Physical Response (TPR):** Language teaching method where learners physically react to instructions given in the language they are learning. (Brown, 2014)

• **Universal Design for Learning (UDL):** Educational framework that aims to create accessible and challenging learning environments that support all students' diverse needs and abilities. (CAST, 2018)
CHAPTER II
AUTOETHNOGRAPHY AND LITERATURE REVIEW

English language education in Chilean elementary schools faces considerable challenges, particularly regarding achieving desired learning outcomes. Despite recognizing the critical period for language acquisition and the benefits of early exposure, the Chilean education system mandates late introduction to English language instruction, hindering students' attainment of native-like competence. This delay impacts language acquisition, diminishes government support for language education initiatives, and restricts teachers' access to impactful teaching materials and training programs. Moreover, cultural factors and conflicting viewpoints on the role of games in education further complicate the integration of effective teaching methods. Consequently, there is a pressing need to address these systemic challenges surrounding English language instruction in Chilean elementary schools and provide educators with practical solutions to enhance teaching effectiveness and student engagement in language learning.

Autoethnography

In a bustling first-grade classroom in Chile, I prepared a speaking activity designed to engage students in practicing basic English vocabulary and phrases on identifying toys. However, a familiar challenge emerged as the activity commenced—lack of participation. Despite my efforts to create an inclusive and supportive environment, some students remained hesitant to speak up; their voices were overcome by shyness and drowned out by those who always participated.
As I observed their apprehension, I experienced multiple emotions—concern for their progress, empathy for their fears, frustration at the barriers hindering their participation, and determination to overcome these challenges. Encouraging dialogue and fostering confidence became paramount in navigating the complexities of learning English as a Foreign Language (EFL) in Chilean elementary schools.

Several factors contributed to the lack of participation among students. Shyness, fear of making mistakes, and limited exposure to English outside the classroom all significantly hindered their willingness to engage in speaking activities. Teachers, often undervalued and overworked, face immense pressure to cover predetermined syllabi while navigating resource and time constraints. This is added to the large class sizes: During my six years of teaching, the number of children ranged between 36 and 46 students.

Colleagues express frustration with the demands of creating entertaining classes within the confines of a rigid curriculum, while students crave alternative activities to break the monotony of traditional instruction. Integrating game-based learning into EFL instruction presents its own set of challenges, including resource constraints, time management issues, curriculum alignment concerns, and maintaining classroom control during dynamic activities. Despite these challenges, students respond positively to game-based learning, showing increased participation, collaboration, and intrinsic motivation.

Attitudes toward the use of games in language learning vary among teachers, students, and policymakers. Many teachers recognize the potential of games as effective tools for language learning and engagement. They appreciate games' interactive and dynamic nature, which can cater to students' diverse learning styles and preferences. However, other teachers may approach
the use of games with caution or skepticism, viewing them as a waste of valuable time to cover central topics. On the receiving end, students generally exhibit positive attitudes toward using games in language learning, viewing them as enjoyable and engaging alternatives to traditional instructional methods. However, they tend to see them as class fillers. They are inclined to tell parents that they “did nothing” the entire day due to a deep perception that playing is “unserious” and, therefore, not time-worthy.

As an insider within the Chilean educational system, I am deeply connected to this topic, having witnessed firsthand both the potential and challenges of integrating game-based learning into EFL instruction. However, beyond the confines of the classroom, outsiders may perceive EFL education in Chile through a lens colored by resource constraints, curriculum mandates, and the weight of standardized testing pressures. Questions arise about the efficacy of current practices and the potential for transformative change within the educational landscape.

Through reflection and dialogue, I strive to bridge the gap between theory and practice, advocating for inclusive, student-centered approaches that honor the cultural richness of Chilean education.

Literature Review

Review of the Research

Research demonstrates that incorporating gamification in educational settings can enhance student engagement and motivation (Muñoz et al., 2019; Marklund & Alkind Taylor, 2016; Sevy-Bilo, 2016; Tatlı et al., 2023). This section discusses four fundamental studies that explore the impact of gamified learning environments on student performance and motivation. It
begins with a summary of a study conducted by Muñoz et al. (2019), who explained Chilean teacher’s motivations for including games in teaching and explored their beliefs on games in the educational context. Following that, this section includes a discussion of a study conducted by Marklund and Alkind Taylor (2016), who explored the challenges present in a game-based curriculum. It also discusses a study by Tatlı et al. (2023), who, through a mixed-method study, explored the effects of gamification on students' motivation, attitudes, and behavior. The section ends with a summary of a study conducted by Sevy-Biloon (2016), who explored the impact of gamification on English language learning. This research is essential because it provides insights into the potential benefits and challenges of implementing gamification in educational contexts.

In 2019, Muñoz et al. addressed the discrepancy between the theoretical value attributed to using games in the classroom by primary school teachers in Chile and their reluctance to implement them effectively. Muñoz et al. did this by studying the motivation for game-based learning among primary school teachers in Chile using the expectancy-value model. This study was conducted in primary school classrooms in Chile and included a sample of primary school teachers. The results of this study demonstrate that while teachers express high motivation for incorporating games into their teaching practices, qualitative analysis reveals significant hesitancy and challenges in actual implementation. Muñoz et al. conclude that teachers need explicit training and support to effectively integrate games into their teaching practices. This conclusion is related to the work of Marklund and Alkind Taylor (2016), which also emphasizes the challenges a game-based curriculum may bring.

Similar to the findings of Muñoz et al. (2019), Marklund and Alkind Taylor (2016) addressed the challenges associated with incorporating digital gamified learning environments
into educational settings. They studied the purpose of implementing a game-based curriculum and explored the challenges of such an educational approach. This study included primary and secondary school teachers as participants. The results of this study demonstrate that despite teachers' expressed motivation for incorporating games into their teaching practices, there were significant challenges and hesitancy in actual implementation. Three challenges are especially remarked on: Maintaining students’ focus on the subject matter during the game, establishing a reliable infrastructure, and the number of roles the teacher needed to cover to ensure the goals were met. Marklund and Alkind Taylor (2016) conclude that explicit training and support are needed for teachers to integrate games into their teaching practices effectively. This conclusion aligns with the findings of Muñoz et al. (2019) and suggests the importance of addressing challenges in implementing gamification in educational contexts. This is also related to the work of Tatlı et al. (2023), who explored the effects of gamification on student motivation, attitudes, and behavior, providing further insights into the potential benefits and challenges of incorporating gamification into educational settings.

In contrast to the findings of Muñoz et al. (2019) and Marklund and Alkind Taylor (2016), Tatlı et al. (2023) addressed the benefits associated with incorporating gamified learning environments into educational settings. Tatlı et al. (2023) studied the effects of digital gamification on student motivation, attitudes, and behavior in the context of foreign language teaching. This study was conducted in primary school classrooms and included fourth-grade students and their teacher as participants. The results of this study demonstrate that gamification significantly increased students' attitudes toward English lessons, facilitated the learning process, and reduced procrastination behaviors. However, some students also reported some challenges
with gamification applications, such as technical issues and dissatisfaction with certain aspects of the game design, which were discussed to exist due to a mismatch with their learning styles. Tatlı et al. (2023) conclude that gamification significantly enhances the learning experience and reduces procrastination, so it can be effectively integrated into educational settings to improve student engagement and academic performance.

Similar to the findings of Tatlı et al. (2023), Sevy-Biloon (2016) addressed the impact of incorporating gamification into English language learning. Sevy-Biloon studied the effectiveness of using game-based approaches to enhance students' language proficiency and motivation in an English as a Foreign Language (EFL) classroom setting. This study included participants enrolled in a University-level mandatory English language course. The results of this study demonstrate that integrating language games into the curriculum led to notable improvements in students' language proficiency levels and intrinsic motivation to learn English. Sevy-Biloon (2016) concludes that game-based strategies can effectively engage students in the language learning process, leading to enhanced outcomes and catering to diverse learning styles within the classroom.

In summary, the research summarized in this section demonstrates that incorporating gamification in educational settings can significantly impact student engagement and motivation. This section began with a discussion of the work of Muñoz et al. (2019), who claim that although Chilean primary school teachers express high motivation for integrating games into their teaching practices, they encounter significant challenges and hesitancy in actual implementation, highlighting the need for explicit training and support. Following that, this section included a discussion of Marklund and Alkind Taylor (2016), who claim that despite teachers' motivation,
challenges such as maintaining students' focus during gaming activities and establishing a reliable infrastructure pose significant obstacles to implementing game-based curricula. Then, a study by Tatlı et al. (2023) was discussed, who claimed that gamification enhances student attitudes toward learning and reduces procrastination behaviors. The section ended with a summary of Sevy-Biloon (2016), who claims that integrating gamification into English language learning effectively enhances language proficiency levels and intrinsic motivation among students, catering to diverse learning styles within the classroom. This body of research is essential because it demonstrates that while gamification offers significant benefits for student engagement and motivation, addressing challenges and tailoring implementations are crucial for its successful integration into educational contexts.

**Research Gaps**

First, there is a notable gap in research concerning the impact of game-based learning, specifically within traditional EFL elementary education settings. While existing studies provide valuable insights into gamification's effects on student engagement and motivation, they predominantly focus on higher education or in a digital environment. Understanding how games can be tailored to suit younger students' developmental needs and learning styles is essential for informing educational practices and curriculum design.

Second, while existing research highlights challenges and limitations associated with gamified learning environments, such as maintaining student focus and infrastructure problems, a gap exists in understanding these challenges in a non-digital context. Investigating the challenges and limitations elementary school educators face in integrating educational games
into their classrooms is essential for providing targeted support and guidance to facilitate successful implementation.

Thirdly, there is a research gap in exploring the impact of educational games on classroom climate and classroom management. While existing studies primarily focus on student engagement and motivation, little attention has been given to how educational games influence broader aspects of the classroom environment, such as student-teacher interactions, peer collaboration, and overall classroom dynamics. Investigating the effects of educational games on classroom climate and management can provide valuable insights into their role in promoting positive learning environments and fostering effective classroom practices.

Lastly, the long-term effects of game-based approaches still need to be explored. While studies have demonstrated the immediate benefits of gamified learning environments on student engagement and motivation, there is a lack of research investigating their sustained impact over time. Understanding the long-term effects of game-based approaches, including their influence on academic performance, retention of learning outcomes, and continued motivation, is essential for assessing their effectiveness and informing educational policies and practices.

Addressing these research gaps will contribute to a more comprehensive understanding of the potential benefits and challenges associated with game-based learning and gamified learning within elementary education settings. By filling these gaps, researchers can provide valuable insights to inform evidence-based practices and support the effective integration of games into elementary school curricula.
Existing Curricular Models

Research on the topic of games for learning English demonstrates that several curricular models exist. This section discusses how games are currently used in three existing curricular models and begins with a summary of the curriculum developed by Kuang (2017). Following that, this section includes an overview of the curriculum developed by Wright et al. (2006) on easily adaptable games for language learning. The section ends with a summary of the curriculum developed by DiGiacomo (2018), who explored games with minimal preparation and separated them into various skills. These existing curricular models are essential because they showcase diverse approaches, highlighting the potential of games to enhance engagement, cater to individual needs, and promote language acquisition in various educational settings.

Kuang (2017) developed a curriculum targeting preschool educators in Asia, specifically focusing on teaching kindergarteners speaking and listening skills in English through games. This curriculum emphasizes the importance of Total Physical Response (TPR) and Communicative Language Teaching (CLT) methodologies, encouraging active participation and real-world communication. Through using games, this curriculum aims to enhance language acquisition and foster a positive and engaging learning experience for young learners.

Wright et al. (2006) created a comprehensive resource titled ‘Games for Language Learning.’ This book guides educators of various language backgrounds and teaching contexts, especially for “learners of secondary school age and above” (Wright et al., 2006, p.1). It offers a wide range of easily adaptable games categorized by language skills and the type of game in terms of the learners’ mental engagement (e.g., identify, create, do, order). The message
conveyed by this resource is the versatility of games and their potential to cater to diverse learning needs and educational settings.

DiGiacomo (2018) developed a book focused on ESL games for the classroom. This curriculum prioritizes practicality, offering teachers a collection of readily implementable games categorized by specific language skills like vocabulary, grammar, and pronunciation and organized by level, time, and number of players by group. The underlying message is that effective language learning activities, including games, can be incorporated into the classroom with minimal preparation, reducing potential barriers for busy teachers.

In summary, the three curricular models introduced in this section demonstrate that several curriculum samples exist on the topic of integrating games into English language learning. This section began with a discussion of the work of Kuang (2017), who developed a curriculum for preschool educators in Asia focused on teaching kindergarteners speaking and listening skills through games. Following that, this section included a discussion of Wright et al. (2006), who created a comprehensive resource offering easily adaptable games for language learning across various contexts. The section ended with a summary of DiGiacomo (2018), who developed a curriculum focused on ESL games requiring minimal preparation for the classroom. These existing curricular models are essential because they showcase diverse approaches, highlighting the potential of games to enhance engagement, cater to individual needs, and promote language acquisition in various educational settings.
Practitioner Perspective

Research on gamification and game-based learning in education demonstrates that practitioners have different perspectives on integrating games into learning environments. The first section discusses the potential benefits and drawbacks of gamification and game-based learning strategies. It begins with a summary of the perspective of various practitioners in a collaborative article on the topic (Gwendolyn et al., n.d.). The following section discusses the teachers' perspective on gamified classrooms (MacBryce, 2019). The section ends with a summary of a teacher's perspective on the potential of these approaches to enhance student engagement and learning outcomes (Kaminski, 2024). These perspectives are critical because they inform educators' decisions about integrating game elements into their teaching practices.

A collaborative article on using gamification to learn a foreign language (Gwendolyn et al., n.d.) highlights the potential of gamification in foreign language learning to make the process fun, engaging, and motivating for learners. It emphasizes the importance of incorporating game-like elements to motivate learners to practice their language skills. However, the source also criticizes the current approach to gamification, suggesting that educators should focus on creating actual games rather than merely incorporating game elements into learning activities.

A second perspective can be seen through the opinions of various teachers in a Reddit thread on gamified classrooms (MacBryce, 2019). Different educators acknowledge both the potential benefits and challenges associated with their implementation. While some appreciate the engagement and motivation that gamification can bring to the classroom, others express concerns about its long-term impact on students' intrinsic motivation to learn. The source
highlights the importance of maintaining a balance between fun and educational value in gamified learning environments.

The final perspective is an overview of game-based learning and its various types by a single teacher, Kaminski (2024). It emphasizes its potential to engage students and enhance their learning experiences. It discusses the advantages of game-based learning, such as immersive learning experiences, personalized learning paths, and collaboration opportunities. However, the source also acknowledges potential drawbacks, such as excessive screen time and the risk of addiction to gaming.

The perspectives summarized in this section demonstrate that gamification and game-based learning have both advocates and critics within the educational community. This section began with a discussion of the work of various practitioners who emphasized the importance of making language learning fun and engaging through gamification. It then included a discussion of various teachers who presented a balanced view of gamified classrooms, highlighting their potential benefits and drawbacks. The section concluded with a summary of the perspective of a single teacher, Kaminski, who discussed the various types of game-based learning and their potential impact on student learning outcomes. These practitioner perspectives are critical because they inform educators' decisions about incorporating gamification and game-based learning into their teaching practices, ultimately shaping students' learning experiences.
Summary

In summary, this chapter explores the multifaceted landscape of gamification and game-based learning in educational contexts. Evidence supporting this claim includes a comprehensive review of key studies showcasing the potential benefits and challenges associated with integrating gamified learning environments into teaching practices. Exploring existing curricular models further illustrates the diverse approaches employed to leverage games for language acquisition. Practitioner perspectives offer valuable insights, also highlighting both the potential benefits and challenges of gamification and game-based learning strategies.

This literature review demonstrates an essential issue in the research on integrating games into language learning, particularly in traditional elementary education settings. I propose to address this issue with my curriculum design by compiling practical strategies and resources explicitly tailored for Chilean elementary school teachers through a comprehensive handbook on effective EFL games. By offering concrete guidance and support, the handbook aims to empower teachers to leverage gamification effectively in their classrooms, ultimately enhancing language learning outcomes for their students.
CHAPTER III

CURRICULAR DESIGN

There is a profound challenge at the heart of Chilean elementary education: for English as a Foreign Language (EFL) learning struggles to yield desired outcomes for students. Despite mandatory English education since fifth grade, a significant majority of high school students fail to achieve even a basic level of proficiency. The delayed mandatory introduction to the subject exacerbates this issue, hindering students' potential for native-like competence acquisition. Systemic obstacles further deepen the problem, impeding teachers' access to necessary support and materials, which in turn perpetuates the cycle of educational inequality. This problem underscores the pressing need for transformative interventions to bridge the gap between pedagogical theory and practical application.

Curricular Template

The project, which takes the form of a handbook, addresses the pressing need for an innovative solution to enhance English as a Foreign Language (EFL) instruction in Chilean elementary schools. The handbook serves as a practical guide for educators, offering a collection of engaging games specifically tailored to develop listening and speaking skills among students. Each chapter within the handbook focuses on a distinct aspect of language learning, providing educators with comprehensive resources to effectively integrate game-based activities into their curriculum.

The handbook's structure is organized around two main chapters: listening and speaking. Within each chapter, educators will find a selection of games aligned with the learning objectives
outlined in the proposed Chilean curriculum for English language education (Ministry of Education, 2019).

**Figure 1**

*Related Learning Objectives*

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1: To understand texts read by an adult or in audiovisual format.</td>
<td>LO10: To recite very short and simple chants, rhymes, and songs to become familiar with the sounds of English.</td>
<td>To work with given/known vocabulary or expressions. Present transversally through four skills.</td>
</tr>
</tbody>
</table>
| LO2: To understand oral texts related to familiar topics or other subjects with specific functions. | LO11: To participate in dialogues, classroom interactions, and brief and simple presentations on familiar topics or other subjects. | - Listening: LO3
- Reading: LO6
- Speaking: LO11
- Writing: LO13, LO15 |
| LO3: To demonstrate comprehension of oral texts. | LO12: To express orally (in dialogues or prepared presentations). | |
| LO4: To listen to oral texts and apply strategies to support comprehension. | | |
| LO5: React to what has been heard by establishing connections with personal experiences and/or expressing preferences, feelings, or opinions. | | |

For more information, refer to the proposed Chilean English Curriculum.
The learning objectives shown in Figure 1 are adapted from the progression matrix given in the proposed Chilean curriculum for English language education (Ministry of Education, 2019), so they cover the four grades simultaneously without detailing them. Table 1 shows an example using Learning Objective 1 (LO1), generalized as follows: To understand texts read by an adult or audiovisual format.

Table 1

Proposed progression matrix

<table>
<thead>
<tr>
<th>1st Grade</th>
<th>2nd grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1. To understand texts read by an adult or in audiovisual format, very brief and simple, with a repeated pattern, such as: • rhymes and chants • stories • songs</td>
<td>LO1. To understand texts read by an adult or in audiovisual format, brief and simple, such as: • rhymes and chants • stories • songs • dialogues</td>
<td>LO1. To understand texts read by an adult or in audiovisual format, such as: • rhymes and chants • songs • stories • dialogues • informative texts</td>
<td>LO1. To understand texts read by an adult or in audiovisual format: • poems • chants and songs • stories • dialogues • informative texts</td>
</tr>
</tbody>
</table>

(Ministry of Education, 2019), translated by Bernardita Ramírez

A distinctive feature of the handbook is its emphasis on vocabulary development, which is integrated seamlessly into the gameplay of each activity. By incorporating vocabulary learning into the context of engaging games, educators can create immersive language learning experiences that resonate with students and enhance retention. Additionally, each game is
designed to be customized according to the learner's context, level, and topic covered, meaning that the vocabulary points are not stationary but customizable as well.

Another feature of this curriculum is the addition of Gardner’s multiple intelligences (2011) into each game. Teachers can check at a glance which intelligences are covered by each game and address the diversity inside their classroom through the game they choose.

**Figure 2**

*The information depicted in each game*

![Game title diagram]

The eight intelligences are in the following order:

- Linguistic intelligence
- Logical-mathematical intelligence
- Visual-spatial intelligence
- Bodily-kinesthetic intelligence
- Musical intelligence
- Interpersonal intelligence
- Intrapersonal intelligence
- Naturalistic intelligence

The implementation timeline for this curricular design spans the entire academic year, accommodating learning objectives that must be covered in increasing depth from first to fourth grade. Each game is designed for a specific grade; however, the handbook also proposes ideas to
adapt them across the other three grades (from first to fourth). Additionally, each game provides recommendations and expansions to connect to other learning objectives, new gameplay options, different materials, or additional information.

At the end of each chapter, suggestions of online resources designed to enhance understanding of specific topics are given. These resources offer educators additional tools to support their teaching and further enrich students' learning experiences.

Overall, the curricular handbook aims to provide educators with practical and innovative strategies to overcome the challenges associated with EFL instruction in Chilean elementary schools. By leveraging the power of game-based learning, educators can foster a supportive and dynamic learning environment that promotes language proficiency and student engagement.
Guiding Principles of Humanizing Educational Activist Research

The University of San Francisco’s Center for Humanizing Education and Research (2024) provides seven guiding principles that the game-based handbook intends to embrace. First, the handbook strives to be sustainable by offering educators practical and innovative strategies that can be consistently implemented over time, contributing to long-term improvements in English language education. Second, the handbook promotes collaboration not only among students, facilitated by the nature of certain games, but also between students and teachers. It suggests that students actively contribute new ideas and explanations, fostering an exchange of knowledge and perspectives within the classroom. Third, the handbook is supportive of educators by providing comprehensive resources and guidance to overcome challenges associated with EFL instruction, fostering a supportive and dynamic learning environment.

Furthermore, the handbook aims to be impactful, with its practical strategies leading to tangible improvements in student outcomes while also promoting transformative change within the educational landscape. This aligns with the principles underlying the handbook, which are rooted in humanizing education instead of perpetuating the status quo. Moreover, the handbook is non-exploitative, respecting the dignity and rights of educators and students alike while also striving to avoid redundancy by offering an innovative approach to Chilean EFL instruction. By embodying these guiding principles, the handbook seeks to humanize education by empowering educators and promoting inclusive and effective language learning practices.
Teaching Controversial Issues

Through her framework, Judith Pace (2022) introduces a research-based approach to guide teachers in reflective practice when engaging with controversial issues in their classrooms. This project’s handbook aims to address the eight elements included in her research.

1. **Cultivate a Supportive Environment:** The game-based handbook fosters a supportive environment by encouraging teachers to create a classroom culture of trust and inclusivity, aligning with Krashen’s Affective Filter Hypothesis (1982). Educators can cultivate a sense of community and respect among students by selecting games that promote collaboration and value diverse contributions. Additionally, the handbook incorporates culturally relevant content and affirms students' identities, helping to build a classroom climate where all learners feel valued and supported.

2. **Select authentic issues:** Teachers may use the handbook as a guide to discuss and select authentic and relevant issues that align with students' interests and experiences. While the games themselves may not delve into controversial topics, they can serve as starting points and facilitators of inquiry and meaningful dialogue. For example, the Fly Swatter game's vocabulary focus on clothing items could be used as a starting point for a discussion on fast fashion, cultural representation through clothing, and the privileges and marginalization of body types and gender roles through fashion.

3. **Prepare Thoroughly:** Thorough preparation is essential for effectively teaching controversial issues, and the handbook facilitates this by providing educators with comprehensive resources and guidance. Teachers can broaden and deepen their content knowledge by offering a selection of games while planning lessons that address
“misconceptions, misinformation, and resistance to new ideas” (Pace, 2022). This preparation ensures that teachers are equipped to handle discussions sensitively and effectively.

4. **Choose resources and pedagogies:** The game-based handbook facilitates the selection of resources and pedagogical approaches. It provides educators with a range of strategies to stimulate listening and speaking skills in their students, further developing their critical thinking and discussion abilities over time. Teachers can also use this material to create opportunities for rich dialogue, especially through games that enhance speaking skills.

5. **Think through teacher stance:** By selecting games and facilitation techniques, teachers can strategically adopt roles that encourage diverse perspectives. Reflecting on their own views and roles during discussions is essential for promoting an inclusive and respectful classroom environment.

6. **Guide discussion:** The handbook indirectly supports effective discussion facilitation, which provides students with tools to communicate creatively and flexibly. Some games offer opportunities for brief discussions surrounding the game topic, such as the Associating Words game, where students can explain connections between words and even lead the discussion themselves.

7. **Communicate proactively:** Proactive communication with stakeholders is essential when teaching controversial issues, and the handbook supports this by providing clear content and guidelines for teachers to transmit to parents and administrators. By articulating learning objectives clearly, educators can address concerns and foster understanding among stakeholders.
8. **Address emotions:** Addressing the emotional aspects of controversial issues is essential for creating a safe and supportive learning environment, a practice encouraged by the game-based handbook. By lowering Krashen’s Affective Filter (1982) and supporting diverse needs, as proposed by CAST’s Universal Design for Learning (2018), the handbook ensures that students' emotional well-being is prioritized through multiple means of representation and catering to multiple intelligences.

**Rationale**

The curriculum development explicitly tailored for Chilean Elementary ESL teachers targeting students from 1st to 4th grade is grounded in a comprehensive understanding of this specific audience's unique needs and characteristics. This curriculum addresses the age range of six to ten, recognizing the developmental stage and educational requirements inherent to this childhood period.

The handbook is grounded in several key factors:

1. **Cognitive Developmental Stage:**

   Children aged six to twelve undergo significant cognitive development. According to Piaget, they move from a pre-operational to a concrete operational stage. They become better at logical thinking and problem-solving, particularly in concrete, tangible terms (Martin & Torok-Gerard, 2019). This developmental stage aligns with the target age group, indicating that game-based learning activities designed with concrete tasks and tangible outcomes are developmentally appropriate. Martin and Torok-Gerard explain that, as children progress through
this stage, they acquire numerical concepts, classification skills, and logical reasoning abilities (2019). Game-based activities such as classification and inferential reasoning align with these developmental milestones, providing opportunities for students to practice and reinforce their cognitive skills in a supportive learning environment.

2. **Engaging and Interactive Learning:**

Game-based learning capitalizes on children's natural inclination towards play and exploration. Play reduces “the seriousness of the consequences of errors and of setbacks” (Bruner, 1983, p.60). Play brings pleasure and is also a test frame for trying combinations of fantasy, thought, and language (Bruner, 1983). By incorporating engaging games into the curriculum, ESL teachers can create dynamic and interactive learning experiences that capture students' attention and foster active participation by also providing opportunities to test their learning without pressure.

3. **Facilitating Language Acquisition:**

The proposed curriculum emphasizes the development of listening and speaking skills, essential components of language acquisition. By integrating vocabulary learning seamlessly into gameplay, students have the opportunity to engage with language in meaningful contexts, enhancing retention and fluency (Elsa et al., 2021). Furthermore, the customization of games according to learners' context, level, and topic covered ensures that language learning is tailored to individual needs, supporting diverse learning styles and abilities.
4. **Addressing Educational Challenges:**

Developing a game-based curriculum responds to the challenges associated with EFL instruction in Chilean elementary schools. Despite mandatory English education, many students struggle to achieve proficiency due to systemic obstacles and limited access to resources. By providing teachers with practical and innovative strategies, the curriculum aims to bridge the gap between pedagogical theory and practical application, empowering educators to overcome challenges and enhance student outcomes.

5. **Leveraging Sensitive Periods:**

Research suggests that there are one or more sensitive periods (SP) for language acquisition between early childhood and the mid-teens (Abrahamsson & Hyltenstam, 2009; Alsaedi, 2023; Brown, 2014; Granena & Long, 2012). These sensitive periods coincide with the early years of elementary education, highlighting the importance of providing language learning experiences during this critical developmental phase. By providing opportunities for an early age of onset (AO), the handbook aims to maximize students' potential for language acquisition and proficiency development, laying a strong foundation for lifelong language skills.
CHAPTER IV

PRESENTATION OF THE CURRICULUM

The proposed handbook, named “Level Up Language Learning: Transforming Chilean Elementary EFL Instruction with Game-Based Learning,” can be accessed in its entirety in the appendix.
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APPENDIX A

“Level Up Language Learning: Transforming Chilean Elementary EFL Instruction with Game-Based Learning”
Level Up Language Learning
Transforming Chilean Elementary EFL Instruction with Game-Based Learning

Bernardita María Ramírez Larrain
Introduction:

In today's dynamic educational landscape, traditional teaching methods are increasingly being complemented, and in some cases replaced, by innovative approaches that captivate students' attention while enhancing their learning outcomes. One such approach is game-based learning.

Games have a unique ability to transform learning experiences, turning potentially intimidating tasks into pleasant and engaging experiences. Through games, educators can create environments where students actively participate, collaborate, and learn in a manner that is both effective and enjoyable.

Recognizing the potential of game-based learning to revolutionize EFL instruction in Chilean elementary schools, this handbook was developed as a comprehensive guide to integrating games into your teaching practices. Whether you are a seasoned educator looking to inject new life into your lessons or a novice teacher seeking innovative strategies, this handbook is designed to support you.

Within these pages, you will find various game recommendations tailored to Chilean students' specific language learning needs from first to fourth grade. These games cater to the specific learning objectives (LO) the proposed Chilean English Curriculum provides on listening and speaking skills.

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1 For more information, refer to the proposed Chilean English Curriculum at https://www.curriculumnacional.cl/portal/Educacion-General/Ingles-Propuesta-curricular/
To the Teacher:

The handbook incorporates diverse features to understand its contents at a glance. The learning objectives in the book are shown on the “Related Learning Objectives” page and are grouped into listening, speaking, and vocabulary objectives. Additionally, each activity will showcase the learning objective (LO) it aims to address.

Then, the following information is depicted:

<table>
<thead>
<tr>
<th>Game title</th>
<th>Grade, from 1st to 4th.</th>
<th>Number of participants</th>
<th>Time required</th>
</tr>
</thead>
</table>

Multiple intelligences covered by the game

The eight intelligences are in the following order:

- Linguistic intelligence
- Logical-mathematical intelligence
- Visual-spatial intelligence
- Bodily-kinesthetic intelligence
- Musical intelligence
- Interpersonal intelligence
- Intrapersonal intelligence
- Naturalistic intelligence
Sections by order:

- Each game addresses vocabulary, considering that vocabulary objectives are transversally covered by the proposed curriculum. These words will be listed under the “Vocabulary Focus” title.
- The “Prep Work” section outlines the materials needed before starting the game.
- The “Objective of the Game” explains what students must achieve to win or complete it.
- “How to Play” provides detailed instructions on playing the game.
- “Recommendations” provide suggestions on either the gameplay or the materials.
- “Addressing Other Levels” demonstrates how to adapt the game for grades one through four. Even if the game is initially designed for a specific level, each game offers ideas for application across the other three grades.
- Finally, the “Some Other Ideas” section presents expansions of the game, connections to other learning objectives, or additional information not previously covered.

After the listening and speaking section, there are suggestions of online games designed to enhance understanding of specific topics.
Related Learning Objectives:

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| LO1: To understand texts read by an adult or in audiovisual format. | LO10: To recite very short and simple chants, rhymes, and songs to become familiar with the sounds of English. | To work with given/known vocabulary or expressions. Present transversally through four skills.  
- Listening: LO3  
- Reading: LO6  
- Speaking: LO11  
- Writing: LO13, LO15 |
| LO2: To understand oral texts related to familiar topics or other subjects with specific functions. | LO11: To participate in dialogues, classroom interactions, and brief and simple presentations on familiar topics or other subjects. | |
| LO3: To demonstrate comprehension of oral texts. | LO12: To express orally (in dialogues or prepared presentations). | |
| LO4: To listen to oral texts and apply strategies to support comprehension. | | |
| LO5: React to what has been heard by establishing connections with personal experiences and/or expressing preferences, feelings, or opinions. | | |

For more information, refer to the [proposed Chilean English Curriculum](#).
Listening:

Game list:

- Dance Party .......................................................... 9
- Fly Swatter ............................................................ 12
- Tag the Bell ............................................................ 15
- I Spy ................................................................. 18
- Act it Out .............................................................. 21
- Listening online resources: ......................................... 23
LO1: To understand texts read by an adult or in audiovisual format.

Dance Party

1
Whole class
5+ minutes

Vocabulary focus:
- Depends on the chosen song.

Prep work:
- Prepare speakers and a device to play selected songs.
- Prepare a list of age-appropriate songs that the children are familiar with. Ensure that the songs have simple lyrics and clear themes that can be acted out easily.

Objective of the game:
To successfully act out the actions of a song.

How to play:
Explain to your students that you will play a song and encourage them to act it out.

Fun songs to act out:
- Icky Sticky Bubble Gum by David Landau
• If You’re Happy and You Know It by Super Simple Songs
• Head, Shoulders, Knees, and Toes by Super Simple Songs
• The Wheels on the Bus by Super Simple Songs
• Bubble, Bubble, Pop! by Nadine Ghawi

* Some of these songs may also be sung by other groups.

**Recommendations:**

• Choose songs with repetitive and easy-to-act-out lyrics.
• Encourage creativity and improvisation during the performances.

**Addressing other levels:**

You can do this same activity with other levels. Just remember to choose songs according to their context and tastes.

* The following songs can be played successfully in other levels as well. They are recommended in these grades as they correspond to the suggested vocabulary in the proposed Chilean English Curriculum.

2
• Sleeping Bunnies (Hop Little Bunnies) by Nursery Rhymes 123
• Slippery Fish by Amy Liz
• Bananas Unite by Michael & Jello

3
• Hokey Pokey by David Landau
• The Goldfish (Let’s Go Swimming) by The Laurie Berkner Band

4
• The Prepositions Song by Scratch Garden
Some other ideas:

- Older kids may also be able to create their own songs and dances. Encourage them to do it as a review of vocabulary words or structures learned.

- If you wish to connect it to a speaking learning objective, such as LO11 or LO12, you can ask them about songs they would like to dance to.

- After the students are familiar with the songs, you may play a guessing game, where one group must act the lyrics and the other group must guess which song is it.
LO2: To understand oral texts related to familiar topics or other subjects with specific functions.

Fly Swatter

Two large groups
10+ minutes

Vocabulary focus:
- Clothing items.
- Colors.

Prep work:
- Print and cut a set of the cards provided in the appendix, page 33, with pictures of people wearing different clothes. Each card should depict a person wearing various clothing items like jackets, pants, shirts, etc.
- Bring two fly swatters, one for each team.

Objective of the game:
To be the first one to swat the fly with the correct picture.

How to play:
1. Divide the class into two groups.
2. Place the cards with pictures of people wearing different clothes in front of the class so everyone can see them.
3. The teacher announces a descriptive phrase, such as "Find a girl with a pink jacket."
4. One student from each group runs to find the card that matches the description given by the teacher.
5. The first student to swat the correct card wins a point for their team.
6. Rotate the students so that different students get a chance to participate.
7. Repeat the process with new descriptive phrases for each round.

**Recommendations:**

- Laminate the cards to make them last longer.
- Start with simple descriptive phrases and gradually increase the complexity to keep the game engaging.

**Addressing other levels:**

You can do this same activity with other levels. To do it, increase or decrease the complexity according to their context.

“Find the pink jacket.”

“Find a girl in the library with a pink jacket.”

“Find a girl in the library with a pink jacket and blue pants.”

*To do this, create additional cards with places. You can find the card template in the Appendix.*
Some other ideas:

1. Instead of a fly swatter, you can bring party blow horns and simulate that the students are frogs.

2. Create your own cards with the following features:
   - Shapes with various colors.
   - Different plants to address a naturalistic intelligence.
   - Multiple types of furniture and objects, to practice prepositions.
LO3: To demonstrate comprehension of oral texts.

Tag the Bell

3
Three large groups
20+ minutes

Vocabulary focus:

- Practice learned words.
- Words with the following sounds: /b/, /v/, /d/, /r/ and /t/.

Prep work:

- Clear a runway to the far wall of the classroom and place a call bell at the end of it.

Objective of the game:

To be the first one to ring the bell after hearing the keyword.

How to play:

1. Divide the class into three groups.
2. One student per group will go to one side of the classroom, opposite to the bell.
3. Assign a keyword to the first three students, for example, "boat."
4. Explain to the students that when they hear the keyword, they must run to the bell and ring it.
5. Begin by saying words that have similar sounds to the keyword. For instance, "vote," "moat," etc.

6. When you announce the keyword, the students who correctly identify it and run to ring the bell earn a point for their team.

7. If a student runs to the bell when you haven't said the keyword, they are out of the game for that round.

8. After a student rings the bell, start a new round with three different students.

Sets of words you may use:

- Boat, vote, moat, note, throat, float, coat, wrote.
- Ball, doll, fall, call, tall, hall, small, all, wall.
- Vet, get, set, wet, yet.
- Vase, base, race, lace, case, chase, space, face, place.
- Dot, rot, pot, got, hot, lot, shot, not.
- Door, log, frog, hog, jog.
- Rat, bat, mat, hat, fat, sat, flat, chat.
- Ring, wing, king, sing, thing.
- Train, plane, lane, gain, brain.
- Tree, three, free, pee, key, sea, me.

Recommendations:

- Ensure clarity in pronunciation when saying the words.
- If there's a tie, propose using “rock, paper, scissors.”

Addressing other levels:

You can apply the same game to other levels, by changing the keywords.
Option 1: Learned vocabulary words.

Option 2: CVC words. Change the vowels.
- Pat, pet, pit, pot, put
- Bat, bet, bit
- Sat, set, sit
- Hat, hit, hot

Words with the following sounds: /s/, /z/, /w/, and /th/.

Words with the following sounds: /h/, /j/, /sh/, and /ch/.

Some other ideas:
- Older kids may have fun finding sets of words to play the game. Encouraging them to do so would connect it to the speaking learning objective, LO10.
LO4: To listen to oral texts and apply strategies to support comprehension.

I Spy

Whole class
10+ minutes

Vocabulary focus:
- Objects in a picture
- Adjectives

Prep work:
- Print and cut the picture provided in the appendix, page 42.
  Or
- Project the picture.

Objective of the game:
To be the first one to discover the object or picture that the teacher is describing.

How to play:
1. Display the picture provided in the appendix, page 42 where all learners can see it.
2. Select one object from the picture without revealing it to the learners.
3. Begin by saying, "I spy with my little eye something..." followed by a description of the selected object. For example, "I spy with my little eye something round and yellow."

4. Encourage learners to look closely at the picture and identify the object described.

5. The first learner to correctly identify the object wins a point.

6. Repeat the process with different objects from the picture, allowing multiple rounds for continued engagement.

**Recommendations:**

- Laminate the pictures to make them last longer.
- Create your own pictures with vocabulary terms you are teaching.
- Keep the descriptions simple and clear, using basic vocabulary appropriate for the learners' level.

**Addressing other levels:**

You can play this game with other levels, by using other pictures and vocabulary focus.

1. Use pictures with fewer objects and simpler descriptions.

2. Provide visual aids such as flashcards or drawings of the objects to assist in identification.

3. Offer additional support by giving hints if needed.

4. Increase the complexity of the descriptions slightly, incorporating more adjectives and descriptive phrases.

5. Encourage learners to use complete sentences when identifying the objects.

6. Incorporate more abstract concepts into the descriptions, encouraging critical thinking and inference skills.

7. Allow learners to create their own descriptions for objects in the picture, promoting creativity and language development.
Some other ideas:

- You can play with objects from your surroundings.
- You can connect this game to the speaking learning objective, **LO11**:  
  - When a learner wins, let them take your role.
  - If they can’t find the object, encourage them to ask yes/no questions.
LO5: React to what has been heard by establishing connections with personal experiences and/or expressing preferences, feelings, or opinions.

Act it Out

3
Whole class
10+ minutes

Vocabulary focus:
- Food: ice cream, pasta.
- Actions: Hold, scoop, lick, wipe, slurp, clean, mix.
- Like / Dislike

Prep work:
- Pint the text to read, or create your own.

Objective of the game:
To successfully act out the actions of a story.

How to play:
Explain to your students that you will read a story and encourage them to act it out.
Story:
Imagine you have a big bowl of ice cream. Hold the bowl in front of you.
Now, scoop some ice cream into a cone. Make it really big!
Carefully lick the ice cream cone. Mmm, it's delicious!
Oops! Watch out for the drips! Wipe your chin with a napkin.
Now, imagine you have a bowl of pasta. Slurp a long strand.
Oh no, you dropped some pasta sauce on your shirt! Pretend to clean it with a napkin.
Now, mix the ice cream and the pasta. Pretend to have a big bite. Do you like it?

Recommendations:
You can extend the story as much as you want by adding other food. If you wish to connect it to a speaking learning objective, such as LO1, You can ask them about combinations of food that they think they would like or dislike.

Addressing other levels:
You can do this same activity with other levels. Just remember to adapt the script to their context, adding as much detail and actions as they can understand.

“You have pasta. Eat it.”

“You have a bowl of pasta. Slurp it.”

“Now, imagine you have a bowl of pasta. Slurp a long strand, savoring the rich tomato sauce and Parmesan cheese.”
Some other ideas:

You can create other fun stories, such as:

- Imagine you have a giant balloon.
- Imagine you are at the zoo.
- Imagine you're a chef in a busy kitchen.
- Imagine you have a pet on your desk.

Listening online resources:

Simon says wheel:
https://spinthewheel.app/simon-says-4BGv

Vocabulary games:
https://www.eslgamesplus.com/classroom-games/
**Speaking:**

**Game list:**

<table>
<thead>
<tr>
<th>Game</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tongue Twister</td>
<td>25</td>
</tr>
<tr>
<td>Associating Words</td>
<td>29</td>
</tr>
<tr>
<td>Tic-Tac-Toe</td>
<td>31</td>
</tr>
<tr>
<td>Speaking online resources</td>
<td>33</td>
</tr>
</tbody>
</table>
LO10: To recite very short and simple chants, rhymes, and songs to become familiar with the sounds of English.

**Tongue Twister**

Groups of 3-5 students

25+ minutes

**Vocabulary focus:**

- Words with the following sounds: /s/, /z/, /w/, and /th/.

**Prep work:**

- Prepare a variety of tongue twisters suitable for the age and language proficiency level of the students. Ensure they are fun and challenging but not overly complex.

**Objective of the game:**

The objective is to improve pronunciation, fluency, and creativity through practicing and creating tongue twisters.
How to play:

1. Divide the students into groups of three to five, depending on how long the tongue twisters are.

2. Provide each group with a tongue twister. Allow time for individual practice until they can say it fluently.

3. Once ready, students showcase their tongue twister to their classmates.

4. Next, form a line with the students in each group.

5. One by one, each student in the line says a word from the tongue twister, passing it along until the entire phrase is completed.
   For example:
   - Student 1: “Lazy”
   - Student 2: “Lizzy”
   - Student 3: “Loves”
   - Student 1: “Lazy”
   - Student 2: “Lions”.

6. After completing the tongue twister, allow each group to create their own.

7. Provide a sound or letter for them to focus on (e.g., /s/ or /z/).

8. Guide the groups to create a tongue twister by writing:
   a. A character's name.
   b. An action the character did.
   c. Where the action took place.
   d. When it happened.
   For example: Suzie slept at the supermarket in September.

9. Once finished, each group presents their original tongue twister to the class.

10. You may repeat step five with their creations.

Some tongue twisters you may use:

/s/:

Sally sells seashells by the seashore.
Six slippery snails slid slowly seaward.

/z/:  
Zebras zigzagged zealously through the zoo.  
Lazy Lizzy loves lazy lions.

/w/:  
Will went willingly to watch Wendy wash windows.  
Walter worries whether Wilma will weave well.

/th/:  
The thirty-three thieves thought that they thrilled the throne throughout Thursday.  
Thelma’s three thermometers thumped and thundered.

Recommendations:

- Encourage clear pronunciation and correct order of words.  
- You may add or remove questions to create the tongue twister, according to their level.

Addressing other levels:

Tongue twisters are great for improving pronunciation and fluency. Adapt your list of tongue twisters according to their levels. You may adapt their difficulty, how long they are, or the sound you want to focus on.

1 Try short tongue twisters, such as:  
- She sees cheese  
- Busy buzzing bumblebees  
- We scream for ice-cream.  
- Red lorry, yellow lorry.  
- Double bubble gum.

3 Try tongue twisters with the following sounds: /b/, /v/, /d/, /r/ and /t/.  
/b/:  
- Betty Botter bought some butter, but she said the butter’s bitter.
- Bobby blew big blue bubbles.

/v/:
- Vivian vigorously vacuums various venues very visibly.
- Victor’s vivid velvet vests vary in value.

/d/:
- David digs deep ditches daily.
- Danny's dog dug a deep ditch.

/r/:
- Round and round the rugged rock the ragged rascal ran.
- Rita's really red rubber race car ran roughly 'round the rink.

/t/:
- Timmy trims tiny trees with tenacity.
- Tina took two turtles to town.

Try either longer tongue twisters, or one with the following sounds: /h/, /j/, /sh/, and /ch/.

/h/:
- Howie's huge horse happily hopped over the hill.
- Harry hurriedly hauled heavy hay.

/j/:
- Jumping jaguars joyfully juggled juicy jumbo jellybeans.
- Jake's jolly Jack Russell jumped joyfully.

/sh/:
- She sells seashells beside the seashore.
- Shelly's shiny shoes shone in the sunlight.

/ch/:
- Chester chooses chocolate chips for his chewy cherry cheesecakes.
- Cheryl chirps cheerfully while chasing chirping chipmunks.
LO11: To participate in dialogues, classroom interactions, and brief and simple presentations on familiar topics or other subjects.

**Associating Words**

2 Groups of 5 students 10+ minutes

**Vocabulary focus:**
- Word Association

**Prep work:**
- Gather a list of words related to various topics, such as colors, animals, fruits, shapes, etc. Ensure that the words are age-appropriate and relevant to the children’s level of understanding.

**Objective of the game:**
To connect given words by association.

**How to play:**
1. Have each group stand in a circle.
2. Choose a word from the prepared list to start the game.
3. The first player says the chosen word aloud.
4. The player to their right must quickly say another word that is somehow related to the previous word.
5. This continues around the circle, with each player saying a word that connects to the previous one.
6. Set a time limit for each player to think of a word. If they cannot think of a word within the time limit, they are out of the game.
7. Words must be related in some way, either through meaning, category, or association.
8. Players continue until only one player remains, or until the predetermined endpoint of the game.

Recommendations:
- Encourage creativity and flexibility in word association.
- You may play this game as a whole group, however it may be challenging to introverted students.

Addressing other levels:
You can play this game at any level by adapting the initial vocabulary word.
1. Use simpler words familiar to young children, such as colors, animals, or basic objects.
2. Provide visual aids or prompts to assist in word association.
3. Include a broader range of topics and vocabulary, including abstract concepts and more challenging words.
4. Challenge students with more abstract word associations and encourage critical thinking.

Some other ideas:
- Allow for brief discussions or explanations of how each word is related to the previous one.
- Provide opportunities for students to lead the game and choose the starting words themselves, promoting autonomy and leadership skills.
LO12: To express orally (in dialogues or prepared presentations).

**Tic-Tac-Toe**

- **Pairs**: 2 pairs
- **Duration**: 10+ minutes

**Vocabulary focus:**
- Emotions
- Any other vocabulary you wish to practice.

**Prep work:**
Prepare tic-tac-toe templates from the [appendix, page 44](#), one for each pair.

**Objective of the game:**
To reinforce learnt vocabulary while playing a variation of tic-tac-toe.

**How to play:**
1. Divide the class into pairs. Give each pair a tic-tac-toe template.
2. Players take turns describing a picture in the square where they want to place their X or O.
3. The description should be a full sentence describing what is shown in the picture.
4. After describing, the player places their X or O in the corresponding square.
5. The same rules as traditional tic-tac-toe apply: players aim to get three Xs or Os in a row, column, or diagonal.

6. Play best out of 3 rounds to determine the overall winner.

**Recommendations:**

- Encourage students to use descriptive words in their sentences.
- Monitor the game to ensure students are using appropriate vocabulary and following the rules.
- You can create your own templates according to the vocabulary you need to review.

**Addressing other levels:**

You can apply this game to any grade by creating other tic-tac-toe templates.

1. Simplify the vocabulary. Offer sentence starters to help students formulate their descriptions.
2. Introduce more varied vocabulary and encourage students to use adjectives in their descriptions. Provide less support.
3. Introduce more varied vocabulary and challenge students to use descriptive phrases in their sentences. Provide less support and encourage independent thinking.

**Some other ideas:**

- You may also allow students to choose the pictures for the game, encouraging creativity and independence.
Speaking online resources:

**Pronunciation practice:**
https://www.gamstolearnenglish.com/speak-easy/

**Would you rather:**
https://www.eslkidsgames.com/would-you-rather

**Spot the difference:**
https://www.eslkidsgames.com/movers-spot-the-difference
Appendix:

Fly Swatter cards:
Intentionally left blank:
Create your own cards.
I spy pictures:
Tic-Tac-Toe templates:
Create your own Tic-Tac-Toe.
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