The Dante Game: A New Way to Enhance Eleventh Grader's Speaking Skills

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Abstract

The following pedagogical proposal aims to present an educational and didactic resource to a public institution belonging to the city of Bogota. In this way, this proposal seeks to suggest the promotion of new strategies and pedagogical experiences in the learning and improvement of oral proficiency in English, for which The Dante Game is proposed as a resource.

The Dante Game is presented as an opportunity to put into practice the real use of the foreign language (English) in the classroom, in which it is intended to demonstrate its advantages and effectiveness in the process of learning English in order to respond to the needs of students and Colombian education in the foreign language English.

This educational game is based on the inferno found in the book *The Divine Comedy* by Dante Alighieri, in the book there are nine circles, these circles are the categories that are in the game, however, The Dante Game will only have five categories. This game seeks to practice oral expression in a different way in the context of music, art, literature, cinema, and television programs. Indeed, this pedagogical proposal is also suggested as a tool that will help to improve and strengthen the different communicative skills in English, through different dynamic activities, it also seeks to contribute to the different knowledge and practices about English and specially to work on the aspect of oral skills of students at public schools in the city of Bogota who might use this tool.

The Dante Game is a board game created in a cooperative way, since the students will be part of its construction, they will propose the questions of the game that are directly

related to the theme and the different lesson plans. The game is based on topics proposed by the MEN in the Basic Competency Standards and in a curriculum. Finally, 6 lesson plans were designed to be carried out during 6 sessions of an hour and a half, in order to provide the materials and instructions for the creation of the game questions that help to demonstrate the communicative competencies.

Keywords: Games, Speaking, Foreign Language, Cooperative Language Learning.

Resumen

La siguiente propuesta pedagógica tiene como objetivo presentar un recurso educativo y didáctico a una institución pública perteneciente a la ciudad de Bogotá. De esta manera, esta propuesta busca sugerir la promoción de nuevas estrategias y experiencias pedagógicas en el aprendizaje y perfeccionamiento de la competencia oral en inglés, para ello se propone como recurso The Dante Game.

El Juego de Dante es presentado como una oportunidad para poner en práctica el uso real de la lengua extranjera (inglés) en el aula, en la que se pretende demostrar sus ventajas y efectividad en el proceso de aprendizaje del inglés para así dar respuesta a las necesidades de los estudiantes y de la educación colombiana en la lengua extranjera inglés.

Este juego educativo está basado en el infierno que se encuentra en el libro La Divina Comedia de Dante Alighieri, en el libro hay nueve círculos, estos círculos son las categorías que encontraremos en el juego, sin embargo, The Dante Game sólo tendrá cinco categorías. Este juego busca practicar la expresión oral de una manera diferente en el contexto a través de la música, el arte, la literatura, el cine y los programas de televisión. En efecto, esta propuesta pedagógica también se sugiere como una herramienta que ayudará a

mejorar y fortalecer las diferentes habilidades comunicativas en inglés, a través de diferentes actividades dinámicas, además busca contribuir a los diferentes saberes y prácticas sobre el inglés y especialmente trabajar el aspecto de las habilidades orales de los estudiantes de colegios públicos de la ciudad de Bogotá que puedan emplear esta herramienta.

The Dante Game es un juego de mesa creado de manera cooperativa, dado que, los estudiantes serán parte de su construcción, ellos propondrán las preguntas del juego que están directamente relacionadas con el tema y los diferentes planes de clase. El juego está basado en temas propuestos por el MEN en los Estándares Básicos de Competencia y en un plan de estudios. Finalmente, se diseñaron 6 planes de clase para ser realizados durante 6 sesiones de hora y media, con el fin de proporcionar los materiales e instrucciones para la creación de las preguntas del juego que ayuden a demostrar las competencias comunicativas.

Palabras clave: Juegos, hablar, lengua extranjera, aprendizaje cooperativo de idiomas.

Chapter I

Contextualization and Approach to The Problem.

The following chapter will briefly present a contextualization of English learning in Colombia, the basic standards in English, the problem statement, the description of the population and the main objectives of this pedagogical proposal.

Contextualization

The learning of the English language in today's globalized context is an indispensable requirement to develop in the workplace and academia. English has more than 450 million native speakers, followed by 750 million people, making it the most spoken language in the world. Of course, its role is important, as it is reflected in different aspects such as the acquisition of new opportunities, social performance, adaptation to different circumstances, intercultural and academic knowledge, among others.

Colombia is one of the countries that is characterized by its diversity and its privileged geography, however, a good command of a foreign language such as English is crucial for the development, growth, and maintenance of the country in different social and economic aspects.

According to the above, Colombia is a country that is constantly growing and interested in progressing from a foreign and social aspect, especially from the education of English as a foreign language. According to Miscioscia (2017, p. 2) former director during the last decades of the British Council states that the interest in learning and teaching English in Colombia has grown, given that the 1991 constitution categorizes the country as a multilingual nation, also thanks to different governmental plans in conjunction with

educational institutions seek the improvement of the English area in the different schools of Bogota.

Now, as it is well known, the MEN (Ministry of Education) oversee all educational policies, however, in the country there are several government policies that together with local governments supervise enriching and satisfying the educational needs of their corresponding areas. On the other hand, an important entity is the SED (District Education Secretariat) that guides, defines and executes, as well as coordinates policies and plans related to the education sector.

As explained by Sheperned and Ainsworth , SED has other very important functions in the education of Colombian students. The Secretary of Education of Bogotá is the guiding entity of preschool, basic and middle education in Bogotá. Its main functions include ensuring the quality and coverage of education; establishing the educational policy in the district; and defining the sectorial development plans (2018, p.16).

In accordance with the Basic Standards of Competence in Foreign Languages: English of the National Ministry of Education of the Republic of Colombia, Colombian students must obtain a B1 level (Pre-Intermediate) upon graduation from the school system, to create communicative competencies, such as linguistic, pragmatic, and sociolinguistic competencies, so that the student can communicate interculturally, in a globalized environment.

One of the programs that most seeks benefits for citizens, especially for students and teachers in the acquisition of the foreign language of English is the National Bilingualism Program.

It aims to "achieve citizens capable of communicating in English, so that they can insert the country in the processes of universal communication, in the global economy and in cultural openness, with internationally comparable standards" (MEN, 2004, p. 6).

In this way, the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés propose the acquisition of the English language, emphasizing the criteria and the proposed goals considering the students and teachers, learning and teaching, so that in this way the idea of being a bilingual Colombian does not become a dream, but becomes a reality.

Human learning confers different intellectual, individual, and cultural positions that allow the formation of the being in an integral and appropriate way to improve their quality of life and society. The formation of the individual has, as implications, different features and challenges that allow an application of the vision of teaching and learning allied to linguistic, cultural, and social stimuli.

In the search for the improvement of these learning processes, it is proposed as a premise, the adequate use of different pedagogical, methodological, practical, theoretical, and communicative approaches. The communicative method is the implication of different cognitive schemes in the communicative competencies, this grants the notion of the good use of language and speech in different real situations of everyday life.

Considering the above, the different pedagogical practices in the foreign language (English) must have adequate theoretical and practical methodologies to have a good acquisition of knowledge, skills and habits that are reflected in the communicative part of the language.

Thus, with the implementation of Dante's Game as a didactic resource, it is intended to promote an individual and collective construction of knowledge, this from different

processes that lead to reflection, in addition to providing an active and communicative participation to students to demonstrate their knowledge from their own experience and interaction, the idea is that in this way there is a development of skills such as speech. Well, it is intended that in the classroom, the construction of the game allows students to acquire knowledge in terms of expressions, vocabulary on different topics and be participants of different moments of interaction, where speech and learning obtained is reflected, it is also expected that this learning can also be supported with the implementation of the game in groups, thus providing an active participation to the student but also a space to speak in English, to put into practice what they have learned and at once achieve an immediate correction of possible errors.

Approach to the Problem

Taking into account the above, it is necessary to point out that there are several possibilities in the classroom for innovation in the teaching and learning of English. Thus, many teachers expand their experience and pedagogical vision, however, this arduous task on the part of teachers needs new strategies, tools, and resources to achieve better results in the different linguistic aspects related to the foreign language (English).

This pedagogical proposal arose from different pedagogical experiences and observations of some English teaching practices in a purely work environment. Most of the students belonging to the eleventh grade do not meet the expectations proposed by the MEN and their attitude towards speaking is constantly negative for different reasons, from fear, embarrassment or simply because they do not have grammatical knowledge, vocabulary or expressions that help them express their ideas. As stated by Urrutia, and

Vega (2010) suggests that students" had difficulties with their oral production because they were apathetic and inhibited in activities involving oral skills. Many of them were afraid of being criticized and humiliated in front of their peers in front of their peers." (p. 13), learners are often afraid to participate in English, for different reasons ranging from fear, embarrassment, and even disinterest in the subject.

Thinking of a collaborative solution to this problem, the Dante Game is created to encourage participation and improve students' oral skills during classes. It is worth noting that two aspects that help to improve oral expression skills are originality and innovation, since, thanks to these characteristics, students are provided with new experiences and at the same time have fun while learning a foreign language.

According to Wong et al. (2021), there are several obstacles for a correct oral expression, these are mostly psychological factors such as anxiety or fear of making mistakes, another factor may be the lack of vocabulary and not knowing how to pronounce words correctly, these factors influence the lack of a good development of oral skills, given that for it to exist in a correct way, it is graded according to the ability to correctly create sentences, pronunciation and fluency, as a solution it is proposed to create activities and a curriculum focused on the student and their interests so that the class can be adapted to the preferences and needs of the student body and they feel encouraged to speak without making mistakes or if they make mistakes, they will be able to learn to speak without making mistakes.

General Description of the Population

This section is an attempt to characterize the eleventh-grade students from public schools in Bogotá, Colombia, since they are the target population of this pedagogical proposal. For this purpose, different ideas and research perspectives containing the same line of thought or population will be taken up, in addition to some legislative documents proposed by the Colombian Ministry of Education (MEN). It is worth noting that in this pedagogical proposal there will be no implementation, therefore, the characterization of the population is general and focused especially on district or public education in schools located in the Colombian capital city.

The MEN establishes that eleventh grade students must possess skills and abilities that demonstrate a foreign language level (English) B1. In this way, the MEN proposes the communicative competence from 3 competences, these are: pragmatics, sociolinguistics and linguistics. In this way, an eleventh-grade student is expected to be able to express himself/herself clearly in different conversations about topics of interest, to answer questions according to the interlocutor and context, to express him/herself naturally and to be able to debate, make recommendations and negotiate.

Molina (2018) points out the difficulty of some public-school students belonging to the eleventh grade to meet the requirements demanded by the MEN, given that, in most schools and in classes more value is given to linguistics than to the communicative, thus creating a problem in terms of communicative processes given that they are less present in the teaching and learning of English. It is worth noting that although attempts have been made to create different strategies for the implementation of communicative processes that

provide spaces for expression and conversation, priority is still given to linguistic aspects rather than communicative ones.

Innovation in the classroom through games and topics of interest improves participation and learning of the foreign language, leaving the conventional aside it proposes the improvement in the development of the class, thus avoiding traditional dynamics that reduce the interest in learning a foreign language. As determined by Kazaria and Prida (2014, p.4) in the text *Activities to motivate students' learning at the English language classes,* books and the lack of playful activities decrease the motivation and interest of students to learn a foreign language.

Figure 1.

Activities to motivate students' learning in English language classes

Gráfico 5.

Note. Graph number 5 presented by the authors Kazaria and Prida (2014, p.4) represents the opinion of students when learning with different dynamic activities, in this case 74.5% of the students' highlighted games as a motivating activity.

The learning of English in secondary education is determined by the ICFES state exam. The results help to identify the level of students in different cities of Colombia, in recent years it has been shown that Bogota is one of the best cities with English level compared to other cities like Cali or Medellin.

As believed by Nuñez et al. (2019) although there is a positive relationship between performance in secondary and higher education, Bogota stands out as the city with the best English proficiency in secondary education, but not in higher education, being surpassed in the average by Bucaramanga, Medellin, Cali, Manizales, and Pereira. Besides several variables influence English learning in Bogota, for example, the socioeconomic level, whether the student belongs to a public or private school, age, type of school day, among others.

Objectives

General Objective

The main objective of this pedagogical proposal is to create The Dante Game as a cooperative tool for the enhancement of speaking skills for eleventh-grade students at a public school in Bogotá.

Specific Objectives

- To improve basic oral skills in the students in different topics (music, literature, art, tv shows, and cinema)
- To encourage students to relate their knowledge to The Dante Game and their oral skills.
- To propose an alternative tool that teachers from a public school in Bogotá can use to enhance student's oral skills and create new experiences in the classroom.

Chapter II

Literature Review and Theoretical Framework

The following chapter includes a presentation and literature review based on previous research, to understand this pedagogical proposal. These studies were selected to provide foreign, national, and theoretical insight into the use of games for improving English skills in the classroom. In this way, comparisons, and contributions of these are presented to conceive different aspects necessary in the construction of this pedagogical proposal. In addition, a theoretical framework is presented, in which concepts such as speaking, language games, and cooperative language learning (CLL).

Literature Review

In accordance with the above, different perspectives and methodological proposals that take as their main hypothesis the implementation of games in the classroom and their positive influence on the learning of a foreign language and the development of different communicative skills will be taken up. Through different databases, we found studios on the following topics in recent years from 2010 to 2019 that had the characteristic of pertaining to English language teaching and learning for the development of oral proficiency through different games.

In this way, the following review is divided into three main sections, the first one corresponds to foreign studies, proposed from an EFL environment, the second section makes reference to national universities and finally, the third section deals with research carried out by colleagues from the Universidad Pedagógica Nacional. From this, the

pedagogical proposal is built, which seeks to achieve the innovation and objectives

proposed above.

Table 1

Literary Review Summary.

No.	Title	Institution	Year	Key words.
1.	*Developing language games to teach speaking skill for indonesian senior high school learners*	*State Islamic Senior High School 2*	*2015*	*Language games, speaking skills, English club*
2.	*Board Games in Improving Pupils' Speaking Skills: A Systematic Review*	*Universiti Kebangsaan Malaysi*	*2021*	*Board games, speaking, education, English, pupils' perceptions*
3.	*Application of games for the development of speaking skills in fourth graders from Remigio Antonio Cañarte school.*	*Universidad Tecnológica de Pereira*	*2012*	*Speaking, games, Foreign Language.*
4.	*Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School*	*Universidad Nacional de Colombia*	*2010*	*Oral communication, games, motivation, adolescents, teenager*
5.	*Oral interaction through cooperative games.*	*Universidad Pedagógica Nacional.*	*2017*	*Cooperative games, multiple intelligences, learning strategies, oral interaction*
6.	*Building up speaking skills through a grammar of meaning and communicative games,*	*Universidad Pedagogica Nacional.*	*2019*	*Grammar, meaning, communication, games, speaking skills*

Foreign Perspective

To have a better perspective on the importance and impact of games in the classroom for the improvement of different communicative skills, research from abroad will be taken into consideration.

The study Developing language games to teach speaking skill for Indonesian senior high school learners (2015), proposes to develop different games that help to improve the communicative skills of a foreign language through a Study Club, as an extracurricular activity in State Islamic Senior High Schools in Gresik, Indonesia.

One of the concerns in Indonesia for EFL learners is the good command of communication skills, including speaking. To respond to this globalized and changing world, schools in Indonesia are implementing new methodologies, resources, and pedagogical practices to improve the speaking skills of their students.

This is because formal classes in Indonesia mostly emphasize on the students 'ability to read and write. In response to the global challenge, many schools in Indonesia are aware of the necessity of students 'capability to speak. Some schools have started to encourage their student's speaking proficiency by having additional programs such as English extracurricular and English club to improve the students 'speaking skill that they do not obtain in the formal class. (Zubaidi 2015, p. 13-14).

This study proposed games as the main promoters for the promotion and improvement of speaking in the classroom. Thus, the proposed games are energizer, ice breaker, team building etc. The games had different characteristics such as competition, relaxation, and fun, that is why by using them in the classroom, it is possible to perceive

another type of activities to those normally proposed by education in the learning of English.

The teaching of English speaking in a context such as the one in Indonesia is affected by different elements and factors that this pedagogical intervention proposes, for example: the use of English in its daily or routine context, the approach to other skills such as writing and reading, the curricular proposals in schools and their educational texts, the repetition of activities in the classroom, and the use of English as a foreign language. One possible solution is the proposed extracurricular activities such as book clubs or study clubs. Fun English Club (FEC) supports the idea that through games and daily use of English, speaking skills are improved.

Several important aspects are highlighted in this study. First, in order to carry out different dynamic activities, the didactic material to be used must be previously clear so that there is a concordance between the student's level and the game that will help him/her to improve his/her skills. On the other hand, there are many aids and tools that are useful, for example one of the most notorious tools used in the game is the "Games Library" which proposes different games and grammatical themes to develop in the classroom from different activities. A library game can be considered a new methodology to teach English through games and fun. This book with activities and ideas proposed for teachers, invites the classroom to have another perspective and that the learning of English be considered as something fun without monotony.

Indeed, the creation of extracurricular activities together with the games proposed in A library game have positive effects on the improvement of speaking in the English

language, however, it is worth noting that this activity needs good guidance and supervision by the teacher to be interesting for the students (Zubaidi, 2015).

From another perspective Board Games in Improving Pupils' Speaking Skills a Systematic Review (2021) is a systematic collection and exploration of different articles and papers published between 2017 and 2021.

In that review exercise, the effectiveness and importance of board games in speaking and pupils' perception of this type of pedagogical activity were considered. To analyze the perception of the board games, the student's attitude towards this activity, their competence and development in English language learning were considered.

During the review, several statements were found in common, board games help to generate confidence and comfort in students allowing them to express their ideas, and board games are considered as alternatives to encourage student participation. Through board games, pupils' learning community development was enhanced in terms of their social ability and communication (Wong, Yunus,2021).

In this way, the use of board games in the classroom allows the learning and development of different communicative skills, in addition to the fact that this type of dynamics in the classroom have an educational value. Through board games, pupils show improvement in the five aspects of speaking skills: grammar, pronunciation, fluency, vocabulary, and content. (Wong, Yunus, 2021).

Colombian Perspective

A decisive part for the development of this pedagogical proposal is the recognition of similar practices in the Colombian context in public school students, who improved their communication skills through different games.

Application of games for the development of speaking skill in fourth graders from Remigio Antonio Cañarte school was action investigation that suggests an analysis about the importance of games in class and their incidence in the ability of speaking in the foreign language. It was carried out in the state school located in the city of Pereira. According to the data collected during this qualitative research, the different institutions should promote spaces for the management and development of different speech skills. The need to provide students with opportunities where they can put into practice the target language makes facilitators to reflect on creating spaces that offer students enough exposure to authentic language situations (similar to the real life) where they can be in real communication (Valeska & Villamil , 2012, p.44).

Several pedagogical implications can be highlighted. Firstly, the game has positive effects as a resource and didactic activity in class in secondary school students for the development and use of a foreign language. Secondly, games make it possible to pose situations linked to the student's daily life, reality and context, thus encouraging the necessary and real use of English in different communicative situations.   Furthermore, the game motivates students to learn English, in addition to achieving cognitive thinking, since it was argued that for there to be good communication in EFL, it is necessary for students to draw on their prior knowledge.On the other hand, the authors state that the direction of the game must be well thought out for its ex-equation to be successful and understand that it can vary in different aspects.

One of the concerns in the learning of a foreign language (English) in the Colombian context is the precariousness of meaningful experiences for students for the development of different communicative skills. *Encouraging Teenagers to Improve*

Speaking Skills through Games in a Colombian Public School written by Urrutia and Vega,

propose the improvement of oral skills with tenth grade students from the public-school

Federico Garcia Lorca in Usme, Bogota.

Based on the question how can games encourage teenagers to improve speaking

skills? , this innovative and action research study proposed to improve speaking skills in

tenth grade students through different games, considering the game as the best tool, and the

one that gives the most motivation to students to speak in class. Considering that the tenth-

grade students were afraid to express themselves in English, games were chosen as a

didactic and motivating tool for the students. Conforming to Urrutia and Vega (2010) "the

games also provided them with opportunities for free expression" (p. 16).

In this way, the games could help the development of the class and the review of

different grammar topics, breaking with the traditional and repetitive learning of English.

This study proposes different kinds of games: Picture games, psychology games, magic

tricks, sound games, card and board games, word games, memory games, true and false

games.

From a pedagogical point of view, games help to face real life communicative

situations. Therefore, a good approach to games must consider the role or social role, the

context, and the needs of the students. The researchers collected different data by means of

different instruments, however, most of the results show improvement in speaking skills,

considering factors such as collaborative work, self-confidence, time and class management

by the teacher, and motivation.

Finally, education in Colombia needs new perspectives that contribute to the

didactics of the classes, therefore, the learning processes especially in a foreign language

(English) should provide meaningful experiences to students so that there is a good acquisition and development of different communicative skills, especially speaking. In addition, an important aspect to take into account is the current context of education, teaching and learning of English in Colombia, it is considered that new practices and methods are the right way from this perspective, it is proposed that the student have an active role in the classroom and in their knowledge.

Universidad Pedagógica Nacional´s perspectives

To understand the importance and relevance of this pedagogical proposal in the academic university environment of Universidad Pedagógica Nacional the following documents are reviewed. These are aligned to the same research variables (games and improving skills in a foreign language), in a way, these documents have similar objectives that contribute to the construction of this research.

The first document entitled *Oral Interaction Through Games* proposes a descriptive qualitative action research, its main objective is to identify and demonstrate how cooperative games and their use promote oral interaction in fifth grade elementary school students.

One of the main conclusions is the change in the perception of the types of activities that speaking encourages in students, since previously there was a misconception about this type of activities in the classroom. In this way, the importance of cooperative work and integration is highlighted. According to the role of the games, the researcher corroborated the use of games was not a waste of time, it is a learning strategy for the process, and in some way the students could interact in the classroom and among them (Rodriguez, 2017)

Another important consideration is the students' perception of learning, since students at an early age are not aware of learning grammatical structures and consciously making use

of them. In some ways, students make use of them naturally, through activities that motivate them such as games.

Building up speaking skills through a grammar of meaning and communicative games (2019) compiles action research conducted with 24 intermediate level students at the language center of the National Pedagogical University. This pedagogical proposal presents the use of multiple communicative games to create a grammatical conceptualization and use of English in a cooperative way. The main objective of this proposal is to identify and analyze how grammar of meaning helps build students' oral skills.

The analysis of the results is based on three main axes, developing oral skills, consolidation of grammar meaning, and language practice through communicative games. Therefore, the results and analysis of the first and third axis are taken into consideration for the construction of this proposal since they are more closely related.

One of the first shortcomings or weaknesses in the classroom was the use of Spanish to give answers, causing students to lose interest in using English to respond. One of the important conclusions to understand the acquisition and improvement of skills are the methodologies and strategies of self-study, a factor that influences students to improve their English language skills.

From the second axis, the importance of interaction is emphasized since it is a positive aspect of the work. Since language is generated interactively, challenging students to find a solution to the communicative situation. One of the most positive aspects of group work is the generation of interactive language since it provides situations in which students are face to face trying to negotiate meaning in the pursuit of a common objective (Amaya, p.60).

The use of different games and the teaching of grammar in different ways, generates a change in thinking and traditional teaching, as well as the creation of pedagogical tools for the development of different linguistic skills.

According to the cooperative work, in this proposal it was concluded that this approach promoted the participation and motivation of students, giving them an active role in the classroom.

This part of the chapter presents a brief review of the different studies dealing with the use of games in the classroom to improve language skills in the foreign language, followed by the theoretical framework to understand the concepts, perceptions and key contributions of this pedagogical proposal.

Theoretical Framework

This pedagogical proposal represents a conceptual framework to explain the different notions, concepts, and relevant theories and thus understand the improvement of oral skills through the game, providing a cooperative and different dynamic in students.

Speaking

Definition of Speaking

Being able to speak a language fluently and correctly is a linguistic skill that must be mastered by the different learners of a foreign language, since it is the vehicle and the main source of communication. Thus, speaking is vital to be able to communicate, express oneself, debate, criticize and give opinions, think and learn. Speaking should be considered as a skill that modifies, shapes, and helps in the construction and acquisition of knowledge and its learning.

As stated by Bygate (1987), "speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages" (p, 7). It is necessary to recognize that speech is one of the linguistic skills that includes a productive ability, so it is necessary to work on it in the educational aspect, when teaching and learning English, the importance of speech for accurate and effective communication should not be underestimated. Therefore, to foster the development of fluency in speaking a foreign language, it is necessary to have essential knowledge of English but also to provide students with a relaxed and enjoyable environment for their oral production. The creation of dynamic spaces that encourage this exercise is one of the main keys to teaching and learning English, but especially speaking.

In this way, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterance.

Teaching Speaking

Currently, one of the challenges in education is to create spaces for teaching and learning English that allow the development of all skills, including speaking.

Teaching speaking is one of the most complex educational challenges, since it requires different dynamics and methodologies as it the different aspects of speech, and the premise that speech happens in real time must be considered.

In conjunction with this, Byrne (1984) proposed that the main goal in teaching the productive skill of speaking will be oral fluency: the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation (otherwise communication may break down because the listener loses interest or gets impatient) (p. 9). Given the possible

problems that may arise in the different games, it is necessary to say that these must have a didactic and pedagogical aspect that leads to create new and interesting experiences for the students.

Teaching speaking requires the focus on each individual student who might have their own phonological and linguistic weaknesses and problems. This makes speaking instruction a time-consuming process.

Teaching and learning speaking require certain micro-skills. First, produce chunks of language of different lengths, in addition to produce orally differences between English phonemes and allophonic variants. It can also be understood to produce English accentuation patterns, words in accented and unaccented position, rhythmic structure and in national contours. in addition to fluent speech at different rates of utterance. Another micro-skill of great importance is to control their own oral production and use various strategic devices, pauses, fillers, autocorrections, backtracking to improve the clarity of the message. It is considered pertinent that the classroom be a space where the fear and anxiety of learning a foreign language does not exist, in addition to merging the different activities and methodologies with the interests of the students. In addition, to understand the supremacy of emotions when learning, since these condition learning, if emotions are worked correctly in the learning of a foreign language, these will be an impulse to different goals that the student proposes.

Theory of Language Games

Definition of Language Games

Games can be approached from several perspectives: as an activity linked to imaginary situations, as a free activity, as an activity to enhance logic and to learn about reality, as a learning opportunity, among others.

Educational games can be categorized in many other ways, for example dividing games into groups depending on which age group they fit could be convenient, also a division into writing-, reading-, speaking-, and listening games could be a good idea. Some games will always fit into many categories, which can make categorizing games a complex project.

As reported by Ratna ,Ummi et al. (2017) "communicative game is a set of well fun-design activities can stimulate students' interaction in the classroom" (p. 64), the games that have communicative purposes are alternatives that help the improvement of the different communicative skills, among these, speaking. From this perspective, communicative is understood as the common use of language in real communicative situations. Therefore, games have a positive impact on the students, on the classroom environment and on learning.

Games have many factors such as: rules, relaxation, learning, for there to be a good implementation of this type of didactic interventions, these elements must be proposed in a clear way and demonstrated to understand the purpose of the game. Therefore, good curricular management and well-planned lessons allow the adaptation of games in the classroom in a satisfactory way.

Uses of Games in the Classroom

When the game is used in the classroom as an instrument of communication and socialization, it is possible to perceive a stimulation in the cooperation among peers, this is reflected when an emphasis is made on the rules of the game and at the same time, this action is understood as a form of learning and social interaction, thanks to these small actions that are performed in a game, it is possible to promote self-control, responsibility and freedom of students, in addition to facilitating self-knowledge and personal development. According to the idea mentioned above, Mora and Lopera (2001), stated that games and fun activities have always been one of everybody's favorite things to do in a class, both for teachers and students.

Thus, games create different meaningful communicative contexts for learning. In this way, in the process of interaction, students can improve their comprehensibility and at the same time, they can help each other to improve their comprehension. In addition, the game helps to maintain interest in learning and to awaken different interests in the students. The game serves as a tool to develop different skills and not only focus on one, but there is also a conjunction of all of them, from reading, listening, speaking, and even writing.

On the word of Harmer (1991), "an abundant exposure to the language in use and many opportunities to use it are of vital importance for the development of the learner's knowledge and skills" (p.69). Hence, games should be one of the main resources in education, not only for their effectiveness in learning, but also for their therapeutic effect in learning and in human life as well as for providing opportunities to acquire knowledge and skills in different subjects. This perspective proposes that games not only provide

knowledge and improve communication skills, but also offer different significant opportunities to recognize oneself in the game and correct one's mistakes autonomously.

Cooperative Language Learning (CLL)

Cooperative learning is understood as those actions in learning and teaching whereby means of groups the participants take charge of their knowledge and skills to help each other to understand a topic or an area of knowledge. This means that everyone helps each other to build knowledge and it is not seen individually but collectively.

In consonance with Jacobs (2004), "CLL is based on 8 principles, Heterogeneous Grouping, understood as those tasks performed by students in a mixed way according to one or several variables" (p.4). The second principle is Collaborative Skills such as giving reasons, explanations, among peers, it is proposed that these skills are taught one at a time. The third principle is Group Autonomy, seeking resources as a group to face a challenge without the help of the teacher. The fourth is Simultaneous interaction, where normally the interaction is given in turns or sequentially, this principle is linked to the next one which is equal participation, everyone has the same opportunity and time to participate, the next one is individually accountability, it is the recognition of oneself about his mistakes, strengths, or weaknesses to share his ideas and messages with others. The last two are positive interdependence, understood as peer-to-peer support, and cooperative value, understood as cooperation as a way of learning, where content and learning are linked to the value of cooperation.

This notion of cooperative has been taken from different perspectives and has led to the conclusion that in comparison to different individual and competitive efforts, cooperation has a more reliable and effective guarantee in the different processes.

Cooperative learning also fosters students' critical thinking, since in cooperative environments different approaches to certain topics are produced and students must think about the origin, causes and consequences of these different topics.

Chapter III

The Pedagogical Proposal and Instructional Design

This section constitutes the methodological section, where the supposed pedagogical implementation model is presented in detail. First, vision of learning and learning modules are presented. Finally, the implementation of this intervention is explained, describing the purpose, the components, and elements of EFL, the construction of the topics and the pedagogical objectives.

Visions behind this Proposal

According to the main objective of this pedagogical proposal, which seeks that student reinforce their communicative skills from the principles of cooperative language learning, through the game "Dante's game" in the classroom, promoting interaction and different oral skills for the learning of a foreign language.
The following are the visions about language and learning in order to understand and orient different theoretical aspects, as well as the organization and design of the different contents.

View of Language

The language will be reflected as the main vehicle of communication, where the exchange of ideas and knowledge is reflected. For this reason, questions linked to different

interests, skills and general culture will be proposed, and it will be thanks to this language EFL that students will be able to critically express their different discourses. According to Burns, (1998) language learners should be placed in situations where it is necessary to speak to convey ideas or messages. (p.18)

In this way, students will be able to have a different kind of social interaction through English. In addition, they will be able to recognize their own and each other's likes, skills, interests, and hobbies. Through the game, the classroom will be an active, dynamic space and the teacher's role will be fundamental for there to be authenticity, trust, and certainty that respect, and the different existing correlations arise in an appropriate way.

Another perspective taken up in this pedagogical proposal on language is the idea that language is a generator of knowledge. In agreement with Birgit (2007) "the role of language in constructing knowledge. Language is commonly understood as a tool to describe and report on reality. However, this is a limited view of language since language is not only content; it also provides context" (p. 44). The construction of language and knowledge takes place in interaction, which is why ideas and messages are expressed from the perceptions built in this interaction exercise, considering language also as the vehicle of language.

View of Learning

The learning vision will emphasize the use of EFL by means of different questions that will allow the student to expose, debate, give opinions, and criticize different topics related to different themes and topics in common conversations. On the other hand, the learning in this pedagogical proposal will also be reflected in the collaboration of the

students when answering and at the same time, in the effectiveness of the communication between the students and the teacher**.**

According to Richard and Theodore (2016), a central premise of CLL is that learners develop communicative competence in a language by conversing in socially or pedagogically structured situations. CLL advocates have proposed certain interactive structures that are considered optimal for learning the appropriate rules and practices in convers (p. 194). In this way, learning will be emphasized in the communication about the grammatical learning of a language, social and dialogic practice, use of communication strategies and interaction and collaboration among peers. Finally, language learning can occur through social interaction through cooperative work, shared ideas and goals, and the effort to accomplish an objective.

Instructional Design

This pedagogical proposal, being linked to cooperative language learning, proposes the development of thinking and speaking skills through playful interaction in a dialogical way. In this way, the main aspect is the cooperation between peers for the development and construction of the game and thus the development of their own skills.

In order to understand the different contents, the types of questions, objectives, and resources will be explained below. Taking into account that these vary according to the game modality (board game and virtual game). After this, the different phases for the creation and implementation of the game in the classroom will be presented, an aspect that should be considered if this proposal is implemented in the future. It should be noted that,

in order for there to be a cooperative component, the students will help in the creation of the questions, according to the topics proposed in the different lesson plans.

Board Game

The Dante Game is a board game based on the circles of hell from the book The Divine Comedy, the purpose of the game is to break out of hell by correctly answering the proposed questions. The main objective of this game is for students to practice their speaking skills on different topics (music, art, literature, movies and TV shows) in a cooperative way. The methodology is that as they answer the questions, they advance and get closer to the exit, however, Caron, i.e. the teacher, is the one who decides whether the characters i.e. the students advance or not, this decision will be based on several aspects, for example, fluency, vocabulary, etc.

This board game has 5 characters, these are the teams that will be formed in pairs. That means, that one character will be managed by two students, so there will be teamwork, peer-to-peer cooperation, and more chances to win the game. The game is for a minimum of 4 people and a maximum of 10 people. This game includes the 5 pieces of the characters plus the Caron piece, the dice, 10 cards "infernal flames" (bonus), a two-minute hourglass, the cards corresponding to the questions, a tablet with the multimedia content of the game (videos and audios) these are identified by the number of questions on the card, 30 sheets of feedback and finally the structure of the game that is based on the circles. On the other hand, each student will have a separate sheet where they can write down their strengths and weaknesses when answering a question, in addition to placing the topic and the suggestions given by the teacher, so that they can asynchronously acquire knowledge about the topics, practice and improve their speaking skills *(See Annex 1).*

Carón (teacher) when listening to the characters, will consider three main aspects: correct use of vocabulary, grammar, communication skills, fluency, and pronunciation. The students should play synchronously in the class, since they will be guided by the teacher, allowing the correction of errors and suggestions to be made in a timely and immediate manner.

The game is based on five question modes:

Open-ended question.

In this type of question, students express their knowledge, opinion and ideas in a descriptive and detailed manner and thus manages to put into practice their knowledge in English as well as the knowledge he has acquired on different topics during the classes.

Multiple Choice

In this type of question, students must choose an answer option and explain why they chose it.

Listen or watch and answer

In this type of question, students will listen to some audio or audiovisual fragments and according to the topic, the student will answer the information.

Look the picture

In this type of question, the person must look at the image and describe what they see, as well as add information that they know about this image.

Read and answer

The student should read an extract.

How to play? The space should be prepared to place the game, the chips, and the different bonuses. When it is time to play, the students will form pairs and choose a character (Cerberus, Phlegias, Minotaur, Electra and The Pests). The teacher will be Carón, who will be the guide of the game and will decide if the character moves forward or not, and he will also read each of the questions. Each character will throw the die in turns, the one who gets the highest number starts the game the others will continue according to the denomination of the die.

Rules of The Dante Game (Board Game). In the following section, the different rules of the game will be presented, considering the different elements of the game.

- The game is designed for 4 up to 10 people.

- Each couple has an assigned character that will represent them in the path.

- The time starts running when Carón finishes reading the question. The response time is approximately two minutes.

- If a character interrupts when another character is speaking, Carón will punish them by sending them back to the beginning of the game.

- The same student cannot answer 3 questions in a row, otherwise they will be expelled from the game. In this way, there must be collaboration with their partner when answering.

- If the character answers more than three questions correctly, they gain a bonus called (infernal flame, this allows you to advance 2 squares).

- If the character falls in a square where the head of the snake is, they must return to the square where it is placed (remember that the idea is to break out of hell).

- The sheet is only to write the aspects and issues to improve.

Vision of classroom (Board Game). Considering that in general, the classroom in the different public schools of Bogota is made up of about forty students, to carry out the game in an adequate and equitable manner, there will be 5 groups of 4 to 10 people per game.

The classroom will be the opportunity to build and play at every moment, besides being seen as an interactive space for communication and interaction. In this way, students will feel comfortable in this space and the perspective of the classroom as a monotonous place for traditional learning will be set aside.

Finally, the classroom organized in this way will provide different perspectives and opportunities for students to improve their social interaction and interpersonal growth, helping to educate and foster critical, social, and cooperative beings). Finally, the classroom organized in this way will provide different perspectives and opportunities for students to improve their social interaction and interpersonal growth, helping to educate and foster critical, social, and cooperative beings *(Table 2)*.

Table 2

Vision of Classroom (Board Game Schedule Implementation).

GROUP	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5	CLASS 6
Group 1						
Group 2						
Group 3						

Group 4				🟨		
Group 5					🟪	
Group 6						🟫

The following table mainly explains the class hours where the game will be implemented, it is worth noting that these class hours are different from the classes that are developed in the lesson plans for the construction of the game and the questions. In this way, it is understood that, at the time of playing the game, it will be done in a week where every day a group of approximately 4 to 10 people will be able to test the game and the previous knowledge acquired thanks to the classes. Of course, this table may be subject to modifications according to the school's timetable intensity in the English area.

Pedagogical Intervention. The main purpose of this pedagogical intervention is to provide an opportunity for students to improve and develop their speaking skills. In addition, it is intended that this tool The Dante Game will be used on several occasions by different teachers and change traditional practices.

This intervention will be developed group by group and will have a duration of one hour per group. In this way, the topics, the different moments of the class session, the objectives, the stipulated time, the resources, and the materials are applied equally to all students.

Virtual Game

The Dante Game is a virtual game based on the circles of hell from the book *The Divine Comedy*, the purpose of the game is to get out of hell by correctly answering the proposed questions. The main objective of this game is for students to practice their speaking skills on different topics (music, art, literature, movies, and TV show). As they answer questions, they are ascending and getting closer to the exit; however, Caron (teacher) is the one who decides whether or not the characters (students) advance**.**

It is proposed as a virtual game, which has 5 characters, these are the teams that will be formed in pairs. In this way, the game is for a minimum of 4 people and a maximum of 10 people. This game will be developed by means of a drive, which only the teacher has possession of, management, and use. The drive contains the 5-character cards plus the Carón card, the dice, 10 infernal flames (bonus), a two-minute hourglass, the links to the multimedia content of the game (videos and audios) identified by the number of the question on the virtual board, and a Word drive format with the feedback sheet. On the other hand, each student will be given a feedback sheet where they can write down their strengths and weaknesses when answering a question, as well as the topic and the suggestions given by the teacher, so that they can asynchronously acquire knowledge about the topics, practice, and improve their speaking skills.

When listening to the characters, Caron will consider three main aspects: Correct use of vocabulary, grammar, communication skills, fluency, and pronunciation. The students should play synchronously in the class, since they will be guided by the teacher, allowing the correction of errors and suggestions to be made in a timely and immediate manner.

How to play? The teacher will open a meeting through the virtual platform, either Meet, Zoom, Teams, etc. The teacher will be the one who on this occasion will oversee managing and using the game.

When it is time to play, students will pair up and choose a character (Cerberus, Phlegias, Minotaur, Electra and The Pests). The teacher will be Carón who will be the guide of the game and will decide if the character moves forward or not and will also read each of the questions.

The teacher will throw the dice in turns, the one who gets the highest number starts the game, the others will continue according to the denomination of the dice. The teacher should share the screen for the game, thus ensuring that there will be no cheating. On the other hand, the students must have access to internet and audio to be able to answer.

The number of virtual questions is reduced so that there is good time management, and everyone can participate.

Rules of The Dante Game (Virtual Game). In the following section, the different rules of the game will be presented, considering the different elements of the game.

- The game is designed for 4 up to 10 people.

- Each couple has an assigned character that will represent them in the path.

- The time starts running when Carón finishes reading the question. The response time is approximately two minutes.

- If a character interrupts when another character is speaking, Carón will punish them sending him/her back to the beginning of the game.

- The same student cannot answer 3 questions in a row, otherwise they will be expelled from the game. In this way, there must be collaboration with his partner when answering.

- If the character answers more than three questions correctly, they gain a bonus called (infernal flame, this allows you to advance 2 squares).

- If the character falls in a square where the head of the snake is, they must return to the square where it is placed (remember that the idea is to get out of hell).

- The sheet is only to write the aspects and issues to improve.

- If Caron realizes that the student looked up the answer on the internet and is reading, he will immediately eject the student and his partner from the game.

- If for some reason, the student has internet or connection problems, they must wait until the last group 6 to participate again or if the student wishes, they can arrange with other students to play during tutoring hours.

Vision of classroom (Virtual Game)

Given the current sanitary situation, the game will be played virtually, considering that a classroom usually has 40 students, 5 groups will be created to play the game and a sixth group for those who had a connection problem during the game.

The game is managed only by the teacher when it is synchronous to avoid any disturbance among the students. However, the Drive format will be shared with each group, in this way, students will be able to access the drive and play again if they wish, however, this will be extracurricular and their own decision. Thus, a Drive platform will be managed through the different virtual platforms for Zoom, Meet, Teams, etc. meetings. In this way,

feedback will be easier, since the teacher should record the session, in case the student wants to watch it again or correct their mistakes. The teacher will be the character of Caron and will have the obligation to count the time and share feedback every time a student finishes answering a question. The game should be played in approximately one hour and during class.

This option is a new alternative to dynamize the class and the different speaking practices, students can be more autonomous to improve their difficulties, besides this space is to give their opinion, debate, criticize and expose different points of view on different topics, so personal growth and social interaction will have an improvement.

Pedagogical Intervention. The pedagogical intervention will be developed in approximately one hour of class per group, if there are five groups in total, five hours will be required for its satisfactory development *(Table 3).*

Table 3.

Vision of Classroom Virtual Game Schedule Implementation.

GROUP	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5	CLASS 6
Group 1	■					
Group 2		■				
Group 3			■			
Group 4				■		
Group 5					■	

Group 6						

The main purpose of this pedagogical intervention is to provide an opportunity for students to improve and develop their speaking skills. In addition, it is intended that this tool The Dante Game will be used on several occasions by different teachers and change traditional practices.

This intervention is developed only for one group, since it is the same dynamic with the other groups. In this way, the themes, the different moments of the class session, objectives, stipulated time, resources, and materials are applied equally to all students *(See Annex 2).*

Phases of the Proposal

The following pedagogical proposal will be based on 6 phases for the construction of the game in the classroom. These are based on a class plan so that there is a good development of the thematic and intervention in the classroom, also with these plans, I seek to regulate the acquisition of essential knowledge, the selection of the basic objectives, the methodological part, and the necessary learning experiences to acquire and improve speaking and interaction in the students.

Table 4.

Classroom Planning for the Creation of the Dante Game

CLASSROOM PLANNING		
Essential Knowledge.	**Phase 1.**	Expressions and previous vocabulary about music, art, literature, movies, and TV shows.

	Phase 2.	Music What is it? Different genres, basic vocabulary and expressions about music.
	Phase 3	Art What is it? Different artistic movements, basic vocabulary and expressions about art.
	Phase 4	Literature What is it? Different literary movements, basic vocabulary, and expressions about literature.
	Phase 5.	Cinema and tv show What is it? History of cinema, basic vocabulary and expressions about cinema and television series.
	Phase 6.	Collection of questions.
Skills for each phase.	Phase 1.	The student expresses his/her opinion on different topics in an appropriate manner.
	Phase 2.	1. The student identifies the different musical genres and their characteristics. 2. The student uses the different expressions and vocabulary to give his/her opinion about his/her daily musical preference. 3. The student justifies his/her answers and the importance of music.
	Phase 3	1. The student identifies the different artistic movements and their characteristics. 2. The student uses the different expressions and vocabulary to give his/her opinion about his/her art. 3. The student justifies his/her answers and the importance of art.
	Phase 4	1. The student identifies the different literary movements and their characteristics. 2. The student uses the different expressions and vocabulary to give his/her opinion about his/her literature.

		3. The student justifies his/her answers and the importance of literature.
	Phase 5	1. The student identifies the different movies and tv shows in the history. 2. The student uses the different expressions and vocabulary to give his/her opinion about his/her cinema and tv shows. 3. The student justifies his/her answers and the importance of cinema and tv shows.
	Phase 6	1.The student can correctly create multiple-choice questions about music, art, literature, movies, and TV shows. 2. The student can correctly create audio-visual questions about music, art, literature, film and TV shows. 3. The student can correctly create questions with images about music, art, literature, cinema and TV shows. 4. The student can correctly create questions with texts about music, art, literature, cinema and tv shows.

The following is a summary of each of the phases related to the design of this pedagogical proposal, which is planned to be carried out through the implementation of planning mediated by the trainee teacher.

Phase 1

In this phase, students are asked to express their opinions on the different topics proposed (music, art, literature, cinema and TV shows) through their previous knowledge and different activities. *(See Annex 3)*

Phase 2

Through different activities and resources, students will acquire knowledge about music in order to be able to express themselves adequately when giving their opinion (*See Annex 4).*

Phase 3

Through different dynamic activities and resources, students will acquire knowledge about art in order to be able to express themselves adequately when giving their opinion, in addition to creating a self-portrait as a work of art to make an exercise of perception and reflection about themselves (*See Annex 5).*

Phase 4

Through different resources and activities students will acquire knowledge about literature, different literary movements, writers, etc., to adequately express their opinion and acquire knowledge, in addition to creating a text related to the divine comedy so that there is more relationship with the game (*See Annex 6).*

Phase 5

Through different resources and activities students will acquire knowledge about literature, different literary movements, writers, etc., in order to adequately express their opinion and acquire knowledge, as well as create a stop motion about the divine comedy (*See Annex 7).*

Phase 6

Students will propose the different questions for the creation of the game, which will be reviewed and analyzed.

General aspects about The Dante Game

Enhancement of Speaking Skills with the Game

Since the game is designed to be played synchronously with the students, there are several benefits for the students when playing in this modality. First, the modality of questions related to common topics allows students to acquire vocabulary, expressions, and improve their oral expression process. According to Valeska and Villamil, (2012, citing Nunan, 2003), games allows the use of oral skills, pose real situations in which the use of language is required, thus producing progress in oral fluency .

Second, it allows the improvement of fluency, understood as the ability to express oneself correctly, with ease and spontaneity. As believed by Fillmore (1979) had described several senses of the word fluency, of which one was 'the ability to fill time with talk' (p. 93). This is understood as the ability to speak and express oneself for a long time without pauses.

Thirdly, we have the aspect of accuracy, understood as the correct use of grammatical tenses and the relevance of vocabulary and expressions to the proposed topic. According to Yang, (2014) accuracy is the performance and production of a language that conforms to standards. By contrast, many EFL teachers strongly believe that the more of an EFL learner's performance closing to the native speaker's performance, the more accuracy level the EFL learner achieves.

In this way, The Dante game is expected to benefit the students' oral expression, also creating a new perception of English learning.

Teacher's Role in the Game

Games are an important part of learning, as they create motivating and exciting experiences for students to acquire different communicative skills, for example, speaking, thus providing them with a comfortable and fun experience. However, it is important to emphasize the role of the teacher in playing and teaching speaking.

In The Dante Game, teachers must be empathetic, charismatic, and equitable. The teachers will be the guide and have an important role, since they signal the progress of the others in the game, according to their perceptions and knowledge of the English language.

There are several perceptions that teaching speaking in the classroom with a communicative and cooperative approach has challenges and difficulties. The fact is new pedagogical practices are required to change these perceptions and therefore teachers are needed to accompany this process adequately. According to Harmer a teacher is like a gardener because he/she plants the seeds and watches them grow (Harmer, 2007, p. 107).This is why when it comes to play, just as a gardener takes care of the flowers, roses, etc., the teacher also has the ability to take care of the motivation and perception of students in the face of challenges, in this case in the face of common communicative situations, this is where the notion that the teacher is a model and plays different roles in the classroom and in the life of a student comes to the surface.

In this way, it is accurate to say that the teacher is the one who has the last word in the game for progress, but also has the task of giving feedback on the strengths and weaknesses of the students, in addition to conducting the game in a relevant, respectful, and polite way.

It is worth noting that there may initially be many obstacles to speaking on the part of the students due to various reasons, including lack of self-confidence, fear of negative comments, or lack of vocabulary. This is why the teacher must motivate and encourage students to face these personal challenges and create a favorable, relaxed environment by means of topics that are of interest to them.

Given this situation, the teachers will give three opportunities for the student to respond, that is, they will say their name three times, if there is no response from them, they will not be able to advance. On the other hand, when the student presents connection problems, the DRIVE will give notice, disconnecting the icon of that student, only in those cases, the student will be given again the opportunity to participate in the game during tutoring hours.

Autonomous Work Offline or Extracurricular Time

The Dante Game has a very important element and that is the Feedback sheet, where students can write down their strengths and weaknesses in their speaking skills. The teacher will consider the main aspects of speaking, fluency, pronunciation, vocabulary, and correct grammatical usage before deciding whether or not to advance to the next box. In this way, it is proposed that the student independently and outside the game, identify and correct their mistakes, in addition to learning new topics on common topics.

The Dante Game has a very important element and that is the Feedback sheet, where students can write down their strengths and weaknesses in their speaking skills. The teacher will consider the main aspects of speaking, fluency, pronunciation, vocabulary, and correct grammatical usage before deciding whether to advance to the next box. In this way,

it is proposed that the student independently and outside the game, identify and correct their mistakes, in addition to learning new topics on common topics.

On the other hand, if The Dante Game is played virtually, students will have access to the drive with the template to play again in extracurricular time or on their own. The template will be shared with each student, and if they wish, they can even add more questions that they consider pertinent in the construction of the game; however, before doing so, the teacher must be notified.

Chapter IV.

Pedagogical Proposal and Didactical Innovation.

This pedagogical proposal consists of the cooperative construction of a game in which students can improve their oral skills, expressing their opinions on different topics of interest. In this way, the implementation and incorporation of different classes is proposed so that students can acquire, and review vocabulary and expressions related to the topics of interest.

Next, an explanation will be given on when cooperative learning will be evidenced during the construction of the game with the students. In addition, a demo and a video will be shown to give an idea of the type of questions and the general aspects of the game. Subsequently, emphasis will be placed on the process of creating the game, the resources, and the environment.

Finally, expectations and pedagogical considerations will be presented.

Learning Environment Creation

The Dante Game is a proposal that seeks to demonstrate how cooperative learning helps students acquire new knowledge through the collective construction of questions that will be attached to the game's question bank.

The process for a possible cooperative learning is mainly based on the collective creation of questions after each proposed topic. Each student will have to ask 5 questions of different types, present them to their classmates and build their own question bank, in groups, the best questions will be selected in each class. It is worth noting that each question is related to the different methodological and dynamic activities carried out in the classroom and the planned topics.

Lesson Plans of the Phases for the Creation of The Dante Game.

The lesson plans contain instructions on how to carry out each session and each phase of the game in the classroom. In each lesson plan you will find the objectives, the material to be used, the warm up, the development, consolidation, and autonomous work. However, these lesson plans may be subject to modifications according to the needs of the teacher, the students or may be influenced by various factors such as time, the proposed topics, etc. The lesson plans will be located in a drive folder with public access, however, a brief explanation of each of these will be given (See Annex 9).

Lesson Plan Previous Knowledge

The main objective of this lesson plan is to recognize and review those concepts and basic words to express opinions and ideas on common topics, including music, film, and art, as well as a review of WH questions and vocabulary.

This lesson plan has group activities where speaking will be enhanced as they have the opportunity to practice their oral skills.

Figure 2

First part lesson plan 1

Note. Own creation from Canva

Figure 3

Second part lesson plan 1

LESSON PLAN 1

PREVIOUS KNOWLEDGE

TIME: 90 MINUTES

VOCABULARY: REVIEW PRINCIPAL VOCABULARY ABOUT MUSIC, ART, LITERATURE, CINEMA AND TV SHOWS

GRAMMAR: WH QUESTIONS, PRESENT SIMPLE.

DEVELOPMENT	60 MINUTES

AFTER ANSWERING THE QUESTIONS, THE TEACHER WILL GIVE EACH STUDENT A GUIDE WHERE THEY WILL FIND WH QUESTIONS, PRESENT SIMPLE QUESTIONS, VOCABULARY ABOUT MUSIC, ART, LITERATURE, CINEMA. ONCE THE STUDENTS HAVE THE GUIDE THEN THE STUDENTS IN GROUPS WILL IDENTIFY WHICH WORDS AND VOCABULARY MATCH THE QUESTIONS THEY HAVE. AFTER SOCIALIZING, EACH STUDENT WILL TRY TO COME UP WITH A QUESTION FOR THEIR GROUP MATES, THEN STUDENTS WILL

CONSOLIDATION	10 MINUTES

BY MEANS OF A WALL, STUDENTS WILL WRITE 2 ANSWERS FROM THEIR CLASSMATES, AFTER THAT, THERE WILL BE A SOCIALIZATION TO GIVE FEEDBACK.

AUTONOMOUS WORK	

STUDENTS WILL LOOK FOR MORE VOCABULARY ON THE TOPIC SEEN.

Note. Own creation from Canva

Figure 4

Appendix of lesson plan 1

Note. Own creation from Canva

This lesson plan consists of a series of activities to acquire vocabulary and expressions about music, it is necessary to have video players for better performance, make use of a computer or television. In this lesson plan, students are expected to start creating questions for the game on the theme of music.

Figure 5.

First part second plan.

Note. Own creation from Canva

Figure 6

Second part second lesson plan

Note. Own creation from Canva

Figure 7

Third part of second lesson plan

Note. Own creation from Canva

Lesson Plan Art

The main objective of this lesson plan is to recognize and acquire knowledge those basic concepts and words to express opinions and ideas on topics related to art, as well as to learn about different artistic movements, paintings, and recognized artists in the art world.

This lesson plan has group activities that will improve oral expression as they will have the opportunity to practice their oral skills. In addition, the students' painting and drawing skills will also be taken into account and a recreational space will be opened for this exercise.

Figure 8.

First part of third lesson plan

Note. Own creation from Canva

Figure 9.

*Second part of third lesson plan*

LESSON PLAN 3.

ART.

TIME: 90 MINUTES

VOCABULARY: PRINCIPAL VOCABULARY AND EXPRESSIONS ABOUT ART. (ELEMENTS OF ART, ARTISTIC MOVEMENTS, SOME ARTISTS)

DEVELOPMENT	60 MINUTES

IN 7 GROUPS, THE TEACHER WILL ASSIGN DIFFERENT ARTISTIC MOVEMENTS WITH INFORMATION. THE STUDENTS WILL HAVE TO IDENTIFY THE MAIN CHARACTERISTICS, PAINTERS AND PAINTINGS, AND IN GROUPS THEY WILL HAVE TO MAKE A PAINTING THAT HAS THE CHARACTERISTICS OF THE MOVEMENT.

AFTER THIS, THE TEACHER WILL TEACH THE BASIC EXPRESSIONS AND VOCABULARY TO TALK ABOUT ART. THE STUDENTS, TOGETHER, SHOULD MAKE USE OF THESE AND PREPARE AN EXPOSITION OR SPEECH TO EXPLAIN A PAINTING CREATE BY THEM WITH THE PRINCIPAL ASPECTS OF THE MOVEMENT.

CONSOLIDATION	15 MINUTES

THE STUDENTS WILL CHOOSE THE PAINTING THAT BEST FITS THE MOVEMENT AND TOGETHER THEY WILL MAKE AN EXPLANATION.

AUTONOMOUS WORK

IN THE PADLET THEY SHOULD PLACE 5 QUESTIONS ABOUT ART.

Note. Own creation from Canva

Figure 10.

Third part of third lesson plan
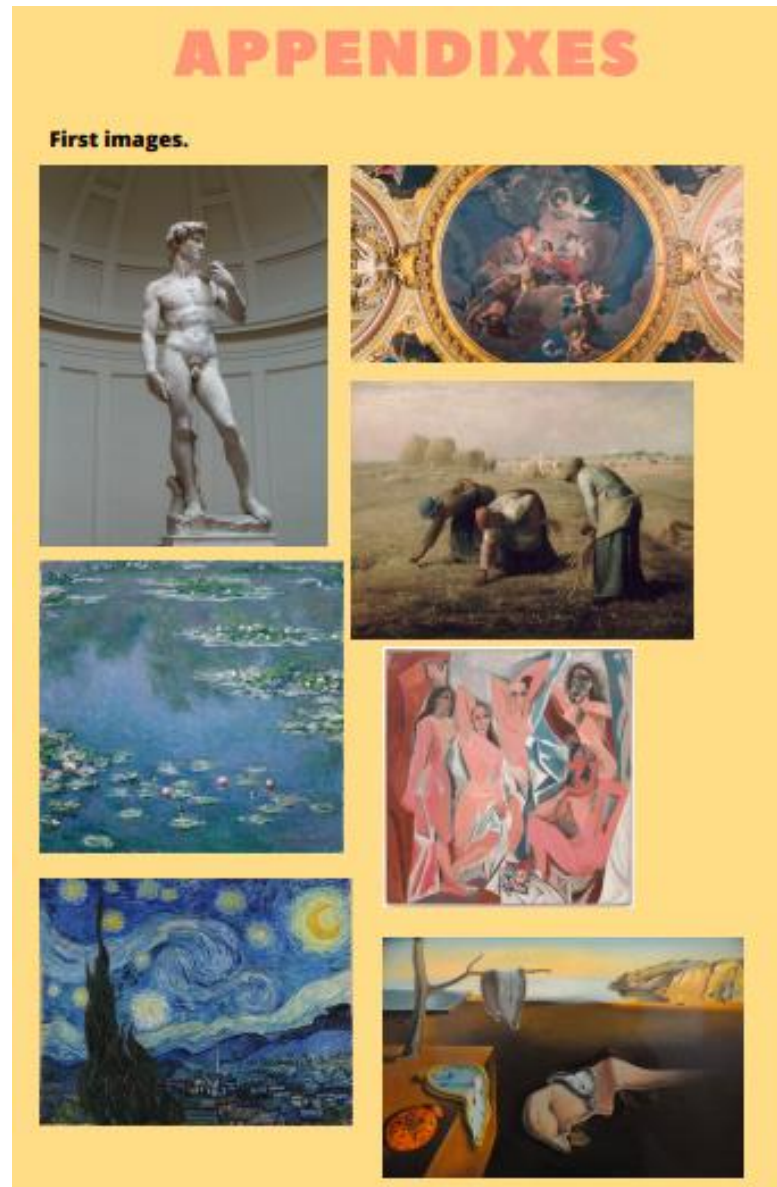
Note. Own creation from Canva

Lesson Plan Literature

The main objective of this lesson plan is to recognize and acquire knowledge of those basic concepts and words to express opinions and ideas on topics related to literature, as well as to learn about different artistic movements, important works, and recognized authors. Also, it is intended to give a brief explanation of the Divine Comedy.

This lesson plan has group activities that will improve oral expression as they will have the opportunity to practice their oral skills.

Figure 11.

First part of the fourth lesson plan

Note. Own creation from Canva

Figure 12

Second part of fourth lesson plan

LESSON PLAN 4.

LITERATURE.

TIME: 90 MINUTES

VOCABULARY: PRINCIPAL VOCABULARY AND EXPRESSIONS ABOUT LITERATURE.

DEVELOPMENT	40 MINUTES

AFTER READING THE EXCERPTS, THEY WILL FORM GROUPS TO EXPRESS THEIR OPINION AND WHAT THEY THINK ABOUT THE EXCERPT THEY READ.
FOR THIS, THEY SHOULD USE THE EXPRESSIONS PROPOSED BY THE TEACHER.

CONSOLIDATION	20 MINUTES

FINALLY, THEY MUST COMPLETE THE WORKSHEET OF THE DIVINE COMEDY, STUDENTS WILL SEARCH FOR AN EXCERPT FROM THE DIVINE COMEDY AND WRITE A TEXT IN RESPONSE TO THIS EXCERPT. AFTERWARDS, THEY WILL SHARE THEIR PERCEPTIONS.

AUTONOMOUS WORK	

MAKE A MIND MAP WITH THE CHARACTERISTICS OF LITERARY MOVEMENTS, AS WELL AS CREATE QUESTIONS RELATED TO THE THEME OF LITERATURE.

Note. Own creation from Canva

Figure 13

Third part of fourth lesson plan

APPENDIXES

Fragment 1.

Fragment 2.

TROJAN HORSE

Trojan Horse Odysseus came up with an idea as to how the Greeks could get behind the walls of Troy. They built a large wooden horse. Some of the soldiers hid inside the horse while the rest of the Greek army got into their ships and sailed away. The Trojans thought that they had won the battle and that the horse was a gift. They rolled the horse into the city and began to celebrate their victory. During the night, the Greek ships returned. Odysseus and his men snuck out of the horse, killed the guards, and opened the gates. The Greek army entered the gates and destroyed the Trojans. The Greeks had finally won the war.

Read more at:
https://www.ducksters.com/history/ancient_greece/iliad.php
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DIVINE COMEDY

Because he talked we ceased not moving on,
but all the while were passing through the wood,
the wood, I mean, of thickly crowded shades.
Nor far this side of where I fell asleep
had we yet gone, when I beheld a fire,
which overcame a hemisphere of gloom.
Somewhat away from it we were as yet,
but not so far, but I could dimly see
that honorable people held that place.
"O thou that honorest both art and science,
who are these people that such honor have,
that it divides them from the others' life?"
And he to me: "The honorable fame,
which speaks of them in thy live world above,
in Heaven wins grace, which thus advances them."

Fragment 3.

LES MISERABLES

This recurred to his mind unceasingly. To this celestial kindness he opposed pride, which is the fortress of evil within us. He was indistinctly conscious that the pardon of this priest was the greatest assault and the most formidable attack which had moved him yet; that his obduracy was finally settled if he resisted this clemency; that if he yielded, he should be obliged to renounce that hatred with which the actions of other men had filled his soul through so many years, and which pleased him; that this time it was necessary to conquer or to be conquered; and that a struggle, a colossal and final struggle, had been begun between his viciousness and the goodness of that man.

Fragment 4.

MADAME BOVARY

The guests arrived early in carriages, in one-horse chaises, two-wheeled cars, old open gigs, waggonettes with leather hoods, and the young people from the nearer villages in carts, in which they stood up in rows, holding on to the sides so as not to fall, going at a trot and well shaken up. Some came from a distance of thirty miles, from Goderville, from Normanville, and from Cany.
All the relatives of both families had been invited, quarrels between friends arranged, acquaintances long since lost sight of written to.
From time to time one heard the crack of a whip behind the hedge; then the gates opened, a chaise entered. Galloping up to the foot of the steps, it stopped short and emptied its load.

Fragment 6.

Fragment 5.

THE STRANGER

As I was waking up, it came to me why my boss had seemed annoyed when I asked him for two days off : today is Saturday. I'd sort of forgotten, but as I was getting up, it came to me. And, naturally, my boss thought about the fact that I'd be getting four days' vacation that way, including Sunday, and he couldn't have been happy about that. But, in the first place, it isn't my fault if they buried Maman yesterday instead of today, and second, I would have had Saturday and Sunday off anyway. Obviously, that still doesn't keep me from understanding my boss's point of view.

The Divine Comedy - ESL worksheet by mauromartinez

Greetings: This worksheet is based on Dante´s The Divine Comedy. It has a listening activity with a video. The crossword is editable. The link to the vide...

eslprintables.com

Note. Own creation from Canva

Lesson Plan Cinema and Tv Shows

This lesson plan aims to allow students to acquire knowledge in terms of expressions and vocabulary to express opinions and ideas related to entertainment, specifically movies and television. In addition, it is intended that students learn about the most famous movies, directors, and films.

On the other hand, it is also intended that the students make an audiovisual showcase and that with this exercise they will be able to express their opinions and ideas related to the topic of entertainment, specifically movies and television. will improve their oral expression since they will have the opportunity to practice their oral skills.

Figure 14

First part of fifth lesson plan

Note. Own creation from Canva

Figure 15

Second part of fifth lesson plan

LESSON PLAN 5.

CINEMA AND TV SHOW.

TIME: 90 MINUTES

VOCABULARY: PRINCIPAL VOCABULARY AND EXPRESSIONS ABOUT CINEMA AND TV SHOW

DEVELOPMENT	55MINUTES

BY MEANS OF THE SLIDES, THE TEACHER WILL GIVE THE CLASS. FINALLY, HE WILL OPEN A SPACE FOR STUDENTS TO CREATE A TWO-MINUTE SHORT FILM WITH THE ENVIRONMENT AROUND THEM, THIS SHORT FILM WILL BE UPLOADED TO YOUTUBE AND TO AN INTERACTIVE WALL WITH THE LINK.

CONSOLIDATION	10 MINUTES

THE TEACHER WILL ASK THEM TO ASK QUESTIONS WITH THE VOCABULARY SEEN.

AUTONOMOUS WORK	

WATCH YOUR CLASSMATES' VIDEOS AND CHOOSE ONE TO GIVE YOUR OPINION.

Note. Own creation from Canva

Figure 16

Third part of fifth lesson plan.

Note. Own creation from Canva

Lesson Plan Let's create questions

This last lesson plan is to collect the questions asked by the students, to review the

WH questions, it is a set of group activities that allow the cooperative construction of the

questions for the game. The main objective of this lesson plan is to recognize and practice

the use of the present simple together with the WH questions on common topics.

Figure 17

First part of sixth lesson plan

Note. Own creation from Canva

Figure 18

Second part of sixth lesson plan

LESSON PLAN 6.

LET'S CREATE QUESTIONS.

TIME: 90 MINUTES

GRAMMAR: WH QUESTIONS, PRESENT SIMPLE.

DEVELOPMENT — 55MINUTES

AFTER THAT, HE WILL AGAIN GIVE A MORE DETAILED EXPLANATION ON HOW TO ASK QUESTIONS IN ENGLISH WITH THE HELP OF THE SLIDES. AFTER THAT, HE WILL AGAIN GIVE A MORE DETAILED EXPLANATION ON HOW TO ASK QUESTIONS IN ENGLISH WITH THE HELP OF THE SLIDES. ONCE HE HAS FINISHED THE EXPLANATION, HE WILL START MAKING GROUPS FOR THE STUDENTS TO START SHARING THE QUESTIONS THEY HAVE CREATED DURING ALL THIS TIME, THEY WILL WRITE DOWN THE QUESTIONS AND THEY WILL SEND THEM TO THE TEACHER BY EMAIL.

CONSOLIDATION — 10 MINUTES

THE TEACHER WILL LISTEN TO SOME QUESTIONS FROM THE STUDENTS AND GIVE FEEDBACK.

AUTONOMOUS WORK

SEND QUESTIONS TO THE TEACHER.

Note. Own creation from Canva

Figure 19

Third part of sixth lesson plan
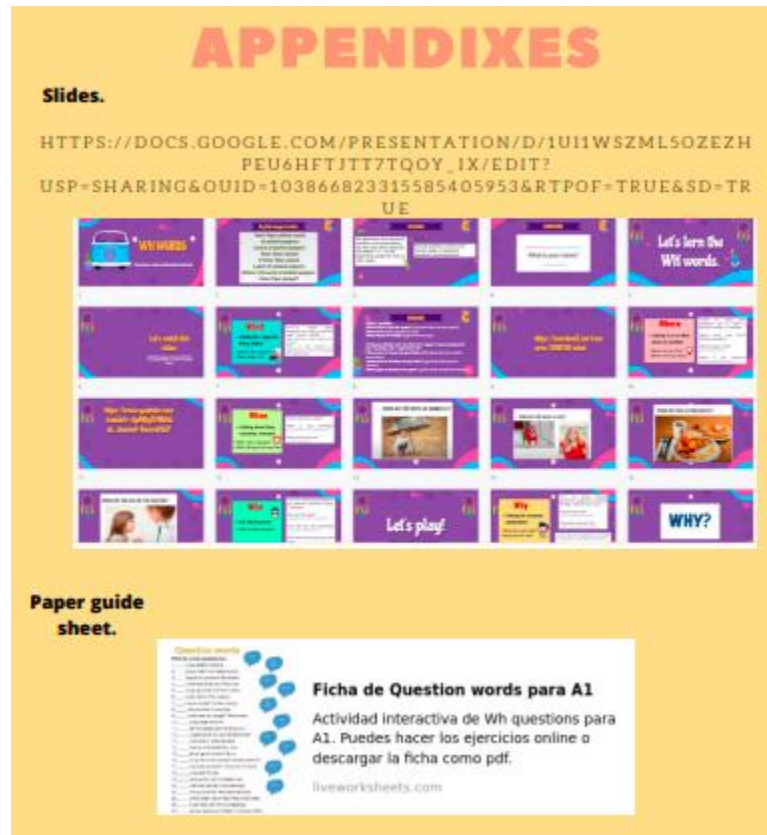
Note. Own creation from Canva

Proposed Organization for the Creation and Development of The Dante Game.

This section is created to provide a better understanding of the proposed time frame for the creation and implementation of the game in the classroom.

It is worth noting that the following table shows the first times related to the creation of the game, it is necessary to say that this is directly related to the phases and lesson plans explained above, in this case each class would last an hour and a half.

Table 5. *Organization of Creation The Dante Game.*

	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5	CLASS 6

PHASE 1	Lesson plan "Previous knowledge"				
PHASE 2		Lesson plan "Music"			
PHASE 3			Lesson plan "Art"		
PHASE 4				Lesson plan "Literature"	
PHASE 5					Lesson plan "Cinema and tv shows"
PHASE 6					Lesson plan "Let's create questions"

In accordance with this, the times to play in groups in the classroom together with the stipulated time, are those proposed in table 2 and 3, in this occasion each group will have one hour to play, however, as it is well known in the schools they give approximately one hour and a half of class, the remaining half hour is divided in two 15 minutes at the beginning for the warm up, the preparation of the materials, the explanation of the objectives and 15 minutes to give the general instructions, the conclusions of the class and to remember the pending of the next classes.

Material Design

The following material is a demo that gives a notion of the development of the game and the type of questions, it should be noted that this type of material was built using the "Google slides" template, a feature that gives the idea of being a game only for virtuality, however, in this same way, it can be deduced that The Dante Game is also a board game.

The demo demonstrates some questions with their answers and the design, ideally the design belongs to the book "The Divine Comedy" and the student is immersed in the game *(See Annex 10).* On the other hand, there is a video that accompanies the design of this material, it makes a general presentation of the game and the types of characters, rules, and gameplay. In addition to the purpose of the game *(See Annex 11).*

Creation and Design of the Dante Game.

The design of this game is thought from two ways, as a board game or a virtual game. The Dante Game is intended to be a game with a maximum number of 8 players, whose players must have a minimum age of 14 years, its execution time is between twenty minutes and half an hour, it is necessary that a teacher or someone who has knowledge in foreign language participates in the game as the character "Caron" since this is an active role and the one that allows to give feedback on the answer given by the student.

Next, the outline of the design of the board and virtual game will be explained.

Board Game

The following sketch was created from the Geogebra program, which allows us to give a 3d idea of the game board. It consists of 40 squares, which the player must go through until he reaches the last circle with the final square. This sketch has 7 levels, each one representing the 7 levels of hell and the 7 proposed themes (Figure 20).

Figure 20.

Base of the Dante game
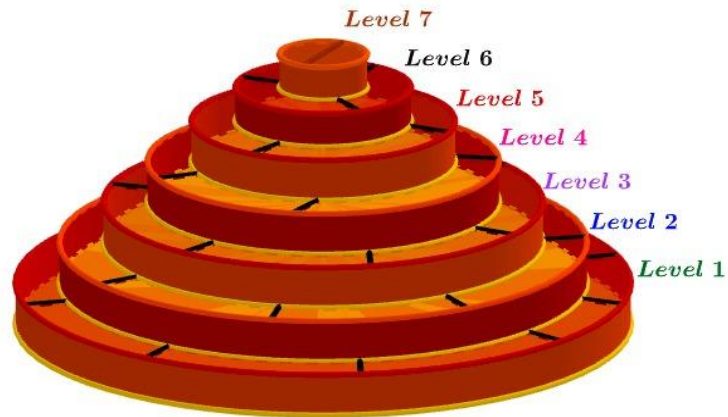
Note. Own creation from Geogebra software.

The characters are related to the divine comedy, in total there are 6 options to choose from, for the creation of these materials were taken from google images of various gothic artists. (Figure 21)

Figure 21.

Principal characters of the Dante game.

Note. Create from Canva. The characters were taken from Google images of different gothic artists.

The cards have two sides, one where the question is and the other where the answer or the motivational phrase is when it is an open-ended question (Figure 22). It is important to mention that the creation of the questions will take place in phase 6, when the students will have carried out a process of feedback and correction of the creation of the questions created during the classes.

Figure 22.

First Slide. (Question)
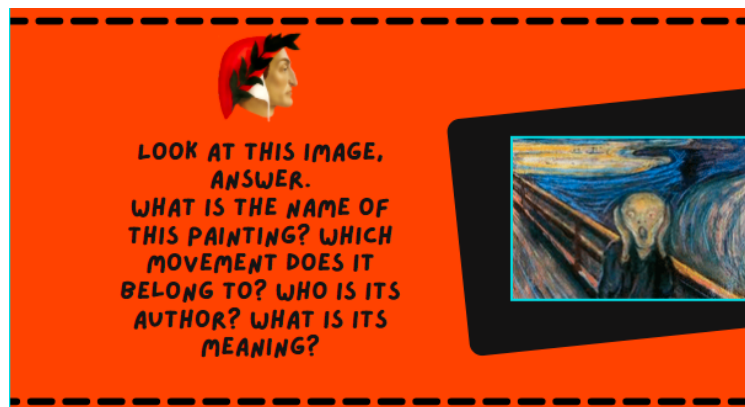
Note. Own creation from Canva.

Second Slide (Answer or motivational phrase)

Note. Own creation from Canva.

The instructive is intended to show the rules of the game so that students can solve doubts or frequently asked questions about how to play it. (Figure 23)

Figure 23.

Game mechanics.
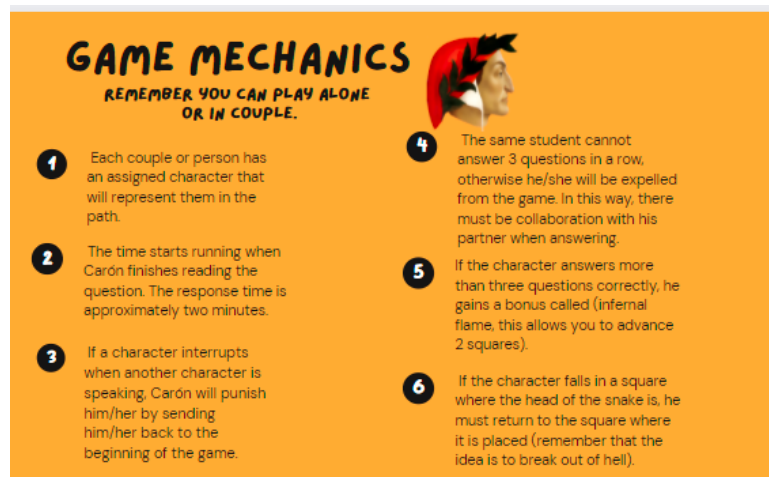
Note. Own creation from Canva.

Outline Virtual Game.

The following game has been created from Google slides. Here are approximately 21 boxes of different colors, in these you will find different questions. In addition to the tokens and the dice (Figure 24).

Figure 24.

Virtual Board

Note. Own creation from Google slides based on a template.

The boxes have different types of questions contained in virtual cards, whose model would be as follows. (Figure 25)

Figure 25.

Example of First Type of Question.

Note. Own creation from Google slides based on a template.

The correct answer appears on the backside **(Figure 26),** and in the case of open-ended questions, sentences with motivation appear **(Figure 27).**

Figure 26.

Right answer.

Figure 27.

Open answer
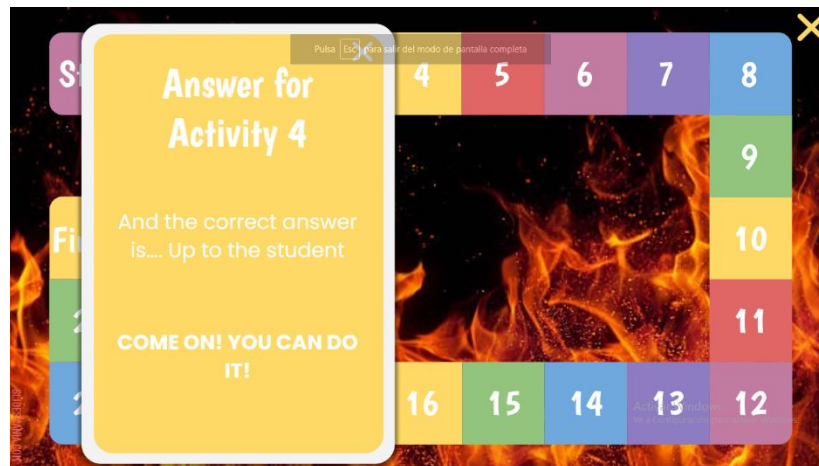
Note. Own creation from Google slides based on a template.

There is a possibility that the student may not be able to see the image of the question, so he/she can request to see it in a larger size on another slide (Figure 28).

Figure 28.

Question and answer.

Note. Own creation from Google slides based on a template.

The winner will know their success, given the last slide linked to the "finish" box and will find the following image (Figure 29).

Figure 29.

Card finish.
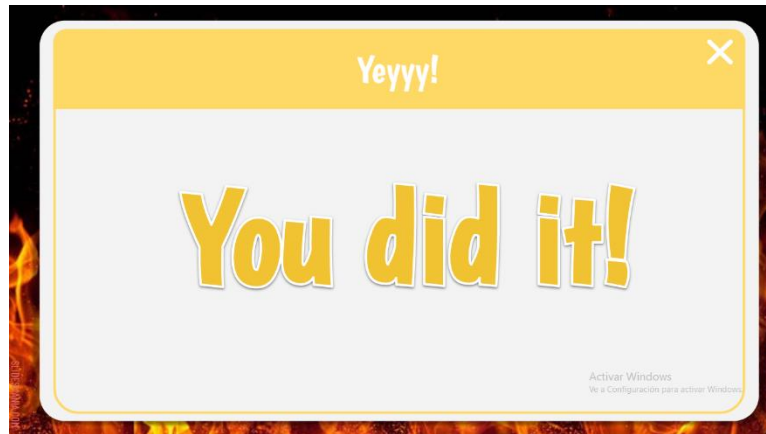
Note. Own creation from Google slides based on a template.

CHAPTER V.

Expectations, Conclusions, and Suggestions.

In order to better understand this proposal, I will now present some of the expectations I have towards using The Dante Game and pedagogical proposal, as well as conclusions, suggestions, long-term objectives and possible limitations. In this way, it will be possible to perceive and try to convince why it is feasible to teach English through games to improve communication skills, especially speaking.

The implication of this resource as a pedagogical strategy and proposal triggers a series of changes and possible results. Moreover, it is worth noting that all this is directly

related to the teaching of English as a foreign language, the teachers, the students, and of course, the type of educational institution and finally the project design itself.

First of all, it is necessary to contribute to the idea of changing the traditional way of teaching and learning, leaving aside those monotonous and repetitive activities, on the contrary, to improve the learning of English it is necessary to include the students with an active participation, attract their attention with topics of their interest and show them the importance of the use of English in everyday life.

Secondly, for a good implementation of this strategy and pedagogical proposal, it is necessary to create an appropriate space in the classroom and to respect the times proposed in the lesson plans.

'A third aspect that influences the implementation of this proposal is the students' level of English, since it is necessary that they have the necessary bases and basic expressions to express their point of view when playing, as it is well known, it is expected that eleventh grade students already have grammatical structures and familiar vocabulary, which is why, the lesson plans are not raised from a grammatical part but a thematic part, which allows them to acquire knowledge, expressions, vocabulary, related to the themes of the game.

Pedagogical Expectations and Considerations

Pedagogical and Didactical Expectations

This pedagogical proposal aims to demonstrate that it is possible to promote interaction and motivation in students through cooperative learning in a dialogical way to

promote and improve the different skills related to speaking, in addition, this proposal

thanks to its innovation and dynamism allows leaving aside traditional pedagogical

practices.

One of the implications at the end of the process is that students can develop their

speaking skills and improve different aspects of speaking such as the acquisition of

vocabulary, expressions, and the correction of grammatical errors.

Considerations

Games in general encourage students to improve and strengthen their oral skills,

especially when cooperation and motivation are prominent elements. Thus, it is suggested

that teachers who make use of this tool should plan and design study programs in relation

to the topics proposed in the game to improve speaking and other skills.

Time management is one of the important aspects for the success of this

pedagogical proposal, for this reason, it is recommended that there be enough time to

develop the game in the preset schedule (the teacher can modify it according to their

pedagogical practices) it is suggested that the creation of the groups be done the first class,

so you can identify and focus on the aspects of the members of each group and each class.

Also, it is proposed that in the creation of the groups, the members have different levels of

English so that there is collaboration and mutual help. In addition, it is recommended to

make use of visual aids to create a comfortable, favorable, and motivating environment.

Suggestions for Teachers

To implement the game in class, the teacher must motivate students to participate,

also teachers require a high level of self-esteem and self-confidence to understand that the

dynamics and different pedagogical proposals in public schools are bound to have a margin

of error or difficulty at the beginning. However, it is thanks to this, that the teacher will recognize and accept the different skills, strengths, and weaknesses as a basis for growth in the professional environment.

Bearing in mind that the main skill to strengthen is speaking, the teacher must be aware that this skill is based on practice, interaction, and social skills. Thus, the teacher will be a motivating agent of interaction spaces but also of critical self-reflection teachers are the ones who will be able to identify their students' mistakes and correct them immediately, thus creating in the student some knowledge about their strengths or weaknesses in their speaking skills.

This pedagogical proposal seeks to respond to one of the educational challenges which is the implementation of didactic strategies in the classroom, for this the teaching task must be innovative, creative and encourage thinking in students, creating relationships with their interests and environment, it is also worth noting that it requires a change in the role of teacher, since learning is cooperative and allows the student to reflect on their mistakes, difficulties and strengths in their learning process. This proposal also seeks to be a reflective exercise for teachers from the next and didactic, linking to technological areas.

Long- Term Achievements

One of the great expectations with this pedagogical proposal is the creation of a virtual platform that allows teachers and students to access synchronously and asynchronously to play and strengthen speaking skills in a foreign language. Of course, the main elements such as, game mode, characters, question types and time, would be maintained. It is expected that the change will exist in the access and evaluation of the answers, ideally students would be able to record their answers or play live and the game

would be recorded, and Caron will be able to identify errors and give feedback in an effective and relevant way.

On the other hand, one of the possible achievements of this pedagogical proposal is to promote the use of the platform or this activity in the different public schools in the city of Bogota and thus improve student quality and perception of education in English as a foreign language. In addition to providing new experiences and pedagogical practices in terms of speaking evaluation and achieve a new perception of the importance of this skill in language learning, so that there is equity with other skills such as reading or writing.

Possible Limitations.

Some limitations could exist when implementing this pedagogical proposal, of course, it is impossible to identify all those limitations; however, the language level of the students, the time of the classes, the resources of the institution, could be constraints of the main objective of this proposal. These aspects mentioned above have a double role in the proposal, they can be positive agents for the development of the implementation or, on the contrary, they can slow down its implementation.

The first limitation is the level of English of the students, although MEN requires students to possess an English a level at the time of graduating from high school, most of the times, this is overlooked. For this reason, the lesson plans can help to improve this aspect, however, as mentioned above, these lesson plans are based on the acquisition of vocabulary, expressions, and knowledge of common topics, but not of grammatical structures, since these are only slightly immersed in the proposed activities. Yet, it is difficult to achieve a result when students do not have an adequate level, causing possible

confusion, misperceptions, misunderstandings, delays and frustrations in both students and teachers.

The second limitation corresponds to the time of application of the pedagogical proposal, since it can be interfered with, modified, or altered, however, in the lesson plans there is a specific organization of the order of the topics and the corresponding times, the expectation is that there will be no disregard of the activities proposed.

The last limitation is the organization and implementation of resources by the educational institution, it is worth noting that most institutions are properly equipped to allow students to work online or access to web material; nonetheless, there are institutions or students who do not have this, therefore, make activities that have virtual resources would not be appropriate, which is why the game is raised from the face to face or virtuality.

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Annexes.

Annex 1. Feedback Sheet

THE DANTE GAME

FEEDBACK SHEET

NAME: _____

GROUP: _____ TEACHER: _____

DATE:_____ SCHOOL: _____

BELOW YOU WILL FIND A SPACE TO POST THOSE TIPS AND SUGGESTIONS CARON GAVE YOU TO IMPROVE YOUR SPEAKING.

YOU WILL ALSO FIND A SECTION CALLED "TO IMPROVE" WHERE YOU CAN POST WHAT TOPICS YOU THINK YOU NEED TO IMPROVE OR WHAT QUESTIONS YOU DIDN'T KNOW.

TO IMPROVE

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
11._____
12._____
13._____

Annex 2. Pedagogical Intervention (Board and virtual game)

THE DANTE GAME
Board Game
PARTICIPANTS: **ELEVENTH GRADE (4-10 students)**
Descriptor for speaking: *Students through their speech provide different information about their interest, hobbies and leisure time. Also, students can provide information about common topics such as music, movies, art, etc. This happens during the development of different recreational proposals.*
TIME: 1 hour.

TOPIC / THEME	PEDAGOGICAL OBJECTIVES	RESOURCES AND INSTRUMENTS
MUSIC	Recognizes specific information in visual and listen aids to related information and answer the questions. Improve their pronunciation and fluency, making use of vocabulary related to music.	Format mp3 and mp4 from different platforms (Youtube, Dailymotion and Vimeo)

ART	The student relates the different visual or audiovisual aids and relates them to his/her previous context and knowledge. Improve and put into practice their pronunciation and fluency, making use of vocabulary related to art.	Format mp3 and mp4 from different platforms (Youtube, Dailymotion and Vimeo) and pictures.
LITERATURE	The student relates the different visual or audiovisual aids and relates them to his/her previous context and knowledge. Improve and put into practice their pronunciation and fluency, making use of vocabulary related to literature	Format mp3 and mp4 from different platforms (Youtube, Dailymotion and Vimeo) and pictures and extracts from some textes.
CINEMA AND TV SHOW.	The student relates the different visual or audiovisual aids and relates them to his/her previous context and knowledge. Improve and put into practice their pronunciation and fluency, making use of vocabulary related to cinema and tv show.	Format mp3 and mp4 from different platforms (Youtube, Dailymotion and Vimeo) and pictures and extracts from some textes.

Annex 3. Phase 1.

Class 1.	
Phase 1.	**First activity. (20 minutes)** Through different introductory questions asked by the teacher, the students will respond on different topics. Example: What is your favorite genre of music? What is your favorite movie? Do you know who create the cinema? Who is your favorite singer? What is art for you? Who is your favorite artist?
	Second activity. (60 minutes) In groups, students will ask each other questions about different topics and will write down the questions and answers of their classmates. On this occasion they will share their answers with each other.
	Third activity. (10 minutes) By means of a wall, students will write 2 answers from their classmates, after that, there will be a socialization to give feedback.

Annex 4. Phase 2.

Class 2.	
	First activity. (15 minutes) Through different introductory questions asked by the teacher, the students will respond questions about music. *Resource.* https://wordwall.net/resource/11974770/music-questions
Phase 2. ***The class will develop with the next slides.*** ***https://drive.google.com/drive/folders/1qRT-uO47TNRhqhxIykyR-WqMT5rkelhR?usp=sharing***	***Second activity. (60 minutes)*** After that, the teacher will ask the students to define what music is. He/she will then show this video https://www.youtube.com/watch?v=ftlUJ_e2HTM And ask again about the definition and about the topic. The student will guess the instruments. Guess the instrument. *Resources slides and videos.* *https://www.youtube.com/watch?v=tb0gHAzpQPE*
	Third activity. (15 minutes) The teacher will explain about the different musical genres. *Resources slides and videos.* *Disco music: https://www.youtube.com/watch?v=o3epEnJAyu4*

	Rock music: *https://www.youtube.com/watch?v=fXyRxZTuOYU* *Classical music:* *https://www.classicsforkids.com/music/musical_period.php?id=Classical* *Rap and hip hop music.* *https://www.youtube.com/watch?v=tzTVGcXKSas* *Reggae.* *https://www.youtube.com/watch?v=_maFphU1bEY* After that, the teacher will ask them to create questions about music.

Annex 5. Phase 3

Class 3.	
Phase 3.	*First activity. (15 minutes)* The teacher will use images to show different paintings belonging to different artistic movements, and will also ask questions about the subject matter.
	Second activity. (60 minutes) In 7 groups, the teacher will assign different artistic movements with information, the students will have to identify the main characteristics, painters and paintings, and in groups they will have to make a painting that has the characteristics of the movement. After this, the teacher will teach the basic expressions and vocabulary to talk about art. The students, together, should make use of these and prepare an exposition or speech to explain the previous painting.
	Third activity. (15 minutes) The groups will explain the artistic movement and painting, making use of previous expressions and vocabulary.

Annex 6. Phase 4

Class 4.	
Phase 4.	***First activity. (30 minutes)*** The teacher will present different texts from different movements and periods. Through the fragments, students will identify the movements.
	Second activity. (40 minutes) The teacher will explain the subject matter and also briefly discuss the work of the Divine Comedy.
	Third activity.(20 minutes) Students will search for an excerpt from the Divine Comedy and write a text in response to this excerpt. Afterwards, they will share their perceptions.

Annex 7. Phase 5

Class 5.	
Phase 5. *The class will develop with the next slides.* *https://docs.google.com/presentation/d/1EZUWkPzdPsPRhohbQ2JG8KX6s8Se_uukbzvleB66bMY/edit*	***First activity. (15 minutes)*** The teacher will ask some questions as a preamble to the topic, e.g. *What is your favorite movie?* *What TV shows do you watch?* *What is the importance of movies and TV?*
	Second activity. (55 minutes) Through groups, students will create a mini film forum and a mini television discussion. In addition, they will recommend questions and explain phrases that they believe are used to express their opinions about cinema.
	Third activity. (10 minutes) They will create different questions and share them on an interactive movie wall.

Annex 8. Phase 6.

Class 6.	
Phase 5.	***First activity. 15 minutes.*** *The teacher will ask some questions to the students using WH Questions and present simple.*
	Second activity. (55 minutes) Afterwards, with the help of the slides, the teacher will cover the topic of WH questions and present simple again. Once the explanation is finished, different groups will be formed in the classroom so that the students can share the questions they asked and these will be written down and sent to the teacher.
	Third activity. (10 minutes) Some questions will be heard and general feedback will be given.

Annex 9.

https://drive.google.com/drive/folders/181hNPZqcqlT_ySE57HgQxsOBcX5TskGU?hl=es

Annex 10

https://drive.google.com/drive/folders/181hNPZqcqlT_ySE57HgQxsOBcX5TskGU?usp=s

haring

Annex 11.

https://www.canva.com/design/DAEgSY9TGac/EKxGX3eR3kWvVwYRAsSJwA/watch?utm_content=DAEgSY9TGac&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink