

Implementing Literary Videogames to Promote EFL Inference Reading Skills

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Abstract

The use of English in Colombia has been increasing as part of the globalization process of the language, and the demands that are growing in several fields. The “Programa Nacional de Bilinguismo” discusses the importance of EFL in education, considered as a competitive advantage and thus, looking forward to students’ reaching a B1 level with the bachelor’s degree, which is significant because of the professional development that goes after, then English turns into an important language with the phenomena of globalization. However, some tests demonstrate a lack of proficiency in this language on a national level.

Furthermore, in the post-pandemic situation, the use of technology clearly has had a leading role in education, giving possibilities not just for accessing information but also for communication and interaction. As a part of this realm and within the interest of young learners, the videogame is present, which was created originally as entertainment media but is also being employed in various fields, including education. This pedagogical innovation proposal aims to promote EFL inference reading skills in teenagers, using literary videogames, considered games that blend verbal and audiovisual art, featuring the interactive process within the narrative. Here these videogames work together with literature to help students in the reading processes with the narrative and interactivity that both have. For this purpose, the game-based learning strategy comprises gaming principles, as well as the design of activities to take advantage of the dynamism which can be linked to the reading process of literature in an EFL classroom.

Keywords: *Literary videogames; Game-based learning; EFL; Inference reading skills*

Resumen

El uso del inglés en Colombia ha ido incrementando como parte del proceso de globalización de la lengua, y las demandas que están incrementando en diferentes campos. El “Programa Nacional

de Bilingüismo” discute la importancia del inglés como lengua extranjera en la educación, considerada como una ventaja competitiva y, por lo tanto, buscando que los estudiantes alcancen el nivel B1 en Bachillerato, el cuál es importante puesto que es la base del desarrollo profesional, y con el fenómeno de la globalización el inglés se vuelve una lengua importante. Sin embargo, algunas pruebas demuestran que aún se requiere profundizar en el desarrollo de esta lengua nacionalmente.

Así mismo, en la situación post-pandémica, se ha mostrado que el uso de la tecnología ha tenido un rol líder en la educación, dando posibilidades no sólo de acceso a la información sino de comunicación e interacción. Como parte de este mundo, y dentro del interés de estudiantes jóvenes, aparece el videojuego, el cuál fue creado originalmente como un medio de entretenimiento, pero también está siendo empleado en diferentes campos, incluida la educación. Esta propuesta de innovación pedagógica busca promover la lectura inferencial en inglés como lengua extranjera en adolescentes, utilizando videojuegos literarios, que se consideran juegos que unen el arte verbal y audiovisual, destacando el proceso interactivo dentro de la narrativa. Allí estos videojuegos trabajan con la literatura para ayudar a los estudiantes en procesos de lectura, con la narrativa y la interactividad que ambos tienen. Para este propósito, la estrategia de aprendizaje basado en videojuegos comprende principios de jugabilidad, así como el diseño de actividades para aprovechar el dinamismo lo cual puede estar relacionado con el proceso de lectura literaria en un aula de inglés como lengua extranjera.

Palabras clave: *Videojuegos literarios; Aprendizaje basado en videojuegos; Inglés como lengua extranjera; Habilidades de lectura inferencial*

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Chapter I: The Problem

Context - Target Population

This pedagogic and innovation proposal was created to work with teenagers, specifically with 10th graders students learning English as foreign language. In an ideal context, this population is able to have an integral experience, including the use of technology. According to Gardner (2011) “they will have had the opportunity to interact with appropriate technologies, which deliver important and intriguing problems to them in an efficient and user-friendly fashion” (p.243). Nonetheless, this project is intended for a public school in Bogota, meaning that technology can be limited, and the use of devices should be as significant as possible.

Students at these ages also develop certain styles in regard to skills. Gardner (2011) mentions that teenagers are “able to reason exclusively on the level of propositions; that is, given a set of statements [...] the youth is able to make deductions or inferences and to draw proper conclusions on the basis of those statements alone” (p. 30). Moreover, they do not analyze and read a text in a single way, “students now approach it as a congeries of meanings, which emerge as a result of the various interactions among and interpretations provided by students” (Gardner, 2011, p.237). Thus, it is necessary to bring to the academic field diverse ways of experiencing with skills, like the use of tools and content that might catch their interest. Adolescents nowadays prefer the use of technology, as it is part of human’s daily life, therefore videogames are part of those options.

Hence, it is important to clarify what is expected of this population. In Piaget’s theory, since 11 or 12 years, is the formal operational stage, whose characteristic is to develop the ability of formulate hypothesis and confront them, to reach a conclusion or an answer. Moreover, they should develop the capacity of reason and argument, which is important in this proposal when it

comes to inference reading. Therefore, it is important to bring proposals that challenge them in their respective development of abilities, not just with inference reading, but with a way of learning that can be attractive for teenagers, such as using videogames for these purposes.

On the other side, Siegel (2014) references that adolescents' brains have four facets, one of them related to motivation. "Novelty seeking emerges from an increased drive for rewards in the circuits of the adolescent brain that creates the inner motivation to try something new and feel life more fully, creating more engagement in life" (p.19). Even though, this motivation is not always exploited in a classroom. As stated by Medina (2020) about an experience in a public school of Bogota, students are not interested in English classes because the contents, materials, strategies, and practices implemented did not motivate them to learn English, even having access to technological devices (p.4). Not to mention that English in public schools is not normally integrated with other areas, it tends to be a subject isolated from the others, and adolescents at those years have changing emotions and rebellious tendencies. For this reason, this proposal is conceived, considering interest of students that can lead them to be engaged, and promoting an English skill that helps them even to make better decisions, along with the use of videogames.

In social terms, the OECD (2016) reveals some data related to enrollment in upper secondary education and the quality in terms of skills. "At just 41%, net enrolment is low compared to most OECD countries, and national and international assessments suggest that students are not acquiring the skills they need for work or further learning" (2016, p.324). Even though there has been progress to improve levels in high school, it is still evident that most students are not well prepared for work or continue studying (OECD, 2016, p.348). Another aspect to consider in upper secondary school is the gap between public and private institutions. "The results of SABER 11 indicate that students in private schools, who for the most part come

from upper-income families, perform much better than their peers in public schools, who tend to come from lower socio-economic levels” (OECD, 2016, p.349). The OECD (2016) also demonstrates that in 2013, the percentage of students with levels from high to very superior were 68% in private, and 32% in public schools, while for low and inferior 32% for public, and 16% for private school students (p.349). This therefore shows that it is necessary to reflect and innovate in public schools seeking equity and quality for those teenagers that do not have economical possibilities for private access.

In the same way, it is important to highlight that schools do not often have enough materials to qualify learning processes. “Many Colombian classrooms face a shortage of textbooks, information technology tools, and other teaching and learning materials” (p.231). This can be an important difficulty due to the globalization phenomena that leads to the access of information and materials through the internet and technology, as for example with this proposal. This limitation of resources impedes a good development of subjects related to foreign languages and informatics or technology, thus, there are several demands that could facilitate more quality in public education. The OECD (2016) mentions that the investments should be to meet “the need for better-qualified and more specialized teachers, developing learning materials that encourage higher standards, and overcoming the acute shortage of libraries, information and communications technology infrastructure, laboratories and other classroom infrastructure” (p.376). While this proposal may not directly solve these problems, it can support the harness of available resources and promote important learning.

Statement of the Problem

To start discussing the problem, the first fact that requires to be mentioned is that nationally the English level of teenagers finishing school has not been good even after different

strategies and campaigns have been implemented. Colombian English standards explain specific skills that students should reach at 10 and 11th grades in regard to reading, such as identifying the point of view of an author or a critical position towards it, the use of a variety of reading comprehension strategies according to the purpose and type of text and making of inferences from the information in a text (MEN, 2006, p.26). Conversely, it is exposed in the English Proficiency Index created by Education First, whose last test in 2021 showed that the improvement of Colombia in the level of the language is not notorious; the country is placed specifically in position eighty-one globally, and seventeen out of twenty in Latin America. It is remarkable that within reading evaluation is covered the inference process, there are included “questions requiring inference, with inference on rhetorical features (tone, attitude) and structures hardest; this is another concrete to abstract continuum” (Education First, 2014, p.27).

In addition, the national exam SABER 11 evaluates Colombian students at the end of their media education in terms of English as a second language. The results demonstrate that in public schools more than 50% of the graduates of 11th grade are below the A1 level (SABER, 2021). Therefore, students from public schools at the end of their media education cannot achieve the minimum domain of the language. In this fashion, this situation may be related to some problems with inference reading comprehension, which is the focus of this proposal. One of their sections done with students in Colombia, has a part where they must do an inference reading based on a text whose focus is the perspective of the author, and some macro and micro aspects of it; evaluated with some questions that cover this (2021, p.60). Consequently, these skills are not being developed in the respective ages, hence it is necessary to consider different and new strategies to cover the ideal proposed by the Colombian government.

With the background understanding of results analysis and standards, it is evident that the inference reading level in EFL in Colombia continues to be low, contemplating the increase of coverage and the lack of treatment regarding the objectives proposed by the government. Furthermore, Medina (2019) through a diagnosis on an eighth-grade public school in Bogotá found that students had lack of comprehension of basic texts, being possible to deduce that with a next level of comprehension too. With this situation in mind, this project proposes to work on that problem by using a device that gathers the interest of students and matches with the learning process. Two videogames that are complex enough in narrative, to ask for deep comprehension and demand complex decisions, with an approach that aligns the purpose, are deemed to fill the gaps brought in the discussion of this section.

Rationale

The world is still adapting to the new post-pandemic situation. Since 2020, society has been looking for alternatives to study, work or even communicate due to the distancing that was required. Therefore, a new perspective regarding the use of technology started to lead to proposals and strategies which at that moment had turned into a necessity. The area of education has been one of the most affected by the need for technological devices to continue all the formation processes, such as synchronous virtual classes, digital content, and platforms, among others. Professionals related to these contexts have seen new and more possibilities to improve learning and teaching concerns.

In the twentieth century, due to the process of globalization, there is a wide interchange of information and culture, which at the same time demands a use of a particular language, facilitating communication. Thus, one of the most used languages is English, and that is why it started to become important language for countries that do not have it as first or even second

language. Therefore, the English Standards in Colombia consider reading as an important activity since ninth grade, however until tenth grade is where the inference reading is included, being the reason for considering the proposal with teenagers between these grades (MEN, 2015). Inference reading is a skill placed after literal reading, meaning a direct comprehension of a text, and before critical reading, which goes beyond the text in terms of comprehension and shows a critical analysis of what a text or an author proposes, hence showing the point of view arguably. In the same way, inference reading is important for learners because it leads them to a deeper comprehension of texts, considering aspects that are not mentioned explicitly, due sometimes to a lack of importance or information judged obvious. Apart from comprehension, inference skill also helps to make better decisions, or at least more argued ones, because of a complex situation or problem where choices are important will probably demand some inferences. Finally, in learning processes, to relate prior knowledge with new information, it is important to make inferences to then increase knowledge and continue getting new information.

Considering the current worldview with the new perspective and demands, as well as the problem with the application of English in the Colombian context. A strategy is thought, with the aim of facilitating learning and interactive processes of the language, and which fits in with all the technological possibilities in a post-pandemic context that catches the interest of learners and teachers. In the realm of technology and education, the videogames began to be considered as a tool or a mediation that is part of the interest of children and young learners, showing the potential that these kinds of games have in the learning process (O'Sullivan, 2019). Although this is not something new, learning with videogames in relation to inference reading is not highly considered. The use of these games nationally is not related to literature as it is at an international level.

As a personal experience, I have worked with videogames in classrooms to develop English learning processes. Namely, I was part of a project named “From Minecraft to the learning of English and technology” where the videogame had a significant role in the learning process, but at that moment just other areas like technology, mathematics, and sciences were considered. (Castillo et al., 2017) That is why I decided to start investigating the games that have potential for this project. In this case, the proposal of working with inference skill and two videogames (“Sherlock Holmes: Crimes and Punishments” and “Papers, please”) with teenagers, is pertinent as the narrative proposed in these games exhibits different paths that depend on the choices that players or students have, making interactivity an essential part on these games. Along with it, with the guidance of teachers and didactic materials, reading processes (Sir Arthur Conan Doyle’s stories and texts within the games) and gaming experiences work together to enhance inference reading, not to forget that videogames have been attractive to children and teenagers due to an interactive experience that in most of the cases cannot be replicated in real life.

With the above mentioned, this project proposes the following objectives:

General objective

To design an innovation proposal that promotes EFL inference reading skills in teenagers by implementing literary videogames.

Specific objectives

- To promote the development of inference reading skills in teenagers through the implementation of literary videogames in an EFL environment.
- To design a pedagogical and didactic innovation proposal that approaches teenagers to promote EFL inference reading skills through the implementation of literary videogames.

Chapter II: Theoretical Framework and Literature Review

Along this chapter, there is a state of the art that delves into research studies in local, national, and international context in relation to videogames, EFL reading, Game-based learning, or even the population, supporting the theory of the project. Afterwards, a theoretical framework that deepens into the constructs utilized in the pedagogical and didactic proposal: Literary videogames, Game-based learning, Inference reading and the way they are related here.

State of the art

The first study considered was published at Universidad Pedagógica Nacional, its name is “The use of educational videogames, as a Pedagogical strategy to develop basic EFL reading skills in a group of 8th graders at Guillermo Cano Isaza School” by Ivan Medina. The research is about the use of videogames to develop EFL reading skills at a basic level. This research was applied to eighth grade students from a public school. In general terms, the author concluded that there was a significant influence on the bases of reading skill, and the students at the end had different tools to continue working with it.

In regard to videogames, Medina (2020) in his research stands that “educational video games are an important tool for students to create a reading habit that allows them to increase their text comprehension” (p.6). That project by 2022 is the only one that has worked on reading skills using videogames at the Universidad Pedagógica Nacional in Colombia. This author also applied Game-Based Learning approach in his proposal. Medina (2020) used this approach to engage students by introducing educational content through videogames, particularly it “worked as an interactive and attractive tool because they offered potentials in improving EFL interpretation abilities” (2020, p.29).

Subsequently, the relevance of this study is on one side that the use of videogames in education can be considered a useful tool for students to increase their reading comprehension, not only attracting the interest and engagement of students, but showing that inference processes are clearly related to this games: “In this way, students do not have to learn grammar in a traditional way, since it becomes a deductive method that the student discovers as he/she explores different texts” (2020, p.29). For this reason, videogames seem proper to work with inference reading.

The second research was presented four years after an investigation developed in a municipality of Antioquia, Colombia. Restrepo et al. in their study “El rendimiento escolar y el uso de videojuegos en estudiantes de básica secundaria en el municipio de la estrella Antioquia” analyzed the use of videogames in relation with the school performance, in students aged 12-14 of several institutions. One aspect they highlight is that 37,3% of the population played videogames at least once a week, and 26% every day. In general terms, the study showed that videogames helped with school performance, and contributed to develop cognitive skills and motivation (2019). About the population, Restrepo (2019) clarifies that children and teenagers are the main participants of these games and mentions the tendency of sacrificing physical activities to dedicate time to these digital ones, resulting sometimes in isolation and the avoidance of responsibilities. However, it is considered a traditional definition due to the new views and different uses those videogames have had. In relation to possibilities that videogames give, Restrepo (2019) retrieves the possibility of interchanging information, online competencies, and the development of skills that might change the perspective of these tools. One of the main reasons that provoked this change is the use of these games around education, whose focus is the one utilized here. In the case of this proposal, one of the ideas is to take

advantage of all these possibilities that a videogame gives, as the related population is normally interested in this kind of tool.

Having described the research, what is deemed relevant is that in great percentage videogames are used regularly by students and mostly in their homes. Although this study shows that there is not a conclusion whether the use of videogames by teenagers affects in a positive or negative way, in the negative side is related to giving priority to these games than academic site, which is the gap that this proposal is considering by including videogames in academy.

As follows, the third research contemplated is an analysis of videogames in learning at an international focus, its name is “Videogames and education: Analyzing of research trends” One of the aspects to consider is that educational videogames are tools that were either created or adapted for pedagogical purposes. Marin-Suelves (2022) agreed that these educational games are an important tool and a didactic strategy that helps to develop several competencies such as cognitive and psychosocial. Regarding the educational area, Marin-Suelves (2022) retrieves the variety of uses that videogames have had, including the learning of natural sciences, mathematics, music, astronomy, culture, creativity, cognitive processes, and empathy, apart from the learning of English. This demonstrates the dynamism that videogames have in education which finally will depend on the purpose and the strategy.

Therefore, the study helps as evidence for this proposal in terms of the ways to utilize videogames in education, in fact, there is a wide variety of areas where videogames are included. Among the possibilities, the ones considered in this proposal suit completely, including the approach, the skill, and the tool. Additionally, it is shown that this proposal is part of the tendencies that are being distinguished in the academic field internationally.

Furthermore, the next two theses are the most related to what this project contemplates in terms of literature and videogames. One of them “The Dynamics of the player narrative: How choices shapes videogame literature” by Jeffrey Brian (2013), focuses on the importance of investigate about videogames literature (what here is named as literary videogames), defined as “narrative device in a structural capacity, evaluating not only the psychological concerns of decision making and how those concerns relate to videogame storytelling structures, but to evaluate the experience of choice toward building a player narrative” (p.3). Basically, the particularity of these videogames is the narrative that is involved within the stories, where choices are important. This is why Jeffrey Bryan brings a discussion about the narrative of authors and players, where the first designs the macro narrative, and the second depends directly on the decisions that are made in the process of playing, with different levels of affectation (2013).

What stands out from this thesis for this project, is first the potential and complexity that videogames related to literature have, where the player has an important role due to the paths that they can take, and sometimes affecting the general narrative. This happens with the videogames deemed in this proposal, where the decisions lead them through at least four paths. In the case of Sherlock Holmes, conclusions and decisions are diverse in each story, and in Papers please, there are 20 endings that depend entirely on the player, all of this requiring a process of inferences to get to a choice.

The last study chosen is also about narratives in videogames in a literary way. Andrew Turley (2018) in his work “Reading the game: Exploring narratives in videogames as literary texts” says that videogames can be examined as literary texts because of the narrative and the dynamism that they have. Similarly, Turley establishes an analogy between a player and its

equivalent with literature: “the reader of a narrative video game as a text is locked through play into a continuous, reciprocal relationship between playing/reading the text and their mental decoding of the text” (p.12, 2018). While discussing videogames as literary texts, Turley clarifies that as every reader has a particular experience, every player has their own too. The author also mentions a case study where he could conclude that “video games can be read, interpreted, and discussed as literary texts readily by students in literature classes and suggest that low-participatory, hard-to-reach students can engage literature through alternative media that resonates with their interests” (2018, p.9). Meaning that videogames can be used as an effective tool to achieve an engagement with literature, in a different way. Moreover, videogames that are based on literature have a close relationship on the narrative part, even considering that the player and the author narratives cannot be the same.

There are indeed several aspects that are relevant in this inquiry, one of the most important is the sight of videogames as literary games, where the analysis and experience are complexed, “the reader becomes a quasi-co-author of the text in the space of their own experience” (2018, p.12) due to the possibility of interaction and outcomes given by choices. This interaction can be considered even as unique, as “video games do not tell one story or necessarily the same story for their readers”: (2018, p.47). Getting closer to the skill utilized for this project, Turley (2018) mentions that “when gaps in meaning and interpretation are located in the text, readers of video games fill in those gaps with information gleaned from extratextual referents (inferential storytelling) or by crafting the narrative themselves” (2018, p.47). In the end, Turley suggests that these games can work effectively with literature in classes, as he concluded in his case study.

Some games are created originally with a narrative and a structure based on literary texts and give, for example, different endings that depend mostly on the path that the player or reader takes along the gaming experience. Considering the way videogames are treated and associated with the promotion of a skill, they may invite the students to have more interest in literature, and even to check what other possibilities are there with literary videogames. That is why this pedagogical proposal combines inference reading with literary videogames. Thus, the next section devises the constructs required for this proposal.

Theoretical Framework

Literary videogames

To provide a perspective of literary videogames in this proposal, it is necessary to retrieve some definitions of videogames before. Salen and Zimmerman devise the following definition: “A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome” (2004, p.80). Taking this into consideration, videogames mainly differ in this definition due to the digital or technological aspect. Newman uses this definition of games and completes it with some clarifications: videogames offer several levels of interactivity, participation, and engagement (2011, p.28).

The videogame engagement is related to several conditions to which Bogost agrees with, he states that videogames experiences depend on the rules and the actions related to a world created that works as a medium where the player has a particular role (2011, p.4). These roles are highly important for the characteristics given in the context. For example, about the games used in this project, the role of a detective has its own particularities that are required to solve the cases, and the role of an immigration officer requires the knowledge and analysis of information. Celia Hodent proposes a definition that covers the previous perspectives:

Video games are a rich interactive art form allowing players to experience a wide variety of gameplay mechanics, worlds, concepts, and stories. They have become one of the most popular forms of entertainment in the world, and some of them are highly engaging.

(Hodent, 2021, p. 77)

The definition helps as an introduction to the specific kind of videogame considered for this project, that is, literary videogames which help to promote inference reading. Compared with other types of videogames, literary videogames are not very common, therefore there are various ways to label it, including videogame literature, literary games, and literary videogames as named in this project. The main author that develops the concept is Astrid Ensslin, “a subgroup of art games, which contain or even foreground verbal rather than purely audiovisual art” (2014, p.17). There are several characteristics to consider when looking for an accurate definition of these videogames, such as the elements that help to fusion literature and games that “spans a large spectrum of digital texts that combine literary (poetic, narrative, and dramatic) and ludic elements” (2014, p.60).

Bryan (2013) highlights two forms of narratives that are encountered in literary videogames, those are player narrative and author narrative. The first one is related to the experience that the player has in the game with the choice dynamics; while the second one is stricter and is more associated to the intentions of the author.

Like Ensslin, Burn, Bryan and Turley; O’Sullivan features the potential of these games and the pertinence on the current context, mentioning that literary games “are rich and immersive multimodal works that satisfy the demands of contemporary audiences—they offer readers narrative spaces with which to interact, and so, will always be more popular in an age where immersion is the major draw” (2019, p.72). This means that the literary videogames offer the

possibility to have the fiction visible, thus, it is possible not just to see in real life what should be imagined while reading literature, but also to interact in this world, being attractive to onlookers like teenagers, as in this proposal.

About the videogames used in this project, there are two considered: *Sherlock Holmes: Crimes and Punishments* developed by *Frogwares and Papers, Please* by Lucas Pope. To determine the use of these videogames, it was necessary to do an inquiry about the possible games that can be utilized. The first criteria deemed is videogames that are based on literature works or that propose a narrative that is related to the one of literature. The second is videogames whose narrative helps to do inference processes and that show similar developments in relation to the text. Also, videogames whose playfulness and content cause the less controversy possible. And the last one is videogames whose requirements and length give the possibility to be utilized in educational context, particularly for this proposal.

To go deeper into the videogames chosen, the one *Sherlock Holmes* is an adventure mystery game, based on the characters and stories of Sir Arthur Conan Doyle. The game has six cases, some of them directly adapted from the *Sherlock Holmes* stories (see Table 1), several locations that are available depending on the case, and some abilities to find clues and to imagine in the case scene.

Table 1

Cases on Sherlock Holmes: Crimes and Punishments and adaptations

Case	Adaptation
The Fate of Black Peter	From “The Adventure of Black Peter” in <i>The Return of Sherlock Holmes</i>

Riddle on the Rails	From “The Story of the Lost Special” in <i>The Strand Magazine</i>
Blood Bath	Is not an adaptation, but features the <i>Cult of Mithras</i>
The Abbey Grange Affair	From “The Adventure of the Abbey Grange” in <i>The Return of Sherlock Holmes</i>
The Kew Gardens Drama	Is not an adaptation, but has characters from <i>The Testament of Sherlock Holmes</i>
A Half Moon Walk	Is not an adaptation

Note. Adapted from *Sherlock Holmes: Crimes & Punishments* by Wikipedia contributors. (2023, January). Wikipedia. https://en.wikipedia.org/wiki/Sherlock_Holmes:_Crimes_&_Punishments

Figure 1

Bookcase of Sherlock Holmes, showing a summary of the cases finished.



Figure 1 shows the casebook utilized by Sherlock in the game, the Chronicle summarizes cases finished, as well as conclusions and moral choices, with the personality ranking based on the previous information. It also includes a map with the locations of the case, tasks, evidence, trophies of the cases solved, and characters of all the cases with their information. This can serve for teachers to follow up the process throughout the cases in the videogame. In relation to the topic of this game, Oakhill et al. (2014) mention the inference process that is implicated in Sherlock Holmes' cases while he collects information and makes inferences to elaborate a coherent conclusion in the story, here "a reader is presented with (more accessible) pieces of information in a text but must form a full mental model of the situation and events by means of inferences and background knowledge" (p.38).

About *Papers, Please*, it is a puzzle simulation videogame, where the player has the role of immigration officer in a fictional country called Arstotzka. In general terms, the player has to allow or reject citizens depending on the accomplishment of requirements in terms of documents and other norms, or sometimes depending on the moral choice of the player. Apart from the work, the player has to deal with financial aspects (see Figure 1), that are related to personal and family expenses, penalizations, bribes, among others.

Figure 2

End of day screen in Papers, Please



Game-based learning (GBL)

GBL is an approach that has been widely used when linking games and learning. In general terms, Squire defines it as “a particular kind of designed experience, where players participate in ideological worlds, worlds designed to support a particular kind of reaction, feelings, emotions, and at times thoughts and identities, which game-based learning designers are

leveraging for education and training” (2013, p.103). Moreover, about the effectiveness that this strategy can have, Jan Plass (2020) precises that “game-based learning means a learning task is redesigned as to make it more interesting, meaningful, and, ultimately, more effective for learning than either a nongame or gamified task” (p.4). Otherwise, Farber (2017) retrieves general definitions that have a point in common, those are “teaching curriculum like a game, using parts of a game in nongame contexts (gamification), actually, playing a game, or making games. What is important is that each variant is “gameful”—what your students do should feel like a game” (p.XX). On the whole, there are mechanics that function effectively with learning in a new way, completing tasks and enjoying a game. Not to mention that there are similar approaches that do not use videogames in their complexity (see Table 2).

Table 2

Difference among Gamification, Playful learning and Game-based learning

	Learning activity	Game features	Example
Gamification	Largely unchanged	Mostly use of extrinsic rewards	Gamified worksheets
Playful learning	Redesigned to be more relevant, meaningful, and interesting	Mostly use of intrinsic rewards	Simulation with playful feedback
Game-based learning	Redesigned to be more relevant, meaningful, and interesting	Use of full range of game features	Learning game

Note. Adapted from *Handbook of Game-based learning* by Plass, J. L., Mayer, R. E., & Homer, B. D., 2020, p.4. Copyright 2020 by Amsterdam University Press.

McQuiggan et al. (2015) state that game-based learning can replace the fear of failing that students might have in a regular classroom, because in videogames children fail and try without hesitation. Then for this approach, the most important inquiry to consider is about the way learning can be enhanced by the use of videogames (p.246). Additionally, several factors of games that maintain engagement can be considered, such as “creating adaptive challenge,

contextualizing play within an engaging narrative, and emphasizing interactivity” (McQuiggan et al., 2015). There is also a suggestion of multisession experiences, as is contemplated in this proposal. In terms of technology, devices facilitate successful learning processes. Farber (2017) mentions that “active learning, rather than passive sit-and-get education, seems possible due to digital technology. What’s more, computers can be used to create personalized learning environments that adapt to student ability” (p. XVIII). All of this should result in more engagement and better learning outcomes based on the use of this approach.

There are several factors that Farber (2018) contemplates when it comes to the application of game-based learning. Teachers in charge of these kind of implementations need to play the games before knowing the mechanics, processes, content, and even in a horizontal way by playing with them in the sessions. Although there are games intended for educational purposes, it is also correct to adapt commercial games in the curriculum. This approach in a classroom makes students have more autonomy, competence, and belongingness, therefore they can participate more in the development of classes with their initiative (p.223). Another one is that games help to evaluate certain skills that tend to be difficult to measure like problem solving, collaboration, among others (p.191). Overall, the potential of videogames with this approach can be significant, but it requires a substantial engagement of teachers.

When discussing the videogames that should be used in this approach, there are several aspects to consider. Educational videogames are the ones that are created or adapted internally to have clear learning outcomes. However, the tendency is that these videogames are less engaging because some mechanics are sacrificed to include educational content or features. The advantage is that “Game-based learning can be used to give students a deeper understanding of content. Putting a student in front of an educational video game does not accomplish this” (Farber, 2017,

p.245). On the other hand, after the criteria of choosing games that teachers play themselves, the preference is to use videogames open-ended that ease learning integration, meaning that players can follow their own path and the goals that they prefer.

In experiences retrieved by Farber (2017), teachers “created qualitative assessment strategies, which included reflection questions. (p.227), being an easier possibility with that kind of videogames. In addition, an important factor for this approach is the selection of games whose goals or achievements help in those strategies to evaluate learning processes. In case this is not evident, teachers have to integrate the existing ones with learning goals. About this, Farber mentions that “digital badges in game-based learning recognize the achievement of mastering content or a skill” (p.289). This project particularly brings not just achievements, but conclusions and endings of the videogames used, to work with content that enhance the promotion of a reading skill. Even though the final outcome is mainly the production of students in this proposal, without achievements and goals recorded by videogames, it would be an incomplete evaluation in Game-Based learning.

Inference Reading

The inference process in reading normally goes in complexity after the literal reading. In general, it is about what is beyond this or implicit. Nevertheless, before deepening into this skill, it is necessary to clarify the concept of inference. Kendeou highlights a notion where there are two stages to generate an inference, activation, and integration. First, an acquisition of what becomes prior knowledge after reading information, is activated as long-term memory; afterwards, a new access of information is integrated with that memory. (2015, p.162). Similarly, Oakhill et al. (2014) consider that “Inferences are supported by the text, but they go beyond the information that is stated explicitly” (p.38). Yet, the analysis goes deeper as inferences are not

always of the same kind, there are two considered in the book, necessary and elaborative. For the first one, there are two levels: The local cohesion inferences is where “the reader clarifies the meaning of words and phrases by linking them to other words and phrases in the text” (2014, p.40) It might relate words in lexical terms, or the common inference between nouns and pronouns. Global coherence inferences on the other hand, link different parts of the text in a mental model, deriving places, emotions, reasons, and others (Oakhill et al., p.40). Finally, elaborative inferences are “further associations and guesses about the contents and development of a text” (p.52), but these are not necessary to comprehend the text, even they sometimes can deviate it.

For the inference skill, Gerrig and Wenzel review two types of thinking that might be encountered before drawing inferences, usually when the reading experience is related to mysteries. One of them is convergent thinking, which “helps people to fuse ideas, pull concepts together, and find solutions to problems with one well-defined answer” (2015, p. 379). In comparison, “divergent thinking is responsible for novelty and allows people to form many solutions to problems with ill-defined answers” (2015, p.379). The previous review evidencing the two possibilities depends on the clues, focus and deductions to arrive at a possible conclusion, either wrong or correct. At the end, and particularly in the genre of mystery and others related, these two types of thinking support an identification of missing information and encourage readers to find that information. In words of Gerrig and Wenzel, “inferences help readers recognize when a mystery is present; readers engage the inference processes of convergent and divergent thinking to address those mysteries” (2015, p.382)

Nation retrieves the focuses on comprehension questions, emphasizing on the second and the third one, related to inference comprehension. The second is drawing inferences from the

text; take ideas or information that is implicit and embedded but with arguments taken from the text. This implies the analysis of characters, associations such as cause and effect that are not explicit (2009, p.29). The next one is related to the use of the text for other purposes in addition to understanding, clarified also by Nation: Involves the application of ideas from the text to resolve troubles, application to personal experience, the intertextual comparison (2009).

Butcher and Davies discuss inferences related to learning with multimedia resources in comparison to resources that are not on the internet. Multimedia refers to diverse types of digital and interactive content, visual and verbal (p.322). Amidst the review of comprehension with multimedia (texts and visual content), the authors evidence that “the degree to which learners can generate inferences that will serve to connect multiple forms of representations is likely to have a strong impact on their eventual understanding” (2015, p.326). Even, just visual representations help to make inferences in a way to integrate knowledge in the course of learning. Lastly, Butcher and Davies conclude that learning with multimedia helps to improve in deep understanding (p.327). Concerning this proposal, inference reading has a leading role, as this skill is the main integration of literary content brought throughout the sessions with Sherlock Holmes, the mechanics and content of videogames that work together to promote this reading skill, and activities that include questions and reflection based upon both the videogames and the rest of resources.

Figure 3

Visual representation of constructs



Figure 3 shows a relation among the three constructs. In the background, there is a board of a classroom with a picture of a detective's office representing literary videogames. In the students' table, there is an opened book representing inference reading, and a pencil case with a pen and a pencil, representing English. Finally, the student has a console control in their hand, representing Game-Based learning. As literary videogames are used as the input for students, it can be compared with a board in a traditional classroom. Whereas inference reading is part of the process while reading literary texts, thus it can be represented by a book. Although English is not a construct, it is completely related to inference reading and literary videogames; the input and output is completely in this language. Lastly, Game-based learning is the way students can interact with both literary videogames and the texts that lead them to make inferences and develop that skill.

Chapter III: Methodological Design

Along this chapter, there is a general theoretical approach to comprehend innovation proposal in didactic and pedagogical terms. Subsequently, the innovation is enriched with the visions of language, curriculum, classroom, learning, and the role of teachers which supports the design and planning of the different stages and sessions displayed in this project.

Pedagogical and Didactic Innovation Proposal

At the onset, this proposal was intended to be implemented within action research. Conversely, due to unforeseen circumstances, the project has evolved into the realm of pedagogical and didactic innovation. Paniagua and Istance retrieve several perspectives and experiences about education environments. They mention that teachers need to make decisions on how to teach as pedagogies offer enough background for that. Due to this, “Innovation in pedagogy, like any kind of innovation, takes existing ideas, tools or practices and brings them together in new ways to solve problems when current practice is not adequately meeting needs” (Paniagua & Istance, 2018, p.52).

For a proposal to be innovative, there must be a learning process where professional challenges are identified (such as insecurities, wrong assumptions, routines), yet with the advantage of having a substantial group of practice which enables a professional development. (2018, p.30). For some of the authors contemplated, there is a discussion which recovers some experiences and strategies that were born in the context of Covid-19: “Thinking about an innovation in teaching also means identifying what goes beyond the spatial orientation of knowledge to address what is necessary to be truly ready for the challenge that many sectors of knowledge pose” (Settineri, 2020, p.4).

The context usually leads teachers to seek innovation because of the conditions. Robinson and Aronica (2015), discuss conditions of teachers: “a good number of which are dealing with adverse conditions and were once in considerable trouble, have used that space to innovate within the system, often with inspiring results” (p.69). Pedagogically speaking, teachers usually face different kinds of limitations, “innovation is possible because of the sort of system that education actually is”, and this happens even more in Colombian contexts with public schools. Umpierrez (2016) brings a first definition of pedagogical innovation, she states that it emerges thanks to autonomy, looking for a transformation in the community without putting aside what is already in the context to avoid disruptions (p.58, 374). Although this emerges from experiences in the classroom, Umpierrez (2016) relates it with didactical innovation, saying in essence that a theoretical construction has change and improvement as final objectives (p.15). The didactical innovation tends to be more aligned with the participation of school and teachers in the process of change (p.33). On the other side, Piedrahita y Gomez (2014) highlight the rigorousness required to grant endurance of the innovation in institutions. They propose an action plan that starts with characterizing the population with several strategies and tools; reinforce constructs and theory of the purposes to seek an articulated curriculum, with critical pedagogies and human rights; create tools to evaluate and to look for congruity in the Institutional Educational Plan; and stimulate the institutional work to sustain the organization of the institution (p.42). Finally, they add that pedagogical innovation assists in the creation of diverse forms of thinking in the school politically, resisting reforms proposed by the neoliberal discourse (p.15).

There are several reasons why this project can be considered as an innovation. The first one is that at a local level, reading in EFL is not widely covered, which happens with the inference level in a broader context, because it is not easy to work with this level. About this,

Paniagua and Istance discuss a deep change that teachers must do, triangulating progressive innovations in teaching and learning and experiences that serve as references while implementing (2018, p.24). Additionally, the fact of contemplating a category of videogames that has been barely used in education; literary videogames that give the possibility of working with literature, transforming a learning experience into a meaningful one.

Vision of Language

The vision of language deemed in this proposal is based on how it is related to the application of videogames, where there is a constant interaction between the game and the student, and among the peers as well. As Eshelman mentions, part of the advantages of GBL in terms of language include “its “JIT” or “Just In Time” nature of bringing learning to learners whenever and wherever it becomes needed” (Eshelman, 2017, p.18). In general terms, “teaching and learning that is based on the use of language alone, whether written, spoken, or both, is misdirected because it does not empower students or grant them agency with respect to what they know about” (San Chee, 2016, p.30). This means that it must go beyond the social aspect of language, as well as the experiences, have an important role, becoming important for any development of activities. As expressed by San Chee (2016), “when we use language to understand our own experiences, those experiences become social as well” (p.49).

With respect to the social aspect, there is an important factor in interaction at a personal level, which is the critical part; directly related to inferences. “When communicating with others, we think critically as we draw inferences about attitudes and dispositions from tone and language” (McQuiggan et al., 2015, p.104). In most pedagogical innovations, interaction and collaborative work is important, and this is not possible without language. “Language as used thus becomes a repository of social experiences. It expresses and preserves social and cultural

events, experiences, and pragmatic meanings.” (San Chee, 2016, p.49). Particularly, in relation to videogames, language has an important role in developing identity, and to differentiate worlds. Gee indicates that a good videogame “encourages the player to relate, juxtapose, and meld his or her real-world identity (actually, multiple real-world identities) and the virtual identity of the character he or she is playing in the virtual world of the game” (p.120).

Vision of Curriculum

A curriculum is part of the basis that is essential to discuss and implement a pedagogical proposal. Pettyjohn et al. discuss the importance of changing the curriculum in a way that can link content and context functionality (2012). To accomplish this, a Game-based curriculum must include missions that are enriched in story, various tasks related to talking, data collection, proficiency with tools, implementing solutions and deliberating the consequences of chosen actions. Similarly, the curriculum must reflect interactive objects, places, people, and others that make players to be clear on their choices. (Pettyjohn et al., 2012, p.307). In view of this, the videogames and skill selected for this project fit the curriculum related to Game-based learning, as the approach demands a story that requires collection, proficiency, solutions and reflections, which is represented in “Sherlock Holmes: Crimes and Punishments”, where each case to solve includes a story previously and subsequently, a recollection of clues and information is needed, there are some tools for the cases that require certain proficiency, and a choice of conviction or acquittal right after the player has decided a conclusion.

Likewise, “Papers, please” requires a high proficiency of different tools to analyze the information of papers required to cross the migration checkpoint, including a complex story and progress of the player, their family, citizens and immigrants, even their country, which demand frequent choices to end up in one of the twenty possible finals. Suitably, the skill of inference

reading is widely covered across Game-based curriculum and the complexity of the carefully chosen videogames, due to the almost unique path that each player can follow, their conclusions and decisions that indeed affect their gaming and learning experience. Overall, a curriculum for this proposal must include videogame dynamics that promote engagement in the learning process, an integration between the academic content and stories from the games used, and a constant work and follow-up of skills and objectives to have successful results.

Vision of Classroom

One aspect of the classroom vision is based on the one of curriculum, it includes technological and physical resources that provide the possibility to work with videogames and to work in groups in the case of the students, bringing all the prior knowledge in all the cases. As stated by Eshelman “Game Based Learning can individualize learning, and its use can be designed as an individual or collaborative learning experience” (Eshelman, 2017, p.18). This classroom also considers some materials that give the students information about vocabulary or procedures which may be useful to be reminded. “In classroom contexts, the aim of dialog is to help students achieve a more expansive comprehension rather than to provide a single explanation” (San Chee, 2016, p.56). This vision highlights communication processes, where students interact with their peers to have better learning processes. “Fostering dialog in the classroom thus creates a more open yet more critical disposition toward discourse and the knowledge construction process. As ideas mix, collide, and are interrogated, students learn that the process of inquiry is a sense making, and hence dialogically constituted, activity” (San Chee, 2016, p.57). This puts communication as one of the pillars in a Game-based classroom, and that is why this project is thought to work in groups, fostering collaborative learning too. Besides, interaction includes teachers as well, San Chee (2016) states that in these classrooms the

videogames do not work alone, it is mainly the work of teachers and students to propose an effective curriculum. A teacher needs to be prepared to work in these conditions and context, and students must have enough willingness to reach the curricular objectives. (p.86). Hence, an ideal classroom in this proposal includes a continuous and collective work of teachers and students, to take the best advantage of what videogames can offer in learning processes and educational contexts, seeking better results and more significant experiences in comparison to traditional classrooms.

Vision of Learning

Learning is an essential part for a didactic and pedagogical proposal, several perspectives are brought to understand how learning is understood here. Spierling groups three main aspects while learning in a game-based environment: Communication, which is related to the narrative and the storytelling that has to do with the choice decisioning and the instructions that are given by the videogame or the teacher. Interface is related to the repetitive actions that are required in a game, such as pointing, choosing, and moving withing a game. And model, related to the stimulation of games in which they have trial and error, or where there is a deduction process from some information that the videogames give, and the conclusions and decisions as well (2006, p. 131).

Rosenfeld discusses the possible definition of learning in a digital or a game-based environment, considering the acquisition of skills that promote participation in the classroom, as well as the multitasking ability (2012). Moreover, she retrieves some principles to consider: “The learning environment must be structured for participants to engage in a cycle of conceiving, representing, and sharing a piece of digital art” (2012). This means in this proposal that learning comprehends the understanding of a videogame and its content, and the possibility of reflecting

and discussing it. About the evaluation of the learning process, Rosenfeld highlights that it is embedded into the gaming process (and the external activities in this proposal), and the product that outcomes from the process. Finally, there is another principle related to the tool: “Digital technologies must play an integral role across the conceiving, representing, and sharing process” (Rosenfeld, 2012, p. 245).

On the other hand, interactivity also plays an important role in learning, there are several aspects to take into consideration. San Chee (2016) emphasizes that learning depends highly on participation, the conditions given in a classroom provide rich possibilities for evaluation of students learning. This includes dialog, attitudes, beliefs, values, activities, and more. (p.116). Overall, learning in this project is the final goal, a process that enhances students’ knowledge and abilities while interacting and working collectively with all the subjects involved in the process. Here, learning is seen throughout the whole process of the proposal, not just with exercises based on the content, but also during the implicit occasions where students must investigate, reread, ask, deliberate, doubt, and even choose.

Role of the Teacher

The role of a teacher is important due to a change of paradigm that is evident in comparison to what traditional schools have been doing. In general terms, a teacher is a guide rather than a kind of authority. Yan San Chee mentions that as the approach is student-centered, the teacher has to be almost an expert on videogames, because it is required to be opened to any type of discussion valuing the view of all the students in the playing and learning process. The teacher must also be ready to be challenged in terms of questions and situations that have not a unique way to solve (2016, p.65). Teachers must be conscious of what can happen in a Game-based environment in relation to interaction, notably the classroom is a discourse space “created

for competing claims to emerge, collide, and be rebutted, alternative suppositions and speculations to be voiced, a wide array of evidence to be cited in defense of assertions made, and contradictions in argumentation to be identified.” (San Chee, 2016, p.115). As mentioned, teachers also guide communication situations given in classrooms, showing the experience and preparation when working with videogames to seek learning or promoting a skill. Although dialog is natural in classrooms, there is a possibility that barriers appear, complicating communication, which is also natural when debating and making inferences to have choices. In relation to this, San Chee states that “teachers have the important role of facilitating the classroom dialog and modeling the interrogation and probing of knowledge claims in the “public” arena” (2016, p.115). Altogether, a teacher in this project is a special guide that is ready for every challenge that can be presented in a classroom that involves videogames in it, considering potential and difficulties to search for the best experiences and good outcomes.

Chapter IV: Proposal of Pedagogic and Didactic Innovation

This pedagogic and didactic proposal consists of the use of literary videogames, in particular “Sherlock Holmes: Crimes and Punishments” and “Papers, please”, taking advantage of their relation to literature and narratives, in order to promote inference reading in teenagers, following the principles of Game-based learning. The main reason for choosing these specific videogames is that the first one is based on some short stories of Sir Arthur Conan Doyle, showing a direct relation with literature, giving various possibilities and inference experiences in the game. Second, “Papers, please” shows a complex narrative that can lead students to unique experiences, granting many possibilities to conclude the game based on many choices required. With the previous aspects, this proposal is organized with the aim of reaching the general objective and based on the possibilities that are given by videogames, literature, and Game-based learning.

The project is organized in three stages. The first one is called *Getting ready to go beyond*, which consists of three lesson plans seeking to contextualize students with the dynamics of sessions and games to be used, introducing vocabulary, concepts required, and game dynamics within the classroom as well. The next stage, called *Being a detective*, is organized on nine lesson plans focused on the role of a detective. Here students perform the role of detectives by getting information and background from literature and doing the whole process of an investigation in the videogame, which provides them with the possibility of concluding and deciding by themselves. The last stage whose name is *Interpreting the facts*, consists of three lesson plans doing the role of an immigrant officer, here students are introduced in the job within the game, and they have to demonstrate their progress and their deductions, identifying the reasons why they move forward or backward, thus they need to play several times in this. In

total, the project is organized in three stages, where the last one requires a summary of achievements by groups (or sometimes individual), the paths that were carried, a comparison with others', and a final reflection that reveals the level of their inference reading skill.

In addition to the design of a pedagogic and didactic innovation, a web page was also created with the purpose of facilitating a future implementation and an interactive practice. The web page introduces the proposal, with all the activities and lessons organized within the page, letting the potential students upload their productions over there as well; the link is the following: <https://jccrneo.wixsite.com/implemen-lit-videoga>.

On the other hand, the following table shows the summary of the three stages, including the participation of videogames, Game-based learning, and inference reading.

Table 2

Plan of Intervention

Stage	Lesson	Objectives	Inference reading activities - Interactions	Language and approach	Literary videogames
First Stage: Getting ready to go beyond	Lesson 1: From lines to in between	- Analyze the literal reading level of students - Analyze the inference reading level of students	- Reading comprehension: individual work - Quizizz: individual work - Video: individual work	Vocabulary: Lexicon related to literal comprehension, immigration officer, detective. GBL: Introduction to Game-based environment	N/A
	Lesson 2: Investigation for dummies	- Recognize vocabulary related to Sherlock Holmes - Identify a case of Sherlock Holmes - Analyze inference reading level	- Video: groups work - Matching columns game: groups work	Vocabulary: Lexicon related to riddles, murder, disappearance, detectives, Sherlock Holmes' characters on "The Boscombe Valley Mystery"	N/A

		- Reading comprehension: groups work	Characters related to Sir Arthur Conan Doyle's stories. GBL: Organization of teams and their respective names Introduction to achievements procedure and rules		
	Lesson 3: How to do the job	- Identify the dynamics of the next stages	- Reading comprehension: Student-student and student-teacher interaction - Video: groups work	Vocabulary: Lexicon related to Sherlock Holmes, immigration officer, Papers please. GBL: Introduction to Game-Based environment	First view of the game Papers, please
Second Stage: Being a detective	Lesson 4: Understanding the procedures of a detective	- Identify the rules of the class - Revise Sherlock Holmes: Crimes and Punishments	- Interactive video: groups work - Mentimeter: students-teacher interaction	Vocabulary: Lexicon related to Sherlock Holmes' stories in the videogame.	Introduction, tutorial, and dynamics of Sherlock Holmes:

		- Wordwall activity: groups work	GBL: Introduction to levels and achievements during the stage.	Crimes and Punishments	
	Lesson 5: The adventure of Black Peter	- Analyze the structure of the cases in Sherlock Holmes - Identify the first case context - Deduce a conclusion based on an excerpt	- Reading comprehension: Student-student and student-teacher interaction	Vocabulary: Lexicon related to detectives, investigation, sailor, murder in “The adventure of Black Peter” GBL: Collective work Pre-playing input process	N/A
	Lesson 6: The fate of Black Peter	- Explore the first case in the videogame - Contrast both contexts - Reflect about the conclusions of the case	- The story in the videogame: groups- game interaction - Reading comprehension: Student-student interaction	Vocabulary: Lexicon related to “The fate of Black Peter” GBL: Contrast and match between the text and the videogame.	Case 1 of Sherlock Holmes: Crimes and Punishments

Lesson 7: The Story of the Lost Special	<ul style="list-style-type: none"> - Identify the second case context - Deduce a conclusion based on an excerpt 	<ul style="list-style-type: none"> - Reading comprehension: Student-student and student-teacher interaction 	<ul style="list-style-type: none"> Vocabulary: Lexicon related to detectives, investigation, train, station, disappearance, mine in “The story of the lost special” GBL: Collective work Pre-playing input process 	N/A
Lesson 8: Riddle on the rails	<ul style="list-style-type: none"> - Examine the second case in the videogame - Contrast both contexts - Reflect about the conclusions of the case 	<ul style="list-style-type: none"> - The story in the videogame: groups-game interaction - Reading comprehension: Student-student interaction 	<ul style="list-style-type: none"> Vocabulary: Lexicon related to “The story of the lost special” GBL: Contrast and match between the text and the videogame. 	Case 2 of Sherlock Holmes: Crimes and Punishments
Lesson 9: The Cult of Mithras	<ul style="list-style-type: none"> - Contrast and utilize the Mithraism information to solve the case - Compare the conclusions of the 	<ul style="list-style-type: none"> - The story in the videogame: groups-game interaction - Kahoot: groups work 	<ul style="list-style-type: none"> Vocabulary: Lexicon related to the Cult of Mithras GBL: Contrast and match between the 	Case 3 of Sherlock Holmes: Crimes and Punishments

	game with the actual ones of the short stories			Mithraism and the case of the game about it.	
Lesson 10: The adventure of the Abbey Grange	<ul style="list-style-type: none"> - Identify the third case context - Deduce a conclusion based on an excerpt 	<ul style="list-style-type: none"> - Reading comprehension: Student-student and student-teacher interaction 		Vocabulary: Lexicon related to detectives, investigation, murder, disappearance, robbery in “The adventure of the Abbey Grange” GBL: Collective work Pre-playing input process	N/A
Lesson 11: The Abbey Grange affair	<ul style="list-style-type: none"> - Examine the fourth case in the videogame - Contrast both contexts - Reflect about the conclusions of the case 	<ul style="list-style-type: none"> - The story in the videogame: groups-game interaction - Reading comprehension: Student-student interaction 		Vocabulary: Lexicon related to “The adventure of the Abbey Grange” GBL: Contrast and match between the text and the videogame.	Case 4 of Sherlock Holmes: Crimes and Punishments
Lesson 12: Performance of detectives	<ul style="list-style-type: none"> - Summarize the team playing process, in relation to paths 	<ul style="list-style-type: none"> Student-student interaction 		GBL: Review of achievements in each team.	Follow up of the last personality ranking,

		<ul style="list-style-type: none"> - Discuss the different conclusions among their peers. - Reflect about the detective role within the stage. 	Student-teacher interaction		conclusions and moral choices in Sherlock Holmes: Crimes and punishments.
Third Stage: Interpreting the facts	Lesson 13: In the shoes of an immigration officer	<ul style="list-style-type: none"> - Revise Papers, please. - Examine the first days in the videogame 	<ul style="list-style-type: none"> - Wordwall: groups work - Progress in the videogame: groups-game interaction - Writing exercise: Student-student interaction 	Vocabulary: Lexicon related to processes and tasks within the game GBL: Interaction and reflection within the videogame	First interaction with Papers, please. One or two possible ends to reach
	Lesson 14: The reality of Arstotzka	<ul style="list-style-type: none"> - Contrast decisions and ends - Examine the progression in the videogame 	<ul style="list-style-type: none"> - Progress in the videogame: groups-game interaction - Writing exercise: Student-student interaction 	GBL: Interaction and reflection within the videogame	Second interaction with Papers, please. Different ends are possible to reach

	Lesson 15: Two jobs, one objective	<ul style="list-style-type: none"> - Summarize the team playing process, in relation to choices - Discuss the ends reached among their peers. - Reflect about the immigration officer role within the stage. - Evaluate the inference reading level 	<p>Student-student interaction</p> <p>Student-teacher interaction</p>	GBL: Review of progress in each team	Follow up of the number of days and the ends reached in Papers, please
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Stage 1: Getting ready to go beyond.

In the first stage there is not just the induction of the proposal, but also the students' reading levels diagnose and the training or the preparations to the dynamics of both videogames: The first lesson plan, *From lines to in between*, has the purpose of diagnose both reading levels of students, literal and inference, with some reading exercises. In the second lesson plan, *Investigation for dummies*, the objective is to introduce the topic of Sherlock Holmes with a couple of riddles and a short story using an illustrated book, which should be done in groups. In the third lesson plan, *How to do the job*, the purpose is to establish the dynamics of the next Stages with both videogames. With Sherlock Holmes, it is necessary to clarify the process of the cases, such as reading the short stories before and after playing, getting the clues, linking them, making deductions, reaching conclusions, and taking moral choices. About Papers please, the process and the playfulness that includes the analysis of documentation, the management of income, and the moral aspects involved. Moreover, the students are aware of the dynamics of game-based learning, including tasks, achievements, and collective work.

Stage 2: Being a detective.

For this, in *Understanding the procedures of a detective*, is firstly required an approach or tutorial into the videogame without developing any case yet. After that, the second lesson plan, *The adventure of Black Peter*, presents one of the short stories, the first one is: "The Adventure of Black Peter". They read with the guide of artifacts the first part of the story, before getting to deductions or conclusions. The next step, in the lesson *The fate of Black Peter*, is to work on the same story but in the videogame, until the last step which is making the moral choice (See Figure 1). Before reading the rest of the short story, the students should develop the workshop, where they talk and discuss their own process on the game, their conclusion and their moral choice,

whose process is totally related to their inference reading. Finally, they read the conclusion proposed by the author and they make a comparison with what they did. The next two lesson plans, *The story of the lost special* and *Riddle on the rails*, work in the same way as the previous, but with a case related to a disappearance. Although the sixth lesson plan, *The cult of Mithras*, consists of solving a case in the videogame, it has inspiration in a myth that is introduced to students before. The next two lessons, *The adventure of the Abbey Grange* and *The Abbey Grange* affair, are similar to the first two cases in the stage but with an alibi. Finally, the lesson *Performance of detectives* summarizes the progress of all the stage, getting ready to the last stage. Most of the lessons are named based on the short stories and the cases in the videogames respectively.

Stage 3. Interpreting the task.

At this stage, in the lesson *In the shoes of an immigration officer*, students get to know their tasks in the videogame in relation to the ones of the class. They need to register their process in a workshop, including penalizations, bribes, and decisions that they make. When the students reach one of the 20 ends proposed by the videogame, they discuss with their group why that end, to be finally reflected on the workshop. As there are some ends that take more time than others, in the lesson *The reality of Arstotzka*, they will have the possibility to play again trying to reach another end and deducing the change of their progress. In those cases, the students make a comparison between their two experiences; possible reasons and the choices related, there is the inference process.

In the last part of the stage, *Two jobs, one objective*, each group can share their experience in both games, talking about the detective's personality that they had in the game at the end of the second stage, their conclusions and choices, and their respective ends in Papers

please. All of what they share is related to the inference process along the proposal. Finally, with all the class there are some final reflections about the process and a final diagnosis to evidence their advances in terms of reading skills.

Apart from the lesson plans displayed below, all of them can be found here:

https://drive.google.com/drive/folders/1GFQ5jxf5s5iQsa2PphGypB09c7vNHPe0?usp=share_link

[k](#)

Instructional design

Stage 1: Getting ready to go beyond.

Lesson plan 1: From lines to in between

Objectives:

- Analyze the literal reading level of students
- Analyze the inference reading level of students

Sessions: 1

Time: 90 mins

Grade: 10th / 11th grade

LANGUAGE FOCUS (TARGET LANGUAGE CONTENTS)

Vocabulary:

Lexicon related to literal comprehension, immigration officer, detective.

Materials and Resources

- Presentation about the project
- Quizziz exercise
- Worksheet with short story and questions
- Video "The key to becoming a good detective"

PROCEDURES DESCRIPTION

STAGES	DESCRIPTION OF THE ACTIVITIES	Time	Materials and classroom supplies
1.Warm-up	The teacher introduces all students to the proposal in general terms: dynamics, methodology, the use of videogames, objectives.	15mins	Presentation

Dynamics From videogames

- 1** You advance three main levels
- 2** You have to get some achievements
- 3** Your process in games is very important
- 4** Cooperative work is essential

2. Main topic presentation

The students are asked to use their phones to do a Quizizz about some short texts with literal questions. The teacher hosts the game, shares the respective link or code, and as soon as all students are in, the game starts.

25mins

Quizizz
Smartphones, tablets or computers

QUIZ

Literal questions

10th grade • Education

0% accuracy • 0 plays

Julián Castillo
2 months

Worksheet Save Share Edit

INSTRUCTOR-LED SESSION
Start a live quiz

ASYNCHRONOUS LEARNING
Assign homework

6 questions Hide answers Preview

1. Multiple-choice 45 seconds 1 point

Based on the following texts, answer some questions.
 Literal comprehension is the basic understanding of a text, including facts and information that are directly stated.
 Literal comprehension is the most basic form of comprehension; therefore, it must be developed first and is usually focused upon during the earliest stages of literacy.
What is literal comprehension?

answer choices

- Is the comprehension of literary texts
- Is the understanding of information that is indirectly mentioned
- Is the first level of reading comprehension
- A comprehension that is not related to facts and information

At the end, the teacher socializes all points and explains the answers in relation to the project and the next activity, as well as a review of the open-ended questions, and the poll. The teacher also asks some students share their experience with the texts and questions.

3. Practice

The students receive worksheets with a short story about an investigation case, without being directly related to Sherlock Holmes. After they read it, they answer all literal and inference questions with as many details as possible to review their performance.

Short story:

35mins

Worksheet with short story and questions

A detective short story

It was a Friday afternoon. The sun was shining. Birds were singing. Florent was eating in his house. Hardly had he finished eating when he heard someone shout. He left his house and checked his neighbour's door. He saw that the door was broken. He came in and saw the body of his best friend lying on the floor. When he turned back, he briefly saw someone rushing out of the house. He started to run after him but couldn't unfortunately catch him. But he had managed to observe him and could describe him pretty well. That's why Florent decided to go to the police to report the murder. The next day, the police started investigating. They had found a clue which disturbed Florent. The clue was a glove, and he knew that this glove belonged to his brother Mark. He decided to talk to Mark. When he arrived in front of the door of his brother's house, he noted that the door was half open. Then, he saw his brother run with a knife in his hand and a big bag on his back. Florent realized his brother was the killer. He decided to tell the police. After two days, he heard his brother had been killed by a policeman.

Questions:

Who is Florent?

Who is his neighbor?

What is the relation between Florent and the glove?

Who is the guilty in the case?

Why a big bag?

What happened at the end to Florent's brother and why?

After that, the teacher review with them all questions and correct answers, comparing both levels and sharing some strategies are shared for them to consider.

4. Closure

The teacher asks students about what they know and read of detectives, including the previous activities. Then a short video that explains what a real detective does is shown.

15mins

Video



After watching the video, the teacher asks students to highlight aspects mentioned in relation to how and where the Major trained, his methods, the anecdote. Then the teacher relates it with what was shown in the presentation, inferences, deductions, the previous comments, and the next session; focused on inference reading, deductions, and an introduction of Sherlock Holmes.

Annexes

Presentation: [Implementing Literary Videogames to Promote Inference Reading Skills.pptx](#)

Quizziz: https://quizizz.com/admin/quiz/63ec6be4e56fd2001ef438e0?source=quiz_share

Short story:

- https://drive.google.com/file/d/1ChWQbR0RNdQgGZ5kcWZvM2amzRzrtP_M/view?usp=share_link

Video: [The Key to Becoming a Good Detective - YouTube](#)

Lesson plan 2: Investigation for dummies

Objectives:

Sessions: 2

<ul style="list-style-type: none"> - Recognize vocabulary related to Sherlock Holmes - Identify a case of Sherlock Holmes - Analyze inference reading level 	<p>Time: 180 mins</p> <p>Grade: 10th / 11th grade</p>
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<p>LANGUAGE FOCUS (TARGET LANGUAGE CONTENTS)</p> <p>Vocabulary: Lexicon related to riddles, murder, disappearance, detectives, Sherlock Holmes' characters.</p>	<p>Materials and Resources</p> <ul style="list-style-type: none"> - Videos of riddles - Worksheet with questions - Matching columns game - Story "The great adventures of Sherlock Holmes"
---	---

PROCEDURES DESCRIPTION

STAGES	DESCRIPTION OF THE ACTIVITIES	Time	Materials and classroom supplies
1.Warm-up	<p>The students are told how the groups will be organized throughout the rest of the sessions. There are groups of 3-4, each one with a name and the roles of leader, organizer and monitor within the groups.</p> <ul style="list-style-type: none"> - The leader ensures that each one of the groups do the task demanded by the role, and that all members participate. - The organizer ensures that the tasks of the class are accomplished correctly. - The monitor or monitors keep track of the process and take notes of the ideas of the whole group. - If they are playing a videogame, the leader or the organizer can play. - The roles must change in each session. <p>For the activity, every group is assigned a video of a riddle, mentioning the relation with investigation; they have to watch until a specified part and solve the following points:</p>	45mins	<p>Worksheet with questions</p> <p>Device to watch the videos.</p> <p>Board</p>



Video 1



Video 2

- A. What is the general context of the scene?
- B. What details are important in the crime scene? (Objects, marks, position of bodies, footprints)

C. What are the suspects' profiles and testimonies and objects?

D. If it is a murder, who are the possible perpetrators, and why? If it is not, what could have happened?

Then the students socialize with the class about the case and their deductions, and after that, all watch the end of both videos.

The teacher clarifies what inference reading and deduction is about based on the activity and clarifies that it is what they have to do in the next activity and the next sessions.

2. Main topic presentation

The groups do a matching game related to vocabulary used in Sherlock Holmes' short stories. After they develop it, the teacher explains how these words are related to the stories, mentioning the possible forms that the word might take as well.

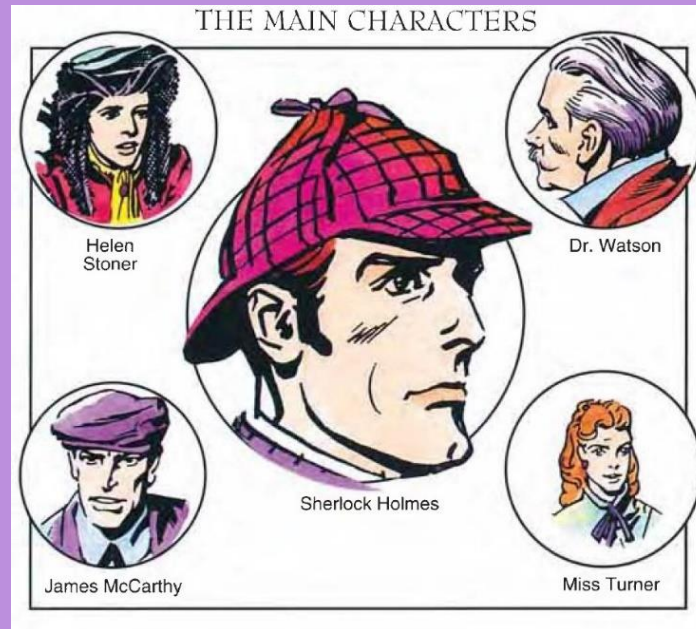
35mins

Device to read and do the matching game

Board

Absolve	To believe or imagine something
Witness	A person who sees something happen and is able to describe it to other people
Swarthy	The crime of killing somebody deliberately
Faint	A thing that somebody does that is usually very good or very bad
Deed	(especially of a person or their face) having dark skin
Inquest	A plant that grows thickly with several hard stems coming up from the root
Guilty	Being responsible for something bad that has happened
Fancy (verb)	To decide and state officially in court that somebody is guilty of a crime
Bush	To state formally that somebody is not guilty or responsible for something

The students in the same groups read the first part of “The great adventures of Sherlock Holmes”; the author’s information and the main characters in the book.

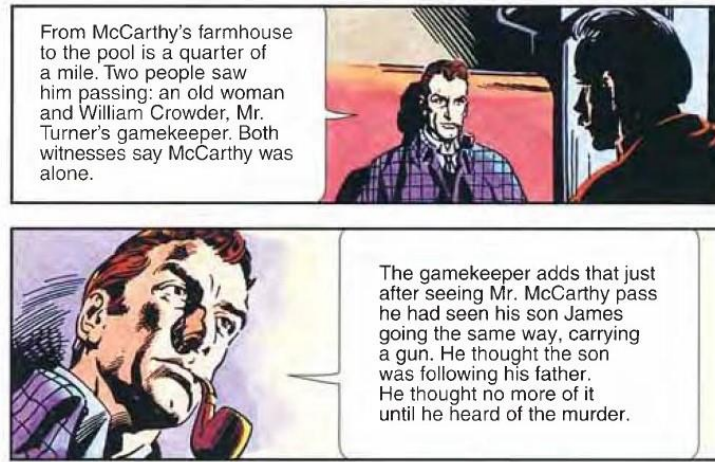


They are asked what can be said about the title “The Boscombe Valley Mystery”, in terms of the case and the possible end, as well as the role of each character seen.

3. Practice

The students have to read the book from pages 41 to 51 taking into account the following questions:

65mins Worksheet
with
questions



- A. What is the context of the case?
- B. What information is important about Mr. McCarthy?
- C. What details are important in the crime scene? (Objects, marks, position of bodies, footprints, places)
- D. What are the suspects' profiles and testimonies and objects?
- E. Is James McCarthy guilty? Or who could it be?
- F. With the information that you have, what are your deductions about the case?

Device to read the book.

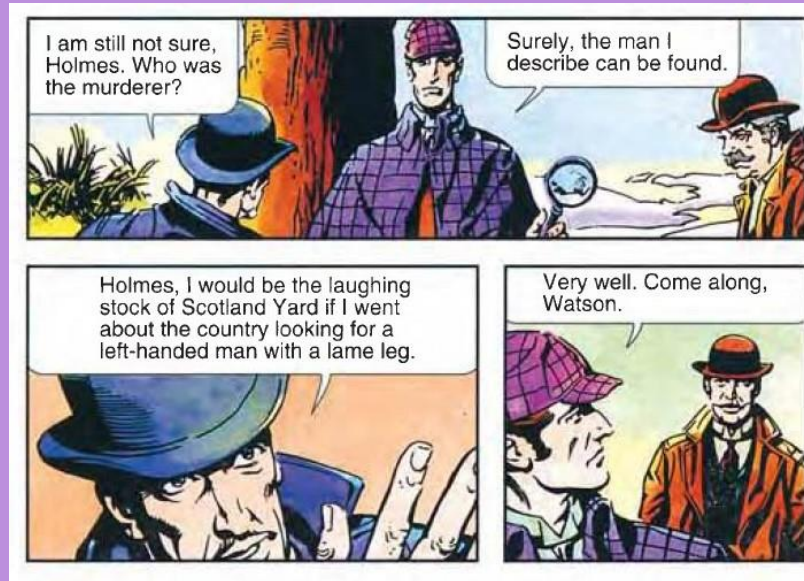
Board

All groups socialize the answers, identifying similarities and differences

4. Closure

In groups, the students are asked to finish reading the case of Boscombe Valley to know the conclusion, and finally they compare it with their deductions.

35mins *Device to read the book*



The teacher talks about the first videogame of the proposal: "Sherlock Holmes: Crimes and Punishments"

Annexes

Video 1 (Until 2:20): [WHAT IF ANOTHER SURVIVOR TRIED TO KILL YOU? - YouTube](#)

Video 2 (Until 1:25): [MURDER OR ACCIDENT? ONLY THE MOST ATTENTIVE WILL SOLVE THIS RIDDLE - YouTube](#)

Matching game: [Matching Columns Game: Detective's matching game \(Second Language - 10° - Secundaria - efl - sherlock holmes - inference reading\) \(educaplay.com\)](#)

The great adventures of Sherlock Holmes part 1:

https://drive.google.com/file/d/1yMEI6VY1qe3PS0otJvB3GCXDAhHMJYye/view?usp=share_link

The great adventures of Sherlock Holmes: https://drive.google.com/file/d/1iz8aUEFUqjto82B0g-KmTdSzhJ56Y4vV/view?usp=share_link

Stage 2: Being a detective.

Lesson plan 5: The adventure of Black Peter

Objectives:

- Recognize the structure of the cases in Sherlock Holmes
- Identify the first case context.
- Deduce a conclusion based on an excerpt

Sessions: 2

Time: 180 mins

Grade: 10th / 11th grade

LANGUAGE FOCUS (TARGET LANGUAGE CONTENTS)

Vocabulary: Lexicon related to detectives, investigation, sailor, murder.

Materials and Resources

- Story "The adventure of Black Peter"
- Worksheet with guiding questions

PROCEDURES DESCRIPTION

STAGES	DESCRIPTION OF THE ACTIVITIES	Time	Materials and classroom supplies

1.Warm-up	<p>Students are organized in corresponding groups. In each group they are asked to recap the structure identified in “The adventure of Charles Augustus Milverton”, considering the exercises with “The Boscombe Valley mystery” as well.</p>	<p>10mins</p>
2. Main topic presentation	<p>All groups are introduced to the first case “The adventure of Black Peter”, each group receives the first part that does not include deductions or conclusions, they check the guiding questions for that part, and they take notes for each one.</p> <ol style="list-style-type: none"> 1. What is the case about? 2. Who seems to be the victim? 3. Who are the suspects? 4. Which are the clues that can help to solve the case? 5. What information is important, mentioned by the interviewees? 6. What seems to be the reason for the crime? 7. Who seems to be the guilty? 	<p>65mins</p> <p>Short story without conclusion</p> <p>Worksheet with questions</p>

SHAVE never known my friend to be in better form, both mental and physical, than in the year '95. His increasing fame had brought with it an immense practice, and I should be guilty of an indiscretion if I were even to hint at the identity of some of the illustrious clients who crossed our humble threshold in Baker Street. Holmes, however, like all great artists, lived for his art's sake, and, save in the case of the Duke of Holderness, I have seldom known him claim any large reward for his inestimable services. So unworldly was he—or so capricious—that he frequently refused his help to the powerful and wealthy where the problem made no appeal to his sympathies, while he would devote weeks of most intense application to the affairs of some humble client whose case presented those strange and dramatic qualities which appealed to his imagination and challenged his ingenuity.

In this memorable year '95 a curious and incongruous succession of cases had engaged his attention, ranging from his famous investigation of the sudden death of Cardinal Tosca—an inquiry which was carried out by him at the express desire of His Holiness the Pope—down to his arrest of Wilson, the notorious canary-trainer, which removed a plague-spot from the East-End of London. Close on the heels of these two famous cases came the tragedy of Woodman's Lee, and the very obscure circumstances which surrounded the death of Captain Peter Carey. No record of the doings of Mr. Sherlock Holmes would be complete which did not include some account of this very unusual affair.

During the first week of July my friend had

mean to say that you have been walking about London with that thing?"

"I drove to the butcher's and back."

"The butcher's?"

"And I return with an excellent appetite. There can be no question, my dear Watson, of the value of exercise before breakfast. But I am prepared to bet that you will not guess the form that my exercise has taken."

"I will not attempt it."

He chuckled as he poured out the coffee.

"If you could have looked into Allardyce's back shop you would have seen a dead pig swung from a hook in the ceiling, and a gentleman in his shirt-sleeves furiously stabbing at it with this weapon. I was that energetic person, and I have satisfied myself that by no exertion of my strength can I transfix the pig with a single blow. Perhaps you would care to try?"

"Not for worlds. But why were you doing this?"

"Because it seemed to me to have an indirect bearing upon the mystery of Woodman's Lee. Ah, Hopkins, I got your wire last night, and I have been expecting you. Come and join us."

Our visitor was an exceedingly alert man, thirty years of age, dressed in a quiet tweed suit, but retaining the erect bearing of one who was accustomed to official uniform. I recognised him at once as Stanley Hopkins, a young police inspector for whose future Holmes had high hopes, while he in turn professed the admiration and respect of a pupil for the scientific methods of the famous amateur. Hopkins's brow was clouded, and he sat down with an air of deep dejection.

Students receive a glossary sheet that helps them to understand the text in case they do not get the meaning of words by inference.

Glossary for The Adventure of Black Peter by Sir Arthur Conan Doyle.

(Definitions retrieved from Oxford Learner's Dictionaries)

1. Guilty: having done something illegal; being responsible for something bad that has happened
Responsible for breaking a law
2. Humble: ordinary; not special or very important
3. Threshold: the floor or ground at the bottom of a doorway, considered as the entrance to a building or room
4. Unworldly: having little experience of life
5. Lodging: a room or rooms in somebody else's house that you rent to live in
6. Disguise: something that someone wears to hide their true appearance
7. Strove: past - to walk somewhere quickly with long steps
8. Chuckle: laughing quietly
9. Stab: to push a sharp, pointed object, especially a knife, into somebody, killing or injuring them
10. Transfix: to make somebody unable to move because they are afraid, surprised, etc.
11. Forehead: the part of the face above the eyes and below the hair

3. Practice

After reading, they answer all questions, mentioning the possibilities that as a group have considered, and at the end they include their possible conclusion.

25mins

Worksheet with questions

4. Closure

In groups, students socialize their answers without mentioning the possible conclusion.

20mins

Annexes

The adventure of Black Peter: https://drive.google.com/file/d/1AYPFkpthpCDkP3adK-3RrC7YL5Q4tQM7/view?usp=share_link

Glossary: https://drive.google.com/file/d/1g-8Z3Ry7DAZE_ITQJnIh3ZwBGiG-fkRI/view?usp=share_link

Lesson plan 6: The fate of Black Peter

Objectives:

- Examine the first case in the videogame.
- Contrast both contexts
- Reflect about the conclusions of the case

Sessions: 2

Time: 180 mins

Grade: 10th / 11th grade

LANGUAGE FOCUS (TARGET LANGUAGE CONTENTS)

Vocabulary: Lexicon related to detectives, investigation, sailor, murder.

Materials and Resources

- "Sherlock Holmes: Crimes and Punishments" videogame
- Computer
- Worksheet with questions

PROCEDURES DESCRIPTION

STAGES	DESCRIPTION OF THE ACTIVITIES	Time	Materials and classroom supplies
1. Warm-up	Students are organized in corresponding groups. In each group they are asked to recap all questions and answers socialized during the class in relation to "The adventure of Black Peter", with a focus on the possible conclusions.	10mins	Worksheet with answers
2. Main topic presentation	Each group enters to the first case of the videogame "The fate of Black Peter."	110mins	Computer



Sherlock
Holmes:
Crimes and
Punishments
– Case 1

Worksheet
with questions

While advancing throughout the story, each group has to answer the same questions from the perspective of the videogame, taking additional notes when agreed by the group.

8. What is the case about?
9. Who seems to be the victim?
10. Who are the suspects?
11. Which are the clues that can help to solve the case?
12. What information is important, mentioned by the interviewees?
13. What seems to be the reason for the crime?
14. Who seems to be the guilty?

As soon as the students reach a conclusion in the game, they discuss and answer the following questions.

1. Why did you consider the deductions chosen in the deductions space, and no other combinations of clues?

2. What is the conclusion and why do you think it is the correct one? (Include other conclusions if found)

3. As a group, what is your moral choice, condemn or absolve the culprit? Why?

Nonstudent can check if their conclusion is correct because that can affect the inference process. Each group writes the differences and similarities between the story in the game and the literature text. Finally, they take note of the personality ranking.

3. Practice

After answering all questions, students finish reading the rest of the short story, and then they make a comparison text, contrasting what they read with their final conclusion in the game.

40mins

Short story
with
conclusion

broke out at me, spitting and cursing, with murder in his eyes and a great clasp-knife in his hand. He had not time to get it from the sheath before I had the harpoon through him. Heavens! what a yell he gave; and his face gets between me and my sleep! I stood there, with his blood splashing round me, and I waited for a bit; but all was quiet, so I took heart once more. I looked round, and there was the tin box on a shelf. I had as much right to it as Peter

and Carey were in the cabin. You saw they were. How many landsmen are there who would drink rum when they could get these other spirits? Yes, I was certain it was a seaman."

"And how did you find him?"

"My dear sir, the problem had become a very simple one. If it were a seaman, it could only be a seaman who had been with him on the *Sea Unicorn*. So far as I could learn he had sailed in no

THE ADVENTURE OF BLACK PETER

other ship. I spent three days in wiring to Dundee, and at the end of that time I had ascertained the names of the crew of the *Sea Unicorn* in 1883. When I found Patrick Cairns among the harpooners my research was nearing its end. I argued that the man was probably in London, and that he would desire to leave the country for a time. I therefore spent some days in the East-end, devised an Arctic expedition, put forth tempting terms for harpooners who would serve under Captain Basil—and behold the result!"

"Wonderful!" cried Hopkins. "Wonderful!"

"You must obtain the release of young Neligan as soon as possible," said Holmes. "I confess that I think you owe him some apology. The tin box must be returned to him, but, of course, the securities which Peter Carey has sold are lost for ever. There's the cab, Hopkins, and you can remove your man. If you want me for the trial, my address and that of Watson will be somewhere in Norway—I'll send particulars later."

4. Closure

Each group shares their conclusions, and the teacher reflects with them how distant they were to the short story's conclusion, and does a verification of the progress in all groups, in order to give the achievement "First Case is Unforgettable"

20mins

Annexes

Conclusion The Adventure of Black Peter:

https://drive.google.com/file/d/1ON0ghWySEdnpXRaWkTD5vI-q32sb_Oli/view?usp=share_link

Lesson plan 7: The story of the Lost Special

Objectives:

- Identify the second case context.
- Deduce a conclusion based on an excerpt

Sessions: 2

Time: 180 mins

Grade: 10th / 11th grade

LANGUAGE FOCUS (TARGET LANGUAGE CONTENTS)

Vocabulary: Lexicon related to detectives, investigation, train, station, disappearance, mine.

Materials and Resources

- Story "The story of The Lost Special"
- Worksheet with guiding questions

PROCEDURES DESCRIPTION

STAGES	DESCRIPTION OF THE ACTIVITIES	Time	Materials and classroom supplies
1. Warm-up	Students are organized in groups. The teacher introduces "The Lost Special" and its particularity in comparison to the previous and the next short story, including the publication in "The Strand Magazine" and the narrative voices.	10mins	
2. Main topic presentation	All groups are introduced to the second case, each group receives the first part that does not include deductions or conclusions, they check the guiding questions for that part, and they take notes for each one.	65mins	Short story without conclusion

15. What is the case about?
16. Who are the possible victims?
17. Who are the suspects?
18. Which are the clues that can help to solve the case?
19. What information is important, mentioned by the interviewees?
20. What seems to be the reason for the disappearance?
21. Who seems to be responsible?

TALES OF TERROR AND MYSTERY

THE LOST SPECIAL

BY SIR ARTHUR CONAN DOYLE

The confession of Herbert de Lernac, now lying under sentence of death at Marseilles, has thrown a light upon one of the most inexplicable crimes of the century—an incident which is, I believe, absolutely unprecedented in the criminal annals of any country: Although there is a reluctance to discuss the matter in official circles, and little information has been given to the Press, there are still indications that the statement of this arch-criminal is corroborated by the facts, and that we have at last found a solution for a most astounding business. As the matter is eight years old, and as its importance was somewhat obscured by a political crisis which was engaging the public attention at the time, it may be as well to state the facts as far as we have been able to ascertain them. They are collated from the Liverpool papers of that date, from the pro-

panied by a friend, a man of imposing physique, whose deferential manner and constant attention showed that his position was one of dependence. This friend or companion, whose name did not transpire, was certainly a foreigner, and probably from his swarthy complexion, either a Spaniard or a South American. One peculiarity was observed in him. He carried in his left hand a small black, leather dispatch box, and it was noticed by a sharp-eyed clerk in the Central office that this box was fastened to his wrist by a strap. No importance was attached to the fact at the time, but subsequent events endowed it with some significance. Monsieur Caratal was shown up to Mr. Bland's office, while his companion remained outside.

Monsieur Caratal's business was quickly dispatched. He had arrived that afternoon

Students receive a glossary sheet that helps them to understand the text in case they do not get the meaning of words by inference.

Glossary for The Story of The Lost Special by Sir Arthur Conan Doyle.

(Definitions retrieved from Oxford Learner's Dictionaries)

1. Reluctance: the feeling of being unwilling to do something and hesitating before you do it, because you do not want to do it or because you are not sure that it is the right thing to do
2. Astounding: so surprising that it is difficult to believe
3. Engage: to succeed in attracting and keeping somebody's attention and interest
4. Collate: to collect information together from different sources in order to examine and compare it
5. Stoop: if somebody has a stoop, their shoulders are always bent forward
6. Deferential: showing that you respect somebody/something, especially somebody older or more senior than you
7. Sharp-eyed: able to see very well and quick to notice things
8. Clerk: a person whose job is to serve customers in a shop
9. Endow with: to give something to somebody/something
10. Allot: to give time, money, tasks, etc. to somebody/something as a share of what is available
11. Stoker: a person whose job is to add coal to other fuel to a fire, etc. especially on a ship

3. Practice

After reading, they answer all questions, mentioning the possibilities that as group have considered, and at the end they include their possible conclusion.

25mins

Worksheet
with questions

4. Closure

In groups, students socialize their answers without mentioning the possible conclusion.

20mins

Annexes

The lost special:

https://drive.google.com/file/d/1GsbG1Y0qju4H6ZGQI0ECrKw_g5IDAGTO/view?usp=share_link

Glossary:

https://drive.google.com/file/d/1fJ87v3fmf9L4u6EEVhhjGcKe3Mlrw8C0/view?usp=share_link

Lesson plan 8: Riddle on the rails

Objectives:

- Examine the second case in the videogame.
- Contrast both contexts
- Reflect about the conclusions of the case

Sessions: 2

Time: 180 mins

Grade: 10th / 11th grade

LANGUAGE FOCUS (TARGET LANGUAGE CONTENTS)

Vocabulary: Lexicon related to detectives, investigation, train, station, disappearance, coal.

Materials and Resources

- “Sherlock Holmes: Crimes and Punishments” videogame
- Computer
- Worksheet with questions

PROCEDURES DESCRIPTION

STAGES	DESCRIPTION OF THE ACTIVITIES	Time	Materials and classroom supplies
1.Warm-up	Students are organized in corresponding groups. In each group they are asked to recap all questions and answers socialized during the class in relation to “The lost special”, with a focus on the possible conclusions.	10mins	Worksheet with answers
2. Main topic presentation	Each group enters to the second case of the videogame “Riddle on the rails.”	110mins	Computer Sherlock Holmes: Crimes and



While advancing throughout the story, each group has to answer the same questions from the perspective of the videogame, taking additional notes when agreed by the group.

22. What is the case about?
23. Who are the possible victims?
24. Who are the suspects?
25. Which are the clues that can help to solve the case?
26. What information is important, mentioned by the interviewees?
27. What seems to be the reason for the disappearance?
28. Who seems to be responsible?

As soon as the students reach a conclusion in the game, they discuss and answer the following questions.

4. Why did you consider the deductions chosen in the deductions space, and no other combinations of clues?
5. What is the conclusion and why do you think it is the correct one? (Include other conclusions if found)
6. As a group, what is your moral choice, condemn or absolve the culprit? Why?

Nonstudent can check if their conclusion is correct because that can affect the inference process. Each group writes the differences and similarities between the story in the game and the literature text. Finally, they take note of the personality ranking.

3. Practice

After answering all questions, students finish reading the rest of the short story, and then they make a comparison text, contrasting what they read with their final conclusion in the game.

40mins

Short story
with
conclusion

disconnected the side line, replacing everything as it had been before. We were equally busy at the mine. The funnel and other fragments were thrown in, the shaft was planked over as it used to be, and the lines which led to it were torn up and taken away. Then, without flurry, but without delay, we all made our way out of the country, most of us to Paris, my English colleague to Manchester, and McPherson to Southampton, whence he emigrated to America. Let the English papers of that date tell how thoroughly we had done our work, and how completely we had thrown the cleverest of their detectives off our track.

“You will remember that Gomez threw his bag of papers out of the window, and I need not say that I secured that bag and brought them to my employers. It may interest my employers now, however, to learn that out of that bag I took one or two little papers as a souvenir of the occasion. I have no wish to publish these papers; but, still, it is every man for himself in this world, and what else can I do if my friends will not come to my aid when I

until he has seen that every one of you is en route for New Caledonia. For your own sake, if not for mine, make haste, Monsieur de—, and General—, and Baron—(you can fill up the blanks for yourselves as you read this). I promise you that in the next edition there will be no blanks to fill.

“P.S.—As I look over my statement there is only one omission which I can see. It concerns the unfortunate man McPherson, who was foolish enough to write to his wife and to make an appointment with her in New York. It can be imagined that when interests like ours were at stake, we could not leave them to the chance of whether a man in that class of life would or would not give away his secrets to a woman. Having once broken his oath by writing to his wife, we could not trust him any more. We took steps therefore to insure that he should not see his wife. I have sometimes thought that it would be a kindness to write to her and to assure her that there is no impediment to her marrying again.”

4. Closure	Each group shares their conclusions, and the teacher reflects with them how distant they were to the short story's conclusion, and does a verification of the progress in all groups, in order to give the achievement "Cases are not so far from politics"	20mins
Annexes	Conclusion The Lost Special: https://drive.google.com/file/d/1Ua7dbujU_K4PdWIRmjAX0XGM5gGmE0Rr/view?usp=share_link	

Stage 3: Interpreting the task.

Lesson plan 13: In the shoes of an immigration officer

Objectives:

- Revise Papers, please.
- Examine the first days in the videogame

Sessions: 2

Time: 180 mins

Grade: 10th / 11th grade

LANGUAGE FOCUS (TARGET LANGUAGE CONTENTS)

Vocabulary: Lexicon related to immigration, passport, documents, job, expenses.

Materials and Resources

- "Papers, please" videogame
- Worksheet with questions
- Gameshow quiz

PROCEDURES DESCRIPTION

STAGES	DESCRIPTION OF THE ACTIVITIES	Time	Materials and classroom supplies
1.Warm-up	<p>The teacher recapitulates the video watched in the first stage about an immigration officer, as well as their experiences with them. Then the teacher talks about what is the videogame about.</p> <p>Students do a gameshow quiz on Wordwall to identify new vocabulary related to the videogame.</p>	20mins	



2. Main topic presentation

Students in groups start the game and do a description of their first workflow as immigration officers, with documents, guides, and messages. The following questions are work as a guide:

110mins

“Papers, please” videogame

1. What is the initial context of the game?
2. What documents are given in relation to the job?
3. What are the tools available?
4. What are the tasks of the first day?

Computer, tablet or smartphone

Worksheet with questions



3. Practice

As soon as the students finish their first day, they have to register as a group all the choices that they make, or at least the most important.

35mins

Worksheet with questions



After the groups reach their first ending, they write a comparison text, mentioning the cost-benefit that were considered to make their choices. Afterwards, they answer the following guiding questions.

What were the most difficult decisions during the first play?

What were the sacrifices in terms of penalties that were received for omitting a requirement in favor of a person?

What were the sacrifices in terms of family care, in relation to expenses?

What was the ending of the first play, and what were the reasons or actions to get there?

4. Closure

With all the activities done, each group shares their first ending, considering common ones, and common actions. 20mins

Annexes

Gameshow quiz: [Papers, please - Induction - Gameshow quiz \(wordwall.net\)](https://www.wordwall.net/)

Chapter V: Conclusions, Implications, Limitations and Further Research

This chapter presents the conclusions, implications, and limitations of this pedagogic and didactic proposal based on the experience throughout the process from the idea and design to the possibilities of implementation. Finally, further research suggestions will be provided.

Conclusions and Implications

To start, the creation of a pedagogic and didactic proposal had the following general objective:

- To design an innovation proposal that promotes EFL inference reading skills in teenagers by implementing literary videogames.

The accomplishment of this objective has several implications that I pondered. It is important to mention that this pedagogic and didactic proposal involves a reflection and contribution to teaching and learning regarding teenagers due to the conception of an idea that is close to the interest of this population, opening possibilities to see more engagement in EFL environments. Apart from this, there are other implications that are explained in detail below.

On one side, applying a pedagogical and didactic innovation implies important considerations for the context. All innovations applied in Colombia require a previous analysis of norms and politics in the field of education, which might impede or also guide the execution of projects like this. Additionally, because of the diversity that is present in Colombia, it is important to consider the social needs and particularities of the context, such as their culture and their worldview before starting an implementation. Sometimes the content of a proposal is not appropriate for a population, or it might require previous steps to start. Ideally, this project is to be applied in public schools. Thus, this project implies an inquiry of teachers on how collaborative work is organized, thinking about effectiveness, and looking for teams with

students equally skilled. Even though Sherlock Holmes' stories are not highly related to a public context, they must be seen as a sensibilization to literature that might lead to other projects in that field.

Pedagogically speaking, an integration of this kind of media implies a challenge for teachers and schools in general. Thus, it requires engagement in different aspects to increase the possibilities of successful implementations. First, the implication for teachers and designers is to be encouraged to observe and interact with games in order to identify any potential and to accompany the learning process that students can have during the implementation; this is a great challenge that might be completely successful but with follow-up support throughout all the process. Second, students should also be engaged in the proposal, participating through the whole process since the creation of the idea, to the closure of the proposal; without initiative of students, these projects might be difficult. When it comes to videogames, an innovation proposal requires that stereotypes and preventions in terms of different types of contents and media like videogames to be put aside. As teachers, it is necessary to continuously look for potential in what society and technology brings. Although videogames are created with the main purpose of entertaining, many of them implicitly or explicitly have a deep and complex structure and narrative that can be adapted, or even optimized for educative scenarios. There are several games that are created with a specific educational purpose; however, they tend to be limited and the experience is not as significant as with regular videogames. Here is where teachers can intervene, by proposing something different without losing the possibility of a great experience.

With respect to institutions, these must have enough disposition to an innovation that might open the door to similar projects, requiring an organized schedule for the sessions that imply technology, and requiring engagement by the whole community of the school as well.

There are other specific requirements that if not covered, there should be an adaptation on the institution. This proposal demands the use of computers with some requirements that are not necessarily exigent, but with some minimal characteristics, at least with Sherlock Holmes: Crimes and Punishments. When these devices are not available, there must be a diagnosis to see how many computers can run the game, adapting the collaborative work. As for Papers please, through the creation of this proposal, an adaptation of the game was launched to smartphones, then the limitation in terms of devices should be minimal.

Now, for me as a designer of the proposal, an innovative proposal like this imply a wide knowledge of areas entangled, such as the acquaintance of possible videogames that could be utilized and the domain of those used; leading the choice of inference reading as the skill to be learned, bases related to the use of these games in education, a careful application of the methodology, a test of lesson plans to confirm the effectiveness of the activities and their order, altogether with a passion for videogames, literature, research, and teaching in general terms. All in all, it requires pure commitment, putting myself in the shoes of a teacher, a student, and a player at the same time.

Finally, there are several prior steps that must be taken before thinking about the implementation of this project. First, a diagnosis in terms of the English level; although in public schools the level is not equal to the age, students should have a good domain of literal reading, which let them have a starting point for the activities throughout the sessions. In the same way, a diagnosis of technological skills must be done to identify possible gaps and to generate strategies to cover them.

Limitations

The development of this proposal was highly gratifying because working with videogames in education was a personal goal, and more due to the previous project “From Minecraft to the Learning of English and Technology”. Nevertheless, in terms of limitations there are several circumstances that changed the course of this proposal. The main limitation is that it was not possible to consider an implementation because the population was not available at the starting point of this project. Although the possible institution did not have technological limitations, and the attitude was at its best, the organization was not enough to observe the population, and less to implement.

An important aspect to ponder, is that in public institutions the English level for 10th graders sometimes is not as expected by the Minister of Education, thus, if required, students would need a previous reinforcement integrally in skills, or at least in reading or even writing if the level is not enough for the activities, meaning more time for the implementation. Additionally, as in most of public schools the hours available for a course in a computers’ room is very limited, the implementation would require more time at least for the second stage, the other two give the possibility to work with other devices like tablets and smartphones.

Further Research

The first suggestion in terms of research is that this proposal be implemented as action research in a public school to determine its effectiveness, bearing in mind the conditions of the context and showing aspects to be reviewed or changed, including the time required to use the videogames in the sessions. Besides the effectiveness, it is also important to review how pertinent is the population to work with those topics, bearing in mind that the kind of literature of

Sir Arthur Conan Doyle might not be interesting for all the population. Even analyze if the use of videogames changes the literature interests.

Another line of research can be related to the design of videogames, which would require more knowledge of videogames and probably a numbered team to work with but might widen the possibilities of including culture of Colombian contexts, for example with literature, history, social needs, environmental conditions, among others. This possibility is important to include, as it can be implemented in earlier grades due to a bigger previous knowledge, and even sometimes due to the possibility of covering a necessity or raising awareness in the communities' context.

Due to the limited coverage and use of videogames in education, even more with literary videogames that are barely considered, there are many paths that can lead research in the future. One of this, which was part of my personal research, is the implementation of more videogames that can connect English or any language learning with literature, examples of games such as "Metro 2033", "Spec Ops: The line", "The Witcher", or "Enslaved: Odyssey to the west" can be great challenges to accept. There is even an inversed possibility using books that are based on videogames, like the example of "Star Wars". Moreover, language learning can also be related to other areas with some games. There are options associated with natural sciences, environment, history, philosophy; games such as "Cities skylines: Green cities", "Age of Empires", "Bioshock", "Nier: Automata" among others.

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