

Transforming MMORPG video games into learning resources for a didactic sequence

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Abstract:

With the rise of technology, electronic entertainments such as video games can overcome certain limitations that improve their viability to be transformed into meaningful learning resources. Motivation and immersion play key roles in language learning through video games. Motivation can lead students to dive into these learning resources outside of class time, while immersion keeps them close to diverse communities that speak the language they desire to learn. MMORPGs (Massively Multiplayer Online Role-Playing Games) are designed around providing people with many opportunities to interrelate with others, which means they have plenty of room for writing and speaking. Also, being a part of a virtual world they can interact with, can make students more involved with what they are seeing, reading, writing, and listening to.

Keywords:

Motivation, learning process, planning, language curriculum, learning resources, immersion, MMORPG video games, online community, conversational skill, written skill, reading skill, listening skill, SAMR Model, Digital Game-Based Learning.

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Problem statement:

There is no way to deny that *motivation* is a key part of any *learning process*, as it is easier to relate current knowledge to something you want to work towards. Even if this is true, throughout my whole years as a student I noticed it was really hard for me to understand some matters in which I was not personally interested, but most importantly because of the way those were presented to me. It was really difficult when the professor expected every answer to come from a sheet of paper or a PowerPoint presentation that worked only as a wall of text. Unlike them, some teachers managed to keep me interested using diverse kinds of *resources* and *planning classes* where students could find their own voice, or answer, depending on the subject. I trust teachers can benefit from learning how to plan classes around different materials such as movies, songs, board games, etc. The one I propose for this investigation happens to mix a lot of these and has not been that well-received; especially from the point of view of the traditional academy: video games.

Nowadays technology is booming and improving at a high rate, such a high rate that resources for learning are becoming more interactive, accessible and relevant. Video game developers are having a time in which they can be more creative, as the range of tools at their disposal becomes even larger. Teachers from all over the world can benefit from this. Whether it is for planning single classes to generate variety in the classroom, or to base whole curriculums in which video games are key parts, fostering students' engagement and motivation. A way in which teachers can plan their classes by having video games as the main foundation and transforming it into meaningful learning resources for their students. In this case, it will be a course of action for planning and implementing language classes.

(Brownlow & Reasinger, 2000) examined how both extrinsic and intrinsic motivations can have an impact on the way in which students interact with their college work. The study revealed that not only low intrinsic motivation levels were something to be concerned about, but also traits of personality such as perfectionism were affecting college students and leading to procrastination. Why does someone who pays for education have no intrinsic motivation for what they are doing? The answer to that type of behavior lies in the way they get the information, rather than discovering it, students are often told a certain truth or reality and stick with it. This reduces the learning process to a mere transmission of knowledge that is very

likely not to have the desired results. The study also shows how some students can get anxiety or fear of failure. Education should provide students with all the right to pick a wrong answer and still be able to learn from it, not a fear of not being able to provide a correct answer.

These can enable a whole new spectrum to the way students can receive classes, even if it can work in a real classroom, virtual classes are the ones that benefit the most from this resource. Nowadays people cannot always be present and traveling distance means a lot in this busy new decade. We can spend less time in general if we appeal to online resources. Even in emergency situations, as the recent 2020 Covid-19 pandemic has forced this virtual classes transition for a lot of academic institutions around the world, the necessity for educators to transform these digital materials into real pedagogical resources is present now more than ever.

I believe a lack of *motivation* can affect *language classes* the most, since they really need constant practice and *immersion* if possible, which are not always reachable in three or five hours of classes per week. This simply does not work, especially if those classes rely on *learning resources* that do not drag students' attention. *They should participate in activities outside of the classroom voluntarily and learn how to take knowledge from those. That is why I think video games are a really useful learning tool that could be considered to be used in curriculums and classes.* These can give students the chance of exploring a new world and a new language simultaneously, have the possibility of interacting with an *online community*, and the facility to practice their *conversational skills* with native speakers of the language they desire to learn.

Role-playing games are the ones that serve the best for this purpose. Since players can experience this new world from a character they create and develop during their adventures. This is crucial considering that students can have a social identity from these characters, and this can make *interactions* a lot simpler to face, especially if they already have some sort of difficulty with this. Besides the conversational skills, some role-playing games are designed in a way in which it is necessary to be constantly involved in reading and writing tasks. While writing is used for player *communication*, reading is always present and is the way people can learn more about this world. Most modern video games also have a large number of voice dialogues which can be useful for students to improve their listening comprehension. Player communication can easily lead to a voice chat conversation which is very common in these games. That way, students can meet people from all over the world, or choose a specific region

where most people speak their target language, for example. English. Meeting and developing friendships with native English speakers can be a huge opportunity to learn how to communicate in that language, even outside of the video games themselves.

Considering all this, video games can be transformed into meaningful learning resources if they are approached correctly. There are already a lot of classes that have been planned around video games. I would like to give an in-depth look at how these can fit into language classes and curriculums, helping students rather than distracting them. Even though video games have been partially isolated to be entertainment only, there are a lot of advantages that cannot be found that easily anywhere else in the domains of *education*, and must be worth the time to analyze and plan around them.

Videogames are often perceived as an activity that only newer generations are interested in. According to (Clement, 2021) 20% of video game players are under 18, and 38% are from the 18 to 34 age demographics. The rest of the percentage is distributed along with people who are 35+ years old, decreasing slowly while the age increases. Meaning that at least 40% of video game players, which is a big number, are older than 34. It is clear that younger generations are more attracted to the idea of investing time in this type of media, but it is also visible that older generations are not reluctant to the idea of playing video games. Video game developers are aware of this fact, and also they do not want to miss out on possible customers, which leads to games being designed for all ages, despite having an age rating. Video games nowadays almost always count with an easy-to-follow tutorial that allows most people to get familiarized with the game mechanics and interactions. Since older generations are less exposed to technology, they may face a higher challenge in getting to know these mechanics. However, it is not completely unavailable to achieve, especially if they count on someone else that guides them along with the first steps of the game.

How can a MMORPG video game be transformed into a learning resource for a didactic sequence of intermediate English?

Justification:

This new decade starting with 2020 brings along a lot of challenges for society, climate change is at its peak, a volatile economic environment surrounded by uncertainty and a new epidemic threatens our world. Most of these problems are somewhat related to the most important ones: a huge lack of quality and accessible education, low possibilities of getting into higher education, and new ways to learn. In this situation, to witness the evolution of education, society requires students to be offered engaging class materials they can access from any part of the world. But it is not only a matter of copying and pasting what we already have, there is a need for new content that educators should be able to come up with. Languages are one of the most flexible subjects for this purpose, different materials can be accommodated to plan classes around as long as we take into account the four basic language skills, having motivated students and offering them the chance of discovering rather than memorizing.

More pedagogical resources are required, but they also need to keep a learner interested beyond the already known purposes they study that language for. They also need to realize how language is required for any social interaction and role-playing video games can easily provide situations of that kind with real people. Immersion is not something that regular second language learners can get if they are surrounded only by people who speak other languages than the one they desire to learn. In video games, deciding if you want to interact with an English or a Spanish community can take just a few clicks.

Video games have been a part of humanity where many have found a way of cultural expression and representation. Is taking over entertaining with E-Sports (electronic sports). Influencers with a lot of followers on their backs for playing video games. The industry has grown exponentially over the years, creating all kinds of places where video games are relevant. I believe it is the moment to benefit language education through all the opportunities that these video games and their communities have to offer. Also, take advantage of all of the positive tools that video games give us to motivate students even more, and to be able to give them what at this moment they cannot easily get: immersion.

MMORPG is the acronym used to refer to a Massively Multiplayer Online Role-Playing Game. The main goal of this investigation is to create a didactic sequence that has an MMORPG video game as a transformed main resource. It should also serve as a general guideline for teachers to plan and implement their language classes by having video games as a meaningful learning

resource. By doing this, it would be much easier to transition into a context in which video games can be considered useful resources for learning, self-learning, and teaching. Rather than a context where these are only considered as entertainment or even a waste of time. Besides, a general guideline like this one can serve multiple purposes for education, even if there are no video games involved. A teacher or future teacher can identify which are the key parts in transforming any kind of resource into a learning resource, and how to make these meaningful for their students. Furthermore, it can also be useful for individuals seeking an improving way of self-learning. By perceiving video games as a way to learn, many people can benefit from the advantages that gaming has for their learning process. Using them for both entertaining and learning, could lead to them investing more time in their learning process.

The principal focus will be on an intermediate level of English. The reasons behind this choice are varied and are also considering the possibility of applying to lower and higher levels. Students that are located at an intermediate English level are capable of maintaining conversations and even debates. These skills are particularly useful when they have to interact with other people on the internet. Having these capacities while communicating with others that are also speakers of their target language allows them to fully take advantage of these communities that are formed around specific video games. Besides, practice is needed for any level of language communication, but it is especially relevant for intermediate-level students, as it is required for them to reach proficient levels. As mentioned before, one of the goals of this investigation is to get students to interact with their learning resources even outside of class hours, which can be a key element for them to have a consistent practice of their English.

Lastly, this project is very dear to me because video games have constantly helped me in my educational process. Especially for English learning, video games were always a good additional resource besides what I got from school. The MMORPG genre of video games has been completely based and beloved for its social component. The core elements of this video genre are the social interactions, the ability to team with others and create their own fun. Also, the game I have chosen has been one from hundreds. It is my favorite video game, and I simultaneously believe that this specific video game has great potential for language learning. As a teacher I get excited about discovering new resources that could be adapted for educational purposes. On this occasion, video games provide advantages and disadvantages that I will try to enhance and reconcile respectively.

State of the art:

Although there is not too much about the usage of video games in language curriculums, there are some other investigations that reflect how video games have been used recently and how it is increasingly growing in interest to introduce them in educational contexts. Most of these investigations talk about the relevance video games can have in the classroom and the obstacles we may face as teachers. These are organized in a level of relevance for the objectives of this investigation.

There is a master's degree investigation project, proposed by Ayala Lady (2019) in which she creates a didactic sequence for students in fifth grade located in the north of Cali, Colombia. The main purpose of her work is to improve students' reading comprehension, by identifying their current needs and designing a didactic sequence based on the technological tool of the videogame *The Legend of Zelda: Ocarina of Time*. Ayala uses four learning guides according to the achievements that Link (the main character of the videogame) would earn during his adventure. This sets a clear path for the journey they are about to incur. Nevertheless, it was required to do a short introduction to the commands the game had, having to play through each of the four guides and solve a few questions after. At first, students did not seem too interested because of the fact they had to read, but after playing for a while they realized it is necessary in order to know the interests of each character and where to go. The author concludes by stating how important it is to extend the knowledge of the benefits that video games can bring to education and how we can enrich the classroom with meaningful learning experiences. This investigation has the limitation that it is only considering reading skills, which is very understandable because of the nature of the technological tool and the population needs. However, it brings up a lot of concepts that are usable and applicable for MMORPG video games in language education.

Also, there is another investigation that seeks information on how videogames can contribute to the academic performance of kids through a PYP teaching methodology. This investigation is proposed by Mora, M. & Obando, B. (2013), it focuses on the importance that video games can have in education using as a main example serious games, more specifically the one called *Dippel*. Some of the objectives of this paper are to identify the characteristics and benefits these can have for education and when to use them. Nonetheless one of the most important aspects

of this project is the PYP methodology. This one has three main components, the first one is about inquiring, making the student feel the desire to learn and not the obligation to. The second is the conceptual pedagogy in which there is a space to try and apply what they learned in the first one, with the possibility to try again. And the third one is a moment to share ideas and create understanding with the words of the others. Although this was done using a serious game, it is not something out of the scope of MMORPG video games. The three components of this pedagogy are something that MMORPG video games can achieve easily because of their social nature.

This last article I want to mention is called: Use of computer and video games in the classroom, by Kirriemuir, JK & McFarlane, A (2003). It contains a compilation of situations where video games have had a space within educational contexts. Also, it makes recognition of the problems teachers can face when using video games in the classroom. Despite there being many of these situations where video games could be used, most of these are outwith of the curriculum, such as games in computer clubs, for competition purposes, or even as a reward for good behavior. Besides, the concept of “pure” video games is used to make a difference out of educational-oriented video games and the ones that were not made for that, which are the ones that should be adapted by teachers. Gladly, the author mentions later in the paper how disappointing is that video games are currently being used that way. It also talks about how teachers are recognizing video games as a fun activity that students like to engage with but fail to make pedagogical resources out of it. I consider this article to be highly relevant for this investigation because it shows how video games have not been making it into curriculums for a lack of interest from teachers’ point of view.

All of these investigations faced different kinds of issues, and some general ones, like the introduction of game commands, mechanics, or objectives. Nevertheless, all of them capture the desire for innovation, by trying to bring video games into the classroom from unique perspectives. These investigations, although with different objectives, managed to transform video games into learning resources to teach reading or improve academic performances.

Main objective:

- Design a didactic sequence based on the MMORPG World of Warcraft for intermediate English learners.

Specific objectives:

- Assume learning necessities of an intermediate English level student according to the Common European Framework of Reference for languages (CEFR).
- Identify what have been the advantages and disadvantages of the use of video games as learning resources.
- Create an open English learning resource having an emphasis on motivation, immersion, and Digital-Game Based Learning.

Theoretical framework:

The objective of this paper is to find a way in which role-playing video games can be transformed into pedagogical resources that can benefit language curriculums or individual classes; it is necessary to review relevant concepts that must be taken into account for achieving this goal. Because of the nature of virtual language classes, it is needed to have a clear range of benefits that students can get from this type of education. Also, have in mind what kind of arrangements should be made to have an understanding and viable use of this tool to its full potential. In addition, the aid that each of the next articles can provide will also be related to finding common language barriers and problems that students could face, and quickly solving them if they occur. Besides that, the following concepts are core elements that must be approached from different perspectives in order to make the best of them for the purposes of this investigation.

Digital Game-Based Learning:

The concept of Digital Game-Based Learning (DGBL) serves as the base for this research. It is especially important because of its increasing variety of scenarios to consider teaching with video games (digital games). Digital games have been used to promote the learning of conceptual skills related to subjects such as mathematics, architecture, biology, programming, medicine, etc. If gaming has made it into these educational domains, with the amount of social interactive tools that MMORPG video games offer, it could easily get a very important spot for language learning. Despite the heterogeneous subjects in which gaming has been tested in educational fields, it would not be too complicated to find general bonds among learning, language acquisition, and digital learning devices.

Video Games have the potential to close currently existing gaps in education, from motivation towards learning itself to facilitating comprehension. Van (2015) affirms that: “On average, a well-designed game improves learning by between 7 and 40 percent over a lecture, effectively erasing the difference between failing students and those working at a “B” grade level” (p.16). He also mentions the bond between problem-based learning and digital games. More precisely, how digital games present a series of problems that players still have no idea how to solve, and they need to find a way to do it by mastering game mechanics and applying prior knowledge. One of the main reasons why DGBL is key for this investigation is because analyzing previous pedagogical strategies that rely on this kind of learning can reveal useful information such as gaps, benefits, limits, and different approaches to having video games as a learning resource.

Van (2015) also states that “DGBL is no panacea. It will not work and is not practical for all learners, all content, all the time—any more than are lectures or textbooks.” (p. 24). This correlates to the type of game that may be more useful than others to adapt into a learning resource for a particular subject. The purpose of choosing an MMORPG game is to take advantage of all of its social elements that could prove very valuable for language learning in specific. For it to work, it should carefully consider what are the elements that are able to enhance the learning of the subject in question. Like other resources, lectures or textbooks, these have to be adapted for specific subjects, concepts and levels.

Van (2015) in his article *Digital Game-Based Learning: Still restless, after all these years* concludes that:

What will DGBL look like in another ten years? Who knows? Maybe the digital game natives won't have arrived after all. Or perhaps they will be very different from what we are expecting—just as today's digital natives are not what we expected in 2006. Or maybe DGBL will help usher in a new era of effective (though not entirely game-based) teaching. What we do know today is that we have the evidence and the design tools to demonstrate that digital games are powerful learning tools. (p. 28)

This is an open conclusion that can be interpreted as an uncertainty of what is to come for DGBL. It may differ from what he expects, and those digital game natives may not be there yet. Besides, it confidently states that there is enough evidence in which digital games have worked as powerful learning tools. Perhaps that uncertainty comes from the immense amount of digital games and possibilities, while the people that are interested in transforming those tools may be limited. Moreover, he speculated how in the future, digital games may serve to close a gap, and find a place in an effective but not completely game-based type of teaching. Nevertheless, the confidence that digital games actually work as learning tools is there, and “whether we choose to take advantage of the opportunity before us is a completely different question.” (Van, 2015, p. 28).

Motivation:

Motivation plays a key role for DGBL, as it is not enough to use digital games to guarantee that learners get interested in the class topic in general. Bruner (1974) explains that our attention is dragged to the unknown, unfinished or unexplored, we keep our attention and figure it out in the end. He also states that curiosity is a key factor not only for our motivation but for our survival itself. There are some elements that Bruner identified as intrinsic motives, like curiosity. These can explain how people get more or less motivated in almost any activity. One of these is the level of competence in the task they are currently performing. We need to notice

some sort of progress and domain levels to keep an interest in becoming better or exploring more. Another element is reciprocity which is based on human nature to cooperate and interact towards a clear goal. The importance of motivation rises in this investigation because of the expectations that video games can make in the classroom. It is pertinent to visualize the way in which motivation grows within human beings, so much for planning unique classes around these learning resources as for having the possibility of students engaging voluntarily with them outside of the classroom.

Bruner (1997) in his book *The Process of Education* also affirms that:

So, while in 1960 a structuralist view of knowledge seemed out of the main current of American thought, particularly when related to educational matters, it no longer seems so. Indeed, functional and motivational considerations seem now to be taking a more central position in the revision of what have now almost become "establishment" views.
(p. 15)

Bruner was recognizing that the way educational matters were perceived at the time were changing, he also mentions how the motivational considerations were becoming more relevant. Motivation serves a key role for modern education. Information is widely spread across society, and people need a way to interpret it. Since that curiosity plays a key role in motivation, MMORPGs video games bring to the table many stories and places to discover. From the moment they get into the world, they are in a setting where the unknown, the unexplored and unachieved is what moves them forward towards discovery.

Nancy L. Ray (1992) in her paper *Motivation in education*, seeks to give a clear understanding of the concept of motivation and the roles it had in education. She affirms that:

Safety needs deal with the basic security of an individual. These needs are fulfilled through a sense of stability and freedom from fear and anxiety. Students prefer a consistent and orderly learning environment where the discipline is fair and they feel safe and not threatened. There is little motivation for learning if students feel threatened,

or just feel a desire to avoid punishment. Students can be frightened into doing academic tasks, but this is coercion or negative motivation.

This understanding of the role of motivation in education is often overlooked and relegated as something secondary in the context of Colombian education. Punishments and grades are commonly what students worry the most about. If they have increased motivation in contexts where they feel free, this should be encouraged by the teachers and the setting. The context of an MMORPG is an experience that is easy to get into, and punishment is of no concern. Students can experience adventures with their characters and express themselves about their stories, actions, friends, etc.

Four basic language skills:

The concept of the four basic language skills is based on the philosophy of teaching and learning a language as a whole rather than dividing it into different pieces. To achieve this, teachers need to give the same level of importance to each language skill and use each opportunity in which these are linked to each other. These four basic language skills are: reading, writing, listening and speaking. The main reason why the integration of the skills work is because it gets closer to how we interact in real life. As Aneela, A. & Ameela M. (2010) said, although a learner could not depend on other skills while learning one or two in specific, that does not ensure that students will be ready for real language interactions. Besides, they remark on the importance of planning classes capable of encouraging students and making them interested in the content. It also mentions the necessity of teachers creating their own classes with diverse materials and getting familiarized with them. For a digital learning environment that video games are able to provide, the four basic language skills are easier to identify. Having them easily identifiable makes the process of combining them all to approach language in its complete and real shape, a form where all four language skills have the same level of relevance. Aydogan & Akbarov (2014) express that “skill integration is inevitably vital where all language skills are not used separately but instead all language skills are used in every class” (p. 679). For this project, with the purpose of evaluating but not isolating each of the four skills, all of the classes will be planned around using every skill in every class. Even if the

project of a class is focused in a skill, to solve these projects it requires previous usage of every skill.

Immersion:

Immersion is commonly known as the exposure to a target language by introducing a person into a community of speakers of that language. This is one of the most important concepts for this investigation since it will be partially present from the moment the students get into this new way of learning. The immersion term was initially used for Canadian programs that involved French or English, despite the fact that immersion was already a reality in many countries around the world. Johson and Swain (1997) delimit eight core features of immersion programs:

- The L2 as the medium of instruction
- The immersion curriculum parallels the local
- Overt support exists for L1
- The program aims for additive bilingualism
- Exposure to the L2 is largely confined to the classroom
- Students enter with similar (and limited) levels of L2 proficiency
- The teachers are bilingual
- The classroom culture is that of the local L1 community

Although these elements are key elements for immersion, not all of them are completely necessary or even required for a language curriculum. In language immersion, learners can find

a helpful extra resource able to cover the practice necessities that many would not be able to find in a country that does not speak the targeted learning language. That is why it is needed to analyze how immersion works as a help rather than a barrier or impediment for the learner to engage in communication exchanges.

SAMR Model:

The SAMR model proposed by R. Puentedura is based on a categorization system that determines how much teachers are actually integrating technologies for learning. The SAMR stands for substitution, augmentation, modification, and redefinition. Ruben Puentedura stands that his model was created to share a common language among teachers, so they are able to identify patterns and commonalities in their teaching, regardless of what they teach. Substitution consists in using technology as a replacement for other tools, without any real functional change. In augmentation, technology remains as a replacement for other tools but has clear functional improvements. For modification, the technology serves as a way to redesign the desired class planning. Lastly, redefinition gives technology a proper place, in which can be used for the creation of totally new tasks, that were previously inconceivable without technology.

The idea of the SAMR model is that technology should be exploited to its full potential that is why these categories divide into enhancement and transformation. While the first only substitutes or gets small benefits from technology. In this stage teachers might as well utilize other tools and the outcomes of the planning and implementation of the classes would be the same. Transitioning from enhancement to transformation means that now technology has an important value, and the outcomes of the design would be different without technology. Puentedura (2006) affirms that “The last stage of the SAMR model represents the pinnacle of how integrated classroom technology can transform a student’s experience.” Having these categorizations, the ideal would be to create a didactic sequence where the design of the activities aims towards redefining what technology is conceived for in the classroom.

Intrinsic learning

The concept of intrinsic learning plays a special role for learning with video games. Oudeyer and Kaplan (2009) describe intrinsic motivation as “centrally involved in spontaneous exploration and curiosity, is a crucial concept in developmental psychology. It has been argued to be a crucial mechanism for open-ended cognitive development in humans” (p. 1).

Since intrinsic motivation involves spontaneous exploration and curiosity, MMORPG video games function as a place where students are free to explore. While the open world of these video games invites their players to explore, game developers have to arouse curiosity by introducing various interactable and non-interactable elements in this world. Successfully transforming the video game into a learning resource should focus on benefiting from these intrinsic motivations that the MMORPG video game naturally encourages. This can be done by transforming their experience in the video game into language, carefully considering each of the elements that students are going to interact with. By analyzing the adventure that students are going to have, we can propose activities related to the experience they just had in the game.

MMORPG:

An MMORPG video game is one that allows its players to have a Role-Playing Game experience in a Massively Multiplayer Online setting. Combining all of these aspects, MMORPGs are effectively video games that not only provide entertainment, but they also serve as social platforms. Character development is a key element of an MMORPG. Players have the opportunity to face challenges and get rewarded for it. They can see how their characters become stronger. This is reflected both visually and in the gameplay itself. It is encouraged for players to group up with others and have more chances to overcome any obstacle. Having this in mind, MMORPG video games can give students an interpersonal Role-Playing experience that they can easily remember and express about. Besides, having the opportunity to communicate with other players allows them to have natural interactions with

real people. Additionally, this can be done in a context where English is the norm, thanks to the possibility of choosing the region they want to play in.

Investigation type:

This investigation is meant to be of a documentary type. Many studies look for the benefits, improvements, borderlines, and even disadvantages of using video games for educational purposes. These have been directed towards specific kinds of contexts, and the subject of most of them are not related to language. Hence it is necessary to have a deep review of the key concepts that are scattered in these studies and have them related to the specific problem. This also requires the constant support of language learning and teaching theories to be able to better delimit the space of role-playing video games in virtual language curriculums and individual classes.

As its name suggests, documentary research is a research method based on the review of texts, articles, documents, biographies, and publications besides other types of formats about particular subjects, and use that information to propose a didactic sequence.

Variables

These variables have been selected because of their great relevance when it comes to a virtual learning environment. As explained above, MMORPG Video games have a significant amount of possibilities for learners to interact, communicate and develop their language skills. Digital-Game Based Learning (DGBL) is an approach that allows us to better understand the engagement of learners with educational content while having a video game as a main pedagogical resource. Lastly, immersion is a very useful advantage that video games can easily provide with their thriving and active communities in many languages, especially in English. All of these variables together can result in having a prosperous and diverse virtual environment that facilitates the achievement of meaningful learning.

MMORPG Video games: Foundations of the genre, what elements are approachable to initiate any sort of communication or language usage.

DGBL:

- Benefits, opportunities, advantages, and available improvements of having video games in the classroom.
- Detriments, costs, disadvantages, and possible distractions of having video games in the classroom.

Immersion: How many of the characteristics of various immersion definitions are video games capable of providing.

Research steps:

I

Collect information about the usage of video games in pedagogy through the analysis and comparison of available documents, research, and degree projects.

II

Inquire in all possible ways in which MMORPG video games can provide immersion, increase levels of motivation, and get students closer to the integration of the four skills principles; by the analysis of previous documents.

III

Along with the previous steps, build criteria that will help to identify success factors and minimize any disadvantages that video games could have in a virtual language class or curriculum

IV

Use that criteria to transform MMORPG video games into language learning resources and use them to propose pedagogical experiences that can bring meaningful learning experiences.

Activities in which MMORPG video games can be used for intermediate English teaching:

In-Depth descriptions: As stated before, role-playing games offer their players a wide variety of environments to interact with. These are commonly filled with characters, habitats, structures (human-made and nature-based), and many more elements that represent both our real world and fantasy ones. Having these places are great opportunities to generate language production from students. For example, ask a student to get to a lake and carefully describe its surroundings. This is a type of activity that makes them interact with this world, create an understanding of it, and put in their own words what this lake and its surroundings look like. Descriptions can get as detailed as the language goals require it, video games and their players are constantly getting more demanding in terms of realism, which truly makes it easier to describe their zones, as the number of elements gets bigger and better detailed. There are huge castles, foggy forests, cold wastelands, arid deserts, complex cities, wet marshes, etc. Actually, right now imagination is the only limit to the amount of beautiful and interactive places that MMORPG video games bring to life. Moving around these places and finding the words to portray all of the elements that compose each singular zone of a video game can prove to be a wonderfully easy and effective way of promoting language generation in our students.

Establishing game and language goals: In MMORPG video games, there are usually objectives to complete, whether they are explicit or not. Explicit objectives are commonly questing that involve the player character doing something specific or interacting in some manner with an NPC (Non-playable character). Often, these quests require the player to read and get immersed in the story of the game. But also, quests can be used towards the situations they face in the game, to relate the experiences they have, or even narrate events. Students can participate in various of the objectives that MMORPG video games have, and link them to specific goals for their English learning. For example, if there is a specific boss (special NPC) students can be asked to defeat it as a game objective, but also they can be asked to tell the experience they had with it. What type of strategy did they use, how did they like that character as a villain, ask about the moral of getting rid of it, is it the correct thing to do?. There are many of those special encounters in MMORPG video games, and the range of varied experiences is wide, also the levels of those

Grouping with other players: Some of the special things that MMORPG video games have is the possibility of working together with others to overcome different challenges. As mentioned before, getting into an English-speaking community is very accessible and it should only take a few clicks. Having students meet other English speakers in games, making friends, and grouping up together is a powerful tool for their learning of that language. It also can be very volatile, as most people are different and the circumstances in which they meet can be from friendly to troublesome. Even if it's not common, some people do not like to group up in these kinds of games. Also, despite the community being an English-speaking one, its players may not always be native or advanced English speakers. They can be from any part of the world and have English as their second, third, or even fourth language. These players may be looking for the same goal, to learn English through video games by themselves or with specific guidance. Besides, they can also be players that chose that community because it's the easier one to communicate with, since the game is not available in their language. Either way, these communities can prove to be very useful for our students' language acquisition, getting immersed, and using all of the four skills, writing, reading, speaking, and listening.

Chosen game: World of Warcraft

The main objective of this project is to transform MMORPG video games into a meaningful tool for Intermediate English learning. This means that a game that meets these characteristics has to be picked. The game that I trust will have the most synergy with this project is called World of Warcraft.

World of Warcraft is a massively multiplayer online role-playing game that was released back in 2004, November 23. As the fourth game of the Warcraft franchise, it was a complete turnaround in the genre, since it swapped from a Real-Time Strategy (RTS) to an MMORPG, allowing players to create their own heroes, team with other players, and live adventures in the fictional world of Azeroth. Whether It is by exploring dungeons with friends, participating in battlegrounds, or just socializing with others, World of Warcraft has stood as the biggest MMORPG for more than 15 years since its release. This game managed to reach 12 million paid subscribers during its second expansion, Wrath of the Lich King. Although these numbers have changed since then, World of Warcraft is still a social game that counts with a vast community of players whom students can interact and make friends with.

Recently, this game has made an overhaul in the new player experience, by crafting a specific story campaign designed for new players, teaching them how to interact with the game while they explore this new world. This new player experience takes place on an island called Exile's Reach, and narrates the story of a faction expedition after a Shipwreck on that island. As stated before, this narrative is made to teach new players how to play the game. Nevertheless, since it is an online game and communication apps such as Discord are very prominent, there is always room for the teacher or for a more experienced player to guide and also take part in their adventures. Anyone can join as long as they want to play together.

The goal is to take advantage of every aspect of this MMORPG. Having this in mind, elements such as story quest narratives, player experience, in-game and outside social and world interactions, ambience, soundtrack, and game design will be considerably taken into account for class planning. Also, since World of Warcraft has always been a social device for people to interact with others, students should create party groups of four or five players to tackle language and in-game challenges together.

Didactic sequence: Exploring Exile's Reach

Demography: This didactic sequence is directed to English learners that according to the CEFR are in a B1-B2 proficiency level (Independent User). It is directed for people of all ages who have a basic computer knowledge and can navigate through the internet. Also, it is for people who are interested in engaging with novel resources to enhance and transform their education. The students must have a computer and a stable internet connection.

For this didactic sequence, I trust that an introduction can work as a way of initiating to explore the game while explaining the methodology to students. It will be pertinent to take into account all of the skills of language (reading, listening, writing, and speaking), and allow activities that can integrate all of the skills and evaluate specific ones. As a way of concluding the didactic sequence, a final class that references the previously worked projects. Thus, this didactic sequence will count with a total of five individual classes. The first one will serve as a manner of introducing students to this new world, students will complete the game tutorial, learning how to move, attack or interact with elements of this world. The other purpose of this first class would be to introduce students to this new methodology, explaining to them that classes will consist of two moments, one in-game and one outside of it. This first moment will have students exploring this new game in a group, while they also share their thoughts and socialize via voice using the Discord App. While they are in Discord, they can talk to their group and the teacher who is part of the group as well. Also, there will be key moments in which students will be encouraged to express themselves about various aspects of the game, moral dilemmas, or ask them to use their current English level to express opinions and provide information. The second moment will ask them to transform the experience they just had into a small project, in which they will be challenged to put together all of their English knowledge. The next four classes will have an emphasis on individual language skills (reading, listening, writing, and speaking). This does not mean that other skills are going to be left aside since we need them all to properly communicate. World of Warcraft is a video game that requires a lot of character progression to unlock certain moments, stories and experiences. This means that although there are a lot of voice recordings and stories to read, it is difficult to reach most of those stages that display them to the students. To be able to demonstrate that World of Warcraft as an MMORPG video game can be transformed into a meaningful learning resource, we should look into those

resources that were made for or from the game itself. Resources such as comics, cinematics, and documentaries are easy to get and interact as a new player. Also, these resources can provide a better context for reading and listening activities. This combination of resources that ultimately were made for or from the video game World of Warcraft, can work to diversify the type of activities a classroom is conceived for.

Before the classes start, students will be asked to create their own World of Warcraft accounts and download the game in <https://worldofwarcraft.com/en-us/>

They will also need to create their discord accounts and download the app in <https://discord.com>

For each **in-game part**. students should always be connected in discord with the group of students and the teacher.



First class: Entering World of Warcraft

Part 1: In-game

When students first log in to World of Warcraft, they encounter a decision to be made, this is the realm they want to start their adventures. The realms are specific game worlds that are hosted in physical servers by the company that created World of Warcraft, Blizzard Entertainment. These realms have the names of important characters for the Warcraft story, and they also are categorized by region. This is where the students will be able to choose a North American realm and play together as a class. The realm of choice for this project will be Wrymrest Accord. This realm is an RP (role-playing) server, which means that people are more willing to interact with others, and are often encouraged to create a narrative for their characters. Wrymrest Accord is also a realm that ranges from High to Full population, which will serve the purpose of seeing and interacting with other players that may not be a part of the class group.

Character creation (30 min)

Once they choose their realm, students will face the Character Creation Screen. Here students will be able to pick a Faction, a Race, a Gender, a Class, and pick a Name for their characters. There are two factions in World of Warcraft: Horde and Alliance. All students and teachers need to pick the same faction so they can play together. While the students create their characters, the teacher will ask them what race and class they picked, and what they like about it. While Race sets the appearance of a character, a class will determine the way they Fight, the Armor they can wear and the roles they will be able to fulfill (Damage dealer, Tank, or Healer). Having this in mind, students can name *characteristics* and *traits* that the combination of their Race/Class has. From colors to in-depth details, the idea is that students can have fun trying to describe the characters they are about to create. After this talk when they all finally decide on their characters, they will click the Create button. The character will appear in the Character Selection Screen, and they will be able to log in to the World with their desired characters.

They will see a short cinematic depending on the Faction of the race they chose. Since the questline varies from the Horde to the Alliance faction, I will adapt the Horde questline for this didactic sequence because it is the most populated faction. Although it can be adapted for the alliance faction as well. One thing to take into account is that the scenario is the same, but the characters and their stories are different depending on the faction.

First contact with the game (30 min)

After this cinematic that briefly talks about each faction, students take control of their characters. The game tutorial indicates that you can move with the keys W, A, S, and D. Jump with the space bar. And also control the camera with the mouse keys. Once they finish this short tutorial, they will encounter their first NPC (Non-Playable Character) and their first quest. They will be asked to read the quests text and get a general idea of what is the story behind it. For students to complete the first set of quests that will set up the shipwreck story, they will have to use their spells or abilities and read the quests' text. One of the things the teacher can do while they complete this Questline is to ask the students to talk about their spells, what they do with them and what they think about them. Their description does not have to be pint-point precise, but rather catch a general idea that can open a conversation about these fictional spells and abilities the game showcases. For example, students that picked a Mage class can describe their Frostbolt or Arcane Missiles spells, while students that picked a Warrior class can describe the type of moves, they do with their weapons, like their Heroic Strike ability. Since the idea is to have a group of five students, which is the maximum allowed by the game for this type of content; students should have plenty of Spell and Abilities variety to talk and form conversations around.

After students complete *Quest #3*, they will see a short cinematic that shows how a massive wave of water destroyed the ship. Then, their character will appear on the shore, presenting the students to the open world. At this point, students can form groups and continue the quest storyline together. Besides, this moment also serves to ask the students how they are feeling about the pace, controls, or camera of the game. If everything is on point, students can now explore this island with their own characters, while they follow the Horde storyline. **Quest #4 & Quest #5** require players to retrieve stolen medical supplies and use them to heal those wounded by the shipwreck. These quests are the first ones done in the open world and are

significantly easier to complete as a group. Once they complete them and take **Quest #6** students will be asked to save that quest for the next class. Also, for the remaining time, students will have to look for a small place on the island that they would like to describe for the second part of the class (project). The idea is that every student picks a different area. If they are in a group, they will be able to see each other on the map. Once every student picks an area, the second part of the class (projects) is for students to do it in their free time before the next class.

Part 2: Project 1

*For each class, students will receive a **project guide** that will present: class moments (objective table!), class objectives, activities, and rubrics for each of the activities.*

Taking into account that this is the first class, the objective for this part of the class is to propose diagnose activities that an Intermediate English Learner would be able to do. As stated before, every student picked a small part of the island to describe, which is for this first activity of the project.

Language objectives:

- To diagnose your current English level.
- To describe a landscape and its surroundings.
- To speak about a recent experience and describe characters.

Activity 1: Describing Places

Explore with your character and get to a zone you would like to describe. Try to describe it as detailed as possible in a text of minimum 300 words. Take into account every aspect that surrounds it (NPCs, Critters, Landmarks, Terrain, etc.). Also, include why you chose that part of the island and what you like/dislike about it.

<p style="text-align: center;">Writing assessment: Project 1, activity 1</p>

#	Evaluated aspect	Percentage (%)	Unsatisfactory performance	Average performance	Satisfactory Performance	Exceptional performance
1	Grammar	25	The grammar of the text is not used accurately and contains major errors	The grammar of the text is somehow used accurately with more than few corrections	The grammar of the text is used accurately with few corrections	The grammar of the text is used accurately with no corrections
2	Vocabulary	20	The range of vocabulary is poor and limits the student capacity of communicating	The range of vocabulary is adequate but contains error of word choice and form	The range of vocabulary is wide and allows proper communication, with few corrections	The range of vocabulary is wide and allows proper communication, with no corrections
3	Content	20	The content of the text does not include any of the aspects required by the project	The content of the text includes few aspects required by the project	The content of the text includes most of the aspects required by the project	The content of the text includes all of the aspects required by the project
4	Organization	20	The text does not have a logical order, it is difficult for the reader to follow	The text somehow follows a logical order, but is still difficult to follow	The text follows a logical order, making it easy to follow	The text completely follows a logical order, making it natural to follow
5	Style	15	Transitions are not present on the text, incoherent sentences	The transitions of the text are present but disjointed, somehow clear sentences	The transitions of the text are well used, mostly clear sentences	The transitions of the text feel natural, clear sentences
Feedback:						

Activity 2: Narrate

Record yourself narrating the story so far of your character, what have the quests been about, and explain what happened to the expedition. Also, describe the characters of your friends and

the people you have met. Lastly, include your opinion so far of the game, this audio should be of a minimum of 1 minute.

Speaking assessment: Project 1, activity 1						
#	Evaluated aspect	Percentage (%)	Unsatisfactory performance (1)	Average performance (2)	Satisfactory Performance (3)	Exceptional performance (4)
1	Pronunciation	25	The student is not able to pronounce accurately enough to be understood	The student is able to pronounce accurately enough to be partially understood	The student is able to pronounce accurately enough to be almost completely understood	The student is able to pronounce accurately enough to be completely understood
2	Vocabulary	20	The range of vocabulary is poor and limits the student capacity of communicating	The range of vocabulary is adequate with some corrections	The range of vocabulary is wide and allows proper communication, with few corrections	The range of vocabulary is wide and allows proper communication, with no corrections
3	Fluency	20	The student is not able to maintain his speech	The student is able to maintain his speech with some corrections, regularly using pauses	The student is able to properly maintain his speech with few corrections, using pauses when necessary	The student is able to properly maintain his speech, using pauses when necessary
4	Content	20	The content of the narration does not include any of the aspects required by the project	The content of the narration includes few aspects required by the project	The content of the narration includes most of the aspects required by the project	The content of the narration includes all of the aspects required by the project
5	Organization	15	The narration is not organized, transitions are not clear	The narration is somewhat organized, transitions are not clear enough	The narration is organized, transitions are clear	The narration is well organized, transitions are clear
Feedback:						

Second Class: Exploring the island

Part 1: In-game

*Before each class, students should have submitted their **projects** from the previous class.*

Exploring and cooking (30 minutes)

The students will log in to the world and form the same groups as the previous lesson. To begin with, it would be ideal to get to the small places that everyone picked in **project 1**. Students can talk about what they think about those areas and discover new places. Once they finish with every student's place, they will be asked to continue the storyline by completing **Quest #6**. When they finish this quest, the students will find a very hungry character and they have to prepare something for him. They will learn in **Quest #7** that you can cook in the game to create food to heal or improve their character temporarily. While they are getting the materials to cook, the teacher should ask them if they know how to cook in real life. They can also describe how they prepare their favorite dish. In case they do not know how to cook, they can describe their favorite dishes and explain how they get their food. The teacher should also tell them that cooking in the game works as a Secondary Profession that they can level up. Just with this information, the students can tell if they would like to level up that Secondary Profession and why. For now, they cannot learn these professions, and that is why it is only for talking now. Nevertheless, these will be used for a later **project**.

Combat (30 minutes)

From **Quest #8 to Quest 11**, the students will learn more in-depth how the combat of the game works. For this, **Quest #8** works as a more detailed tutorial of the class they picked. While in **Quests #9 #10 and #11**, they will be sent into a zone that only has hostile NPCs. This means that, unlike neutral NPCs, these will attack even if they have not been attacked by the player. The story behind it tells that a race named Quilboar has kidnapped part of the missing expedition, including the daughter of Warlord Breka Grimaxe. She has been the NPC the students have trained with and has given the most quests so far. Before the Quilboar uses the missing expedition in their necromancy rituals, the players have to do the last training and go save the expedition. These quests take place in a sort of grim forest where there is a cascade. It

is also decorated with the belongings and trinkets of the Quilboar. Once the students get through the Quilboar camp, they will find two members of the expedition, but there is still a lot missing. For **Quest #12**, the expedition manages to find the daughter of Warlord Breka. It is being held hostage by ogres that want to use her to bring a dragon back from the dead. They try to use a gadget called Re-Sizer v9.0.1 to create a giant boar in **Quest #13**. Nevertheless, the gadget ends up working better as a cannon they plan to use it blow up the undead army of the ogres in **Quest #14**. Once they finish this quest they will see a short cinematic where the students can see that the ogres have already started the ritual for the dragon in the castle. Students can pick up **Quest #15** but save it for the next class.

Part 2: Project 2

For now, the students have been able to read, listen, write and speak. Writing and speaking were the aspects proposed by the diagnostic activities. This is because they also needed to read the quests and listen to the character's voice acting to be able to understand the story and then use their writing and speaking skills. As mentioned before in this paper, the goal will be to evaluate each language skill for every project after the first one. This is why **project 2** will be focused on writing.

As the Council of Europe (2001) states, a B1 student "Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence." (p. 61). Also, B2 students "Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources." (Council of Europe, 2001, p. 61). Since they should be able to link a series of shorter elements into linear sequences, this means that they should also be able to link the events that had happened in-game so far with the expedition.

Having this in mind, the **language objectives** of this **second project** are:

- To produce a diary with details about your recent experience in-game.
- To describe actions made by you or others.
- To tell a coherent story by linking a series of events.

Project 2: A story to remember

For now, you are an adventurer of the horde. Participating in an expedition that ended up in a shipwreck, some of the crew were found while others were kidnapped by ogres. You learned that you can cook, fight, and team with others. By rescuing most members of the expedition, you have proven your worth to your faction. Having this in mind: Create a Diary where you tell the story of your character so far. Include all of the quests you have done and describe what you did in them and what you think about it. Mention what you have done with your friends in the game. Use verbs to describe what you or others did. Also, take into account the vocabulary that was worked on in the previous class. This text should have a minimum of 500 words.

Writing assessment: Project 2						
#	Evaluated aspect	Percentage (%)	Unsatisfactory performance (1)	Average performance (2)	Satisfactory Performance (3)	Exceptional performance (4)
1	Grammar	25	The grammar of the text is not used accurately and contains major errors	The grammar of the text is somehow used accurately with more than few corrections	The grammar of the text is used accurately with few corrections	The grammar of the text is used accurately with no corrections
2	Vocabulary	20	The range of vocabulary is poor and limits the student capacity of communicating	The range of vocabulary is adequate but contains error of word choice and form	The range of vocabulary is wide and allows proper communication, with few corrections	The range of vocabulary is wide and allows proper communication, with no corrections

3	Content	20	The content of the diary does not include any of the aspects required by the project	The content of the diary includes few aspects required by the project	The content of the diary includes most of the aspects required by the project	The content of the diary includes all of the aspects required by the project
4	Organization	20	The text does not have a logical order, it is difficult for the reader to follow	The text somehow follows a logical order, but is still difficult to follow	The text follows a logical order, making it easy to follow	The text completely follows a logical order, making it natural to follow
5	Style	15	Transitions are not present on the text, incoherent sentences	The transitions of the text are present but disjointed, somehow clear sentences	The transitions of the text are well used, mostly clear sentences	The transitions of the text feel natural, clear sentences

Feedback:

Third class: Working as a team

Part 1: In-game

Working as a team (1 hour)

For this class, after they log in to the world and form the groups as previous sessions, they will be asked to complete **Quest #15** that they picked before. This quest will teach them how to sell and buy items from an NPC. They will be able to buy a tabard of the horde and equip it to represent their faction. Students are now in the first “Quest hub”, which is a place that has various NPCs. Some of them have quests, offer vendor or repair services, or just be there without a quest to offer. That is why it is important to follow a specific route as a group, so everyone is on the same field, with the same quests, and without no one behind. **Quest #16** is the closest to the students when they are done buying and selling. This quest will ask them to talk to an NPC called Lana Jordan. Lana will hand **Quest #17** which takes place deep into a

cave where more expedition members were captured, this time by spiders. This quest ends up with them rescuing five members of the expedition and defeating an enemy that wants to destroy the cave. Fortunately, an NPC druid called Crenna Earth-Daughter is able to take them out of there before anything happens. After this, students in the same groups should complete their specific quests for each class. They should help each other doing these quests, they can choose the order they want. Students who picked a mage will have to be the last ones since their class quest is unlocked later on when the story progresses. While they complete these quests, students can talk about what they think about their classes so far. What do they like about other classes and if there are any they would like to try. Since it is a group formed by five people, they will have to complete all five quests related to their specific classes.

Part 2: Project 3

Students have been gathering information through reading inside of the game. From quest texts and dialogue (that is also shown in chat) to names of specific places and NPCs. Nevertheless, it would be pertinent to have a project where reading comprehension can be evaluated. Thus, this third project will focus on reading. The reading resource for this project will be the comic called Blackhand from the game World of Warcraft. Written by Robert Brooks, this comic tells the story of an orc called Blackhand and his destiny with the legendary weapon Doomhammer. This resource is also chosen as is immediately available for any new player and brings a solid context for a reading comprehension evaluation.

Students can access the comic via <https://worldofwarcraft.com/en-us/story/comic/blackhand>. This access link will be included in the **project guide** of this class for students to read it.

The students will have to write a short synopsis of the comic (200 words minimum) and answer the following questions in a few sentences with their own words

- On the first page of the comic, what is the current situation of the orcs?
- Why did the elements take the Doomhammer?
- What is the name of the two orcs that get to wield the Doomhammer in this comic?
- Why did the elements allow the retrieval of the Doomhammer?

- What did the orcs do once they retrieve the Doomhammer?

The Council of Europe (2001) states that a B1 student should “Understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.” (p. 69), while students in B2 “Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.” (Council of Europe, 2001, p. 69). Taking into account that students have had three classes in World of Warcraft, they should already recognize it as a field of interest, and should be able to grasp those essential meanings from texts.

Having this in mind, the **language objectives** of this **third project** are:

- To create a synopsis and answer specific questions.
- To grasp the essential meaning from the comic.
- To demonstrate understanding of descriptions, events, feelings or wishes.

Reading comprehension: Project 3						
#	Evaluated aspect	Percentage (%)	Unsatisfactory performance (1)	Average performance (2)	Satisfactory Performance (3)	Exceptional performance (4)
1	Vocabulary	20	The student is not able to recognise or utilize the vocabulary used in the comic	The student is somewhat able to recognise and utilize the vocabulary used in the comic	The student is able to recognise and utilize most of the vocabulary used in the comic	The student is able to recognise and utilize all of the vocabulary used in the comic
2	Content	30	The content of the synopsis and answers to the questions were not related to the comic story	The content of the synopsis and answers to the questions were related to the comic but not precise enough	The content of the synopsis and answers to the questions were related to the comic but not entirely precise	The content of the synopsis and answers to the questions were related and precise to the comic
3	Questionnaire	25	The student is not able to answer any of the questions	The student is able to answer some questions, giving answers that were not	The student is able to answer most of the questions, giving mostly clear answers	The student is able to answer all of the questions, giving all clear answers

				clear enough		
4	Style	25	The student style does not promote organized and fluent reading	The student style is somewhat able to promote organized and fluent reading	The student style promotes mostly organized and fluent reading	The student style promotes totally organized and fluent reading
Feedback:						

Fourth class: Dragons and cities

Part 1: In-game

Dealing with harpies (20 min)

Students will log in to World of Warcraft and form the same groups of previous classes. They will be asked to take **Quest #18**, which will ask students to meet an NPC called Bo, near the harpy roost. This will lead to **Quest #19, Quest #20, and Quest #21**. These quests take place in a small forest that has been taken by harpies. Students as members of the expedition have to defeat the harpies and their allies, destroy vile totems that are draining power for them, and rescue an NPC called Herbert Gloomburst. Once students finish this quest as a group, **Quest #22** is about returning to camp with Warlord Grimaxe. Once they return to the camp with the others, the NPC Herbert Gloomburst is the mage trainer that gives the class quest for mages in case they have not done it. Once every student completed the quests of the harpies and their respective class quest, **Quest #23** will unlock.

Infiltrating the ogres (20 min)

This quest will ask students to reunite close to the Darkmaul Citadel, where the last survivor of the expedition is. Now **Quest #24** tells that the plan to get to the Citadel is by transforming into an ogre and taking your allies in chains as fake prisoners. They will get into the Citadel and type in chat /wave to the leader of the ogres, they can also type /dance to trigger a special animation. In front of the Citadel where this quest ends, the NPC Mulgrim Thunderwalker is being held as a prisoner of a powerful spell. This will unlock **Quest #25, Quest #26, and Quest #27**. These quests are about getting the ward stones to free Mulgrim from the spell, defeat some ogres, and destroy their catapults that are close to the camp. Once students finish these quests and free Mulgrim, he will give **Quest #26**. Here students will enter the dungeon Dark Maul Citadel.

Dark Maul Citadel dungeon and heading back to Orgrimmar (20 min)

Here inside of the dungeon, students will learn that in dungeon groups there is someone who takes the damage, someone who heals their allies, and someone who does damage. Since this dungeon is meant to be an introduction, here NPCs will fill the roles of Tank and Healer. Students will face two bosses in this dungeon, including the undead dragon that the ogres were trying to summon. Once this undead dragon is defeated, Warlord Breka Grimaxe says that since they stopped the ritual and saved the members of the expedition, now it was time to go back to Orgrimmar. When they get out of the castle, an NPC called Bruk'Thor will come from the skies with flying mounts at the service of the Horde. Here, **Quest #27** finishes, and **Quest #28** is to mount a Wyvern to fly back to Orgrimmar. The students will see how they fly out of the island, seeing a flying ship of the horde on the horizon while the NPCs talk about how this island should be allowed to heal. They will see on a map how they fly from the open sea to the continent of Kalimdor. After this, their characters will appear at the front of the gates of Orgrimmar. Here **Quest #28** finishes and **Quest #29 and #30** are about exploring the city along with an NPC called Cork Fizzlepop. **Quest #30** also teaches students that they can talk to NPCs that are guards of the city, and point them to specific places like the stables for this quest. **Quest #30** finishes at the stables, and **Quest #31** is when students will get their first mount, by first talking to the Riding Trainer, Kildar. They will learn the riding trainer for 10 silver, which is much less than what they should have by now. Once finished **Quest #31**, and every student has a mount, students will pick **Quest #32** and save it for the next class.

Part 2: Project 4

For now students have been listening to dialogue from the NPCs and cinematics, from their classmates and hopefully any other player they have met and invited to the Discord. However, it can be an enriching experience if students are able to go deeper into their listening comprehension. That is why for this fourth project, students will watch the World of Warcraft documentary called: Looking For Group. This documentary relates how the game has evolved from before it came out in 2004, to the date of the video in 2014. It shows how the game has been getting more features and becoming bigger with each expansion. It also interviews players and mostly game developers to talk about their social and game experiences within World of Warcraft. One of the values of this resource is that it allows students to get into a context where they can focus on listening comprehension.

<https://www.youtube.com/watch?v=xyPzTywUBsQ>

The link should also be available in the **Project Guide 4**

Create a synopsis of the documentary, where you also mention your favorite part of it and your opinion about the evolution that this game had over ten years (minimum of 300 words).

Then, answer the following questions with your own words using complete sentences:

- What was the idea behind getting Warcraft from a real-time strategy to an MMORPG? What would players be able to do?
- How much time was World of Warcraft in development?
- Why did Blizzard Entertainment at a certain point grow from 500 to 5000 employees?
- What was BlizzCon about?
- Describe in two or three sentences the game or social experiences of five players in the documentary.
- Which one did you like most? why?
- Describe in two or three sentences the game or social experiences of five developers in the documentary.
- Which one did you like most? why?
- How many expansions for the game were shown in the documentary?

For listening, the Council of Europe (2001) mentions that a B2 student “Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.” (p. 66). While a B1 student “Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.” (Council of Europe, 2001, p. 66), and also “Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.” (Council of Europe, 2001, p. 66). Since only inadequate discourse structures or idiomatic usages can influence the ability to understand, students should be able to understand most of the people interviewed in the documentary. Besides, they can also understand the main points of clear speech on familiar matters.

Having this in mind, the **language objectives** for this **fourth project** are:

- To create a synopsis and answer specific questions.
- To identify main ideas by listening.
- To demonstrate an understanding of the main idea.

Listening comprehension: Project 4						
#	Evaluated aspect	Percentage (%)	Unsatisfactory performance (1)	Average performance (2)	Satisfactory Performance (3)	Exceptional performance (4)
1	Vocabulary	20	The student is not able to recognise or utilize the vocabulary used in the documentary	The student is somewhat able to recognise and utilize the vocabulary used in the documentary	The student is able to recognise and utilize most of the vocabulary used in the documentary	The student is able to recognise and utilize all of the vocabulary used in the documentary

2	Content	30	The content of the synopsis and answers to the questions were not related to the documentary	The content of the synopsis and answers to the questions were related to the documentary but not precise enough	The content of the synopsis and answers to the questions were related to the documentary but not entirely precise	The content of the synopsis and answers to the questions were related and precise to the documentary
3	Questionnaire	25	The student is not able to answer any of the questions	The student is able to answer some questions, giving answers that were not clear enough	The student is able to answer most of the questions, giving mostly clear answers	The student is able to answer all of the questions, giving all clear answers
4	Style	25	The student style does not promote organized and fluent reading	The student style is somewhat able to promote organized and fluent reading	The student style promotes mostly organized and fluent reading	The student style promotes totally organized and fluent reading
Feedback:						

Fifth Class: Your adventure

Part 1: In-game

Learning the ropes (25 min)

Students will log in to World of Warcraft and form the same groups as in previous classes. Students have **Quest #32**, which is a very important quest that talks about the specializations that each class has. To learn more about these specializations, the NPC Cork Fizzlepop asks them to talk to their respective class trainer in the city. When they learn about their options, the quests ask students to activate another specialization, which they can do from the interface or by pressing the key (N). Once they activated another specialization, they can finish the quest and pick **Quest #33**. Here Cork Fizzlepop ask them to go to the nearest inn and set their hearthstone there. A hearthstone is an item they get in their bags, they can use it to return to the

inn where they linked the hearthstone. Once this quest is finished, Shuja Grimaxe appears at the entrance of the inn, asking the students to go to the Grommash Hold. Here the quest ends and **Quest #34** presents the actual leader of the Horde, Sylvanas Windrunner. Nevertheless, students are not completing this quest, since it is the beginning of a much bigger storyline that should be left for another time.

Planning (45 min)

Students are now in the capital city of their faction, Orgrimmar. Here, there are trainers for every primary and secondary profession in the game. There are only three secondary professions: cooking, fishing, and archaeology. These can be learned without a limit. While for primary professions, there are eleven of them, and a character can only learn two of those. Besides, for the primary professions there are three that are focused on gathering: mining, herbalism, and skinning. Further, there are eight primary professions focused on crafting: alchemy, blacksmithing, enchanting, engineering, inscription, jewel crafting, leatherworking, and tailoring. Students will be given this previous information and will be asked to learn every secondary profession, review primary professions and learn two of them. Then, they will use the rest of the time to prepare for a one-on-one conversation with the teacher. The students will be handed a sheet with the questions to prepare for what will come up in this conversation. Highlighted questions will always come up in the conversation, while the rest are optional and might or might not come up in the conversation. The teacher will also ask them for guild name suggestions. They can vote for the name, and then the teacher can create the guild while they prepare for the conversation.

Part 2: Project 5

Students have been talking since the first class, to interact with their group partners and the teacher. Also, one of the diagnosis activities was a recording. Nonetheless, it can be very valuable to have a speaking activity that involves others and allows us to evaluate and not only diagnose speaking.

For speaking, the Council of Europe (2001) has stated that B1 students “Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and ‘cul-de-sacs’, he/she is able to keep going effectively without help.” (p. 129). On the other hand, B2 students “Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.” (Council of Europe, 2001, p. 129). Keeping this in mind, a one-on-one conversation about the experience they just had in the video game should go smoothly.

Having this in mind, the **language objectives** for this **last project** are:

- To express a recent experience.
- To demonstrate a degree of fluency.
- To communicate events or desires.

The sheet of questions is the following:

- How did you feel about the expedition?
- If the first dungeon was a castle with an undead dragon as a final boss, what do you think you will find in the many other dungeons of the game?
- Do you like your class spells or abilities so far?
- What is your favorite specialization of your class and why?
- What were the two primary professions you chose and why?
- What would you like to do with those professions?
- What kind of items do you think you will be able to create or gather with those professions?
- What use do you see for the secondary profession of cooking?
- What use do you see for the secondary profession of fishing?
- What use do you see for the secondary profession of archaeology?
- Would you like to be on another expedition?
- What type of adventures would you imagine you can live in this game?
- What did you like most about the game?
- What did you dislike most about the game?
- Did you enjoy this didactic sequence? why?

- Did you enjoy this type of learning? why?

Before starting the teacher will invite every student to the guild of the class. This conversation should be done around a campfire at the top of Orgrimmar. Since every student learned cooking, they can create a personal campfire. The idea would be to have many campfires and make a circle around them. Also, this conversation can happen after each student finishes the conversation, the teacher will hand them a tabard of the class guild to wear and represent it. From here students can continue to live adventures in World of Warcraft if they desire so. There are many questlines in this game, and I believe they can also be transformed into meaningful learning resources. There are currently more than twenty-four thousand quests in this game, and only thirty-four were used to create this didactic sequence.

Speaking assessment: Project 5						
#	Evaluated aspect	Percentage (%)	Unsatisfactory performance (1)	Average performance (2)	Satisfactory Performance (3)	Exceptional performance (4)
1	Pronunciation	20	The student is not able to pronounce accurately enough to be understood	The student is able to pronounce accurately enough to be partially understood	The student is able to pronounce accurately enough to be almost completely understood	The student is able to pronounce accurately enough to be completely understood
2	Vocabulary	20	The range of vocabulary is poor and limits the student capacity of communicating	The range of vocabulary is adequate with some corrections	The range of vocabulary is wide and allows proper communication, with few corrections	The range of vocabulary is wide and allows proper communication, with no corrections
3	Fluency	25	The student is not able to maintain his speech	The student is able to maintain his speech with some corrections, regularly using pauses	The student is able to properly maintain his speech with few corrections, using pauses when necessary	The student is able to properly maintain his speech, using pauses when necessary

4	Content	20	The student is not able to answer most of the questions	The student is able to answer to some questions, providing few details	The student is able to answer most of the questions, providing enough details	The student is able to answer all of the questions, providing enough details
5	Organization	15	The answers of the student are not clear to follow	The answers of the student lack organization	The answers of the student are mostly organized clear to follow	The answers of the student are organized and clear to follow

Feedback:

Conclusions

The main objective of this paper was to design a didactic sequence based on MMORPG video games for intermediate English learners to achieve meaningful learning. World of Warcraft as a video game was able to serve as the main resource for this didactic sequence. Although there are mostly positive results, there are also flaws that MMORPG video games were not able to totally solve.

For the positives, World of Warcraft as an MMORPG video game brings a form of storytelling that allows students to live many experiences through their characters. These experiences can be transformed into language as the proposal of the activities promotes and encourages thinking about those experiences. Since students can personally interact and find the solutions to the quests of the game, they will have more relatability to talk about the actions performed and the narrative itself. World of Warcraft is primarily a social game that has the possibility of connecting with foreign cultures. Being in America and planning classes around a North American realm allows students to instantly approach an internet culture that has English as the main language. Besides, connecting to this World with their classmates or friends made outside or inside of the game can be very encouraging to them, as it is also a group activity where it is not hard to participate. Furthermore, I strongly believe that these useful tools that the game is able to provide, it is because there is a team of professionals behind it. Whether it is a big or small team, these professionals are making big or small video games with the sole

purpose of entertaining and providing unique experiences. So why should teachers not be able to adapt these resources that were made to catch any person's attention? Lastly, I would like to highlight how this didactic sequence can serve as intrinsic learning. The intrinsic motivation that an MMORPG video game can arouse in the student; can be used to transform their experience that they are also encouraged to build by themselves into language. An MMORPG video game is capable of arousing that intrinsic motivation if they can freely explore and live adventures guided by their curiosity. Then they will be able to express in language the stories they have gone through and successfully learn through exposure.

For the negatives, although World of Warcraft is a massive game that has a huge amount of text and voice acting, it is difficult to access it as a new player. Quest and stories have levels or other types of requirements. Traveling from zone to zone it's a requirement since it can not be skipped. To follow a questline requires you to invest time in completing all required quests. Sometimes quests do not tell the whole story, luckily exile's reach is a completely congruent and independent storyline for new players. Since most of this content has time requirements that perhaps can not be met by just one hour of playing, external resources were useful to patch this negative point that most MMORPGs experience as a general rule. This mix of playing the game and using external resources to get immediate access to listening and reading comprehension resulted to be very useful. Especially because these resources have a deep link with the original source: the video game.

On the other hand, video games serve naturally on the SAMR model as *redefinition*. As Puentedura (2006) affirms that redefinition can provide an experience with totally new tasks that were not conceivable without technology. This is especially true for MMORPG video games for language learning. In the specific case of World of Warcraft, it was observed that it can give students storylines that can easily follow. Besides, it provides an immense world that has been built over eighteen years by the date of this paper. This world is full of different landscapes to explore and describe, characters' stories to discover, and social interactions to have with other players. *Redefinition* as Puentedura (2006) conceives it, is seen as the pinnacle of how integrated classroom technology can transform a student's experiences. It is clear why, since it refers to fully utilizing the advantages of technology to provide a unique and meaningful experience. By having students be a part of this world, they are constantly getting new things to talk about. For example, at the beginning of the sequence when students first created their character, they just had their basic set of armor, a basic weapon, and one or two

spells. However, while students progress through the sequence they gather a set of gear and weapons infused with magic that provides better statistics for their characters. They learn more spells and abilities depending on their class. When they reach level ten, they get three ways of playing their classes and fit different fantasies. They also get a mount naturally by the questline, and by the end of the last project, each student should have their mount and a tabard of the guild that their classmates also have. These experiences are very personal which makes it easier to talk about them. If they want to talk about their mount and describe it, they can do it by using the mount in-game and approaching the view from different camera angles. Or just by riding with it in the city or any part of this huge world that World of Warcraft has.

As a teacher, I consider it a necessity to start adapting and implementing classes by pushing the boundaries of technology. Although technology is improving at a high rate, education does not seem to match that rate or even improve at all in the context of Colombia. Nowadays technology has become more accessible, and educators should take advantage of it. In the case of video games, the people who create them are always seeking to provide new experiences to their customers. Free experiences are becoming much more viable since it is a very competitive market. I trust that these experiences can be transformed by educators of many subjects to provide a breath of fresh air when it comes to what is expected from the classroom. At the same time, it is not just to diversify the classroom. It is also about finding those key elements that certain video games or complete genres of video games provide, and what subjects could be benefited from that. On a personal note, I still believe that for languages definitively MMORPGs are the genre to look at. This is because these games are not only fun because of the quests or the story, but they are also fun and memorable because of the people you get to interact with and the stories you get to create with them. When an MMORPG does not have a considerable population, they usually end up closing the realms. This is because the content of these games is not the quests, the content is the people.

Annexes

Quest #1

Warming Up

Description: We're nearing the island where the Horde's last expedition was lost. You need to be prepared for what's out there. Warm up on these combat dummies. Show me your strength!

Objective: Warm up by fighting a Combat Dummy

Completion: Good, you've kept training since we set sail.

I need to speak with the crew about this storm.

Spar with Throg. He will assess your skills and decide on your role once we make landfall.

Quest #2

Stand Your Ground

Description: Lok-tar! Nothing quite like a good fight in the rain. We will spar together and take the measure of your strength!

Objective: Spar with Grunt Throg.

Completion: You show promise, <class>. Perhaps you too will find glory on the island!

Quest #3

Brace for Impact

Description: Well fought, <name>. You bring strength and honor to the Horde! Now we just--wait... Do you hear that?

Objective: Find Warlord Breka.

Completion: This ship won't make it to the island in one piece.

Hold on to something, and pray that the elements will spare us from a grim death at sea.

Quest #4

Murloc Mania

Description: The shore is littered with shipwrecks. This must be where the lost expedition crashed. We cannot begin our search until our soldiers are healed. There is no honor in leaving the fallen behind! Our medical supplies were stolen by murlocs. Slay the pests and recover our first aid kits.

Objective: Recover 6 First Aid Kits from Murlocs.

Completion: Excellent work. Let's get the survivors back on their feet.

Quest #5

Emergency First Aid

Description: We must treat our wounded before we can begin searching for my... for the missing expedition. Take this first aid kit and tend to the survivors. The Horde leaves no one behind!

Objective: Use a First Aid Kit on Bo, Mithdran Dawntracker, and Lana Jordan.

Completion: We're back on our feet. Now let's move. The lost expedition is somewhere on this island.

Quest #6

Finding the Lost Expedition

Description: I saw a fire to the north of us. We're going to see if it was started by someone from the expedition. You're the newest of our recruits, so you're staying with me. Come. We move north.

Objective: Search the nearby camp for expedition survivors.

Completion: So... hungry...

Dey took... everyone else... I be... da last one...

Quest #7

Cooking Meat

Description: This is Won'sa, a shaman who was with the expedition. She is dying of starvation. A death unfit for the Horde! Slay some of the nearby wildlife for their meat and cook it over the fire. Won'sa can tell us what happened to the missing expedition after she eats.

Objective: Get 5 Raw Meat from wildlife around the Abandoned Camp, then cook it on the campfire.

Completion: <Won'sa quickly eats the meat that you cooked.>

Looks I not gonna be knockin' on Bwonsamdi's door, after all.

Ya best hurry. Da quilboar took Shuja and da rest of da expedition!

Quest #8

Enhanced Combat Tactics

Description: Won'sa said the quilboar have kidnapped the missing expedition... including my daughter. The quilboar will kill you if you're not prepared. They're much smarter and deadlier

than murlocs. I won't see you die by their hands. We're going to spar one last time. When we are done, you will cleave a path straight through the quilboar!

Objective: Spar with Warlord Grimaxe.

Completion: You're ready to slaughter the quilboar! Let's speak to Won'sa and see what she knows.

Quest #9

Northbound

Description: Da quilboar kidnapped da rest of da expedition and took dem north. Dey said dey gonna use da expedition for some sorta sacrifice! Ya gotta head north as fast as ya can ta stop dem!

Objective: Scout northward and find Mithdran Dawntracker.

Completion: I have good news... and most unfortunate news.

Quest #10

Forbidden Quilboar Necromancy

Description: Quilboar are savage and violent. I had thought the practice of necromancy beyond them. Obviously, we cannot allow them to continue their rituals. And certainly not on members of the Horde. Slay the quilboar in the den. They must learn the fatal error of their ways.

Objective: Slay 7 Quilboar within the Quilboar Briarpatch.

Completion: A fine job. The quilboar seem to be keeping their distance. Perhaps they learned their lesson.

Quest #11

Down with the Quilboar

Description: I have discovered that the quilboar are performing a necromantic ritual on a survivor from the missing expedition. The ritual is being performed by the tribe's leader, Geolord Grek'og. Slay Grek'og and save the survivor. Show this brute that the Horde is not to be trifled with.

Objective: Slay Geolord Grek'og.

Completion: You sure got some guts! I respect that. I joined this expedition thinkin' it'd be a quick and easy way to make a little profit.

But now with all this necromancy and crazy ogres... maybe I can make a LOT of profit!

Quest #12

The Choppy Booster Mk. 5

Description: You're lookin' for Shuja Grimaxe, right? Gotta tell ya, she's kinda intense. Always goin' on about usin' her own strength to get ahead. But you're in luck, 'cause I'm the ONE goblin who can help you find her AND the rest of the expedition! Feast your eyes on this fancy device here. Stole it off a gnome, improved on it, and made it my own! I call it the Choppy Booster Mk. 5. Use it to find Shuja and the others.

Objective: Use the Choppy Booster Mk. 5 to find Shuja Grimaxe.

Completion: All right, time to bend some rules and make a giant boar!

Quest #13

Re-sizing the Situation

Description: I call this gadget "the Re-Sizer." It's what I used to unshrink the Choppy Booster Mk. 5. Look, I'm gonna be honest. I got, at best, a passing understandin' of how this thing works. That means I'm gonna be pushing a lot of buttons to see what happens. I'm sure we'll

figure out how to upsize one of these boars. Then we'll use it to trample those undead goons! You hold the Re-Sizer while I fiddle with it. Then just press the button and, uh... hope for the best?

Objective: Use the Re-Sizer on 3 Wandering Boars.

Completion: So the giant boar was a fool's errand, and you turned the device into a weapon instead?

Good work. Let's see if you can pull this off.

Quest #14

The Re-Deather

Description: I got the perfect plan. You're gonna ride the Choppy Booster Mk. 5 and BLAST those walkin' cadavers from the sky! I hereby dub the Re-Sizer the "Re-Deather." We're gonna show them where the undead belong! Er, except for OUR undead. They're totally fine. Anyway, hop on the Choppy Booster Mk. 5 and I'll pilot it. Once we save Shuja Grimaxe, we'll blast our way to all the other survivors!

Objective: Ride the Choppy Booster Mk. 5 and blow up the undead army.

Completion: Thank you, stranger. I failed the Horde... I was not strong enough to stop this threat on my own.

Quest #15

Stocking Up on Supplies

Description: Provisioner Jin'hake managed to recover some other supplies from the shipwreck. I want you to see if he has anything you could use before we move to stop these rituals.

Objective: Purchase any item from Provisioner Jin'hake and sell any of your items to him.

Completion: I hope you have what you need.

Throg found this bag nearby and thought you might have use of it.

Quest #16

The Harpy Problem

Description: You have my thanks for saving me, <name>. I swear to not show such weakness again. The ogres are planning to sacrifice the rest of the expedition to fuel the ritual that will raise the dragon. It seems one of the survivors was taken to the hills north of here. Bo scouted ahead to investigate. Come, we'll see what he has found.

Objective: Meet with Bo near the Harpy Roost.

Completion: I have found the missing member of the expedition... but we have many problems to deal with first.

Quest #17

Harpy Culling

Description: The harpies seem to be in league with the ogres. Many of them are gathering to attack our camp. We must thin their numbers and thwart their attempts to eliminate us. Perhaps they will learn it is best to leave the Horde be.

Objective: Defeat 10 harpies and their allies.

Completion: The harpies seem to be retreating to their roost. That should give us time to stop the ogres.

Quest #18

Purge the Totems

Description: The harpies have placed vile totems throughout the area to attain more power. We must destroy those totems in order to debilitate our foes. Take this torch and burn any totems you see. It is wise to weaken one's enemy before the fight even begins.

Objective: Set fire to 5 Harpy Totems.

Completion: The harpies grow weaker with their totems destroyed. Let us hope they realize that the Horde is a force to be reckoned with.

Quest #19

The Rescue of Herbert Gloomburst

Description: The harpies plan to sacrifice the expedition's mage, a Forsaken by the name of Herbert Gloomburst. Our foes seek to use this vile necromancy even on the undead. Herbert's ethics are... questionable, but he always strives to serve the Horde. We'll need his magic to stop the ogres. Let's move.

Objective: Rescue Herbert Gloomburst from the harpies' necromantic ritual

Completion: Thanks for the save! They must be desperate for sacrifices if they wanted to use someone who's already dead.

If anyone is going to drain my life essence to use in a forbidden ritual, it's going to be me!

Quest #20

Message to Base

Description: Perhaps my mother was right. Together, we stood against the harpies and claimed victory! Let us return to camp with Herbert in tow. We're one step closer towards thwarting the ogres and their plans to revive that dragon.

Objective: Return to the Horde Camp and speak with Warlord Grimaxe.

Completion: It is good to see you all back in one piece. You are testament to the Horde's strength of will!

Let's hope Gloomburst is as powerful as he is unhinged.

Quest #21

To Darkmaul Citadel

Description: The last remaining survivor is being held within the ogre's citadel. Crenna and Herbert have a plan to get us inside. A small group of us will gather up north. You're coming with us. If we fail here, the ogres will raise the dragon from the dead. We won't let that happen!

Objective: Meet Warlord Grimaxe outside of Darkmaul Citadel

Completion: Darkmaul Citadel looms ahead.

Herbert's proposed plan is... unconventional.

Quest #22

Right Beneath Their Eyes

Description: We need to get into Darkmaul Citadel, rescue the last survivor, and stop the ogre necromancer behind all of this. Herbert and Crenna are going to cast a spell to make you look an ogre... and then you're going to take us in as your "prisoners." We do not have the strength to launch a full scale assault, so this will have to do. Speak with Herbert when you're ready.

Objective: Have Herbert Gloomburst transform you into an ogre, then scout the nearby ogre citadel.

Completion: There may just be a way that we can save Warlord Thunderwalker.

Quest #23

Like Ogres to the Slaughter

Description: This is worse than I thought. The ogres were counting on us to stage a rescue attempt. It seems that they plan to attack our camp while they near completion of the ritual. We can't let that happen. Crush the ogres! Show them the strength of the Horde!

Objective: Slay 8 ogres within Darkmaul Citadel.

Completion: That should weaken the ogres long enough for us to put an end to their plotting.

Quest #24

Catapult Destruction

Description: Did you see the catapults lined up on the way over here? Seems like the ogres are planning to hurl who knows what at our camp. Good thing I came prepared! Cork gave me some of his explosives as a contingency plan. I was going to save them for some enemies back in Orgrimmar... but I suppose you should use them here instead. Blow up the catapults before they fire on our camp!

Objective: Blow up 4 catapults within Darkmaul Citadel.

Completion: Good work! You didn't happen to save any of those explosives, did you?

...I didn't think so. Oh well! I have plenty of other ways to blow up my enemies.

Quest #25

Controlling their Stones

Description: Warlord Thunderwalker won't last much longer. Soon, his life essence will be completely drained. Gor'groth mentioned that they are keeping him captive through the use of ward stones. I want you to recover these ward stones and bring them here so we can release Thunderwalker.

Objective: Recover the Ward Stones from Jugnug, Wug, and Grunk, then use them to free Warlord Thunderwalker.

Completion: Thank you for the aid, but saving me will not stop the ogres.

They already have enough life essence to complete the ritual!

Quest #26

Dungeon: Darkmaul Citadel

Description: Gor'groth seeks to raise a powerful dragon, Ravnyr, from the dead. He's collected enough life essence to attempt to finish the ritual... even if it means Ravnyr will not be at her full strength. Gor'groth will not stop until he is slain! You must storm the citadel and slay Gor'groth before he can complete his ritual! I would charge in beside you, were I not still recovering from his dark magic.

Objective: Complete the dungeon, "Darkmaul Citadel".

Completion: Victory for the Horde! It is time we returned to Orgrimmar as heroes and conquerors.

Quest #27

An End to Beginnings

Description: We're done here. Let's return to Orgrimmar. When you're ready, hop on one of the wyverns. It's time to go home.

Objective: Ride a Horde Wyvern back to Orgrimmar.

Completion: It's good to be back in Orgrimmar.

I must report to the warchief, but I know what you can do in the meantime...

Quest #28

Welcome to Orgrimmar

Description: The warchief will be waiting for our mission report from Exile's Reach. I must deliver it at once. For now, Cork Fizzlepop will show you around the city. Orgrimmar has much to offer, so explore it as you see fit. I'll send for you once I've given my report to the warchief.

Objective: Meet with Cork Fizzlepop at the city gate.

Completion: Hey, <name>! Long time no see, am I right?

Warlord Grimaxe asked me to show you the sights. Let's go!

Quest #29

Finding Your Way

Description: Orgrimmar's a big city. Way too big to explore on foot. Warlord Grimaxe has arranged for you to receive a mount to help you get around. She said to speak with Rohaka at the stables... but I can't seem to remember the way there. Don't worry, <name>! All we need to do is ask a guard for directions. If you ever need help finding something, the city guards will show you where to go. Let's ask a nearby guard for directions to the stable master. Then we can be on our way!

Objective: Speak with Rohaka Tuskmaul at the stables.

Completion: Warlord Grimaxe instructed me to give you a mount, but there's something we need to do first.

Quest #30

License to Ride

Description: Warlord Grimaxe told me you'd be coming to the stables to pick up your mount. But before you go charging into battle, you'll need to learn how to ride it first. Speak with Kildar when you're ready to learn how to ride.

Objective: Speak with Kildar to learn the Apprentice Riding skill.

Completion: Now that you've learned the basics, feel free to return any time you want to advance your riding skills or purchase additional mounts!

Quest #31

What's Your Specialty

Description: Hey, <name>! Have you decided on a combat specialization yet? Since you're a <class>, you already know about the different classes available to adventurers. But did you know that there are also areas of specialization within each class? Choosing a specialization is an important decision. Your specialty determines your combat role in a party, as well as the kinds of weapons and abilities that you will use. Let's go speak with your class trainer to learn more about specializations!

Objective: Speak with your class trainer to learn about combat specializations.

Completion: Excellent choice of specialization, <name>.

Feel free to test out your new abilities on the training dummies outside on the upper level of the building.

Quest #32

Home Is Where the Hearth Is

Description: I don't know about you, but I'm in the mood for some good ol' fashioned recreation! Why don't we head over to The Wyvern's Tail and cool off with a few pints of Cobo Cola? While we're there, speak with Innkeeper Nufa to make The Wyvern's Tail your new home. That way, if you ever find yourself stranded without a flight master nearby, you can use

your hearthstone to return to the inn. Not only is it faster than a wyvern, but you'll save yourself some dough in the process!

Objective: Speak with Innkeeper Nufa to make The Wyvern's Tail your home.

Completion: As long as The Wyvern's Tail is your home, you can find a warm fire here when you return.

Quest #33

An Urgent Meeting

Description: I've been looking for you all over Orgrimmar, <name>. Warlord Grimaxe has delivered her mission report to the warchief. The Horde has need of you once again. I was ordered to find you and deliver the message without delay. It has been an honor to fight alongside you, <name>. Lok-tar ogar!

Objective: Speak with Warlord Breka Grimaxe at Grommash Hold.

Completion: Good, you're here. The warchief wishes to speak with you.

Quest #34

Battle for Azeroth: Mission Statement

Description: The warchief has requested to meet with you in person. Lady Sylvanas was impressed with the prowess and courage you displayed during our mission to Exile's Reach. Now that you've arrived, I will make the introduction.

Objective: Attend the war meeting in Grommash Hold.

Completion: The Dark Lady has placed her trust in us. We will not fail her, <name>.

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