THE EFFECTIVENESS OF INTEGRATING MINECRAFT: EDUCATION EDITION WITH THE CALL APPROACH TO ENHANCE LISTENING AND READING SKILLS FOR FOLLOWING INSTRUCTIONS AMONG 7TH-GRADE STUDENTS AT C.T.P. RICARDO CASTRO BEER DURING THE SECOND QUATER OF 2025

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Thesis submitted to obtain the licentiate degree in English Teaching

Tutor

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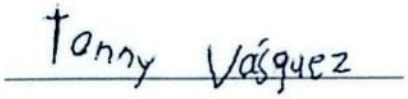

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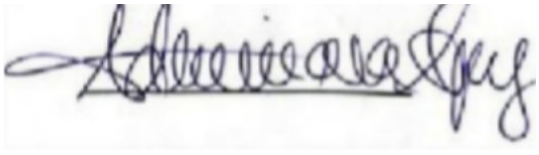

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I dedicate this work with all my love to the three most important people in my life.

To my parents, Tonny Jesús Vásquez Jara and Maricruz Zumbado Zumbado, whose unconditional support, values, and constant encouragement have guided me throughout every stage of my life. Thank you for teaching me perseverance, humility, and the importance of working hard for my dreams. Everything I have achieved is, in one way or another, a reflection of your love and example.

And to my girlfriend, Dayanna María Córdoba Calderón, the pillar of my strength and confidence. Thank you for believing in me even on the days when I didn't believe in my self , , and for giving me the motivation to keep moving forward. Your have helped me become a better version of myself, and this accomplishment is also yours.

To all of you, from the deepest part of my heart, thank you.

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ABSTRACT

This research investigates the effectiveness of integrating *Minecraft: Education Edition* within the Computer-Assisted Language Learning (CALL) approach to enhance seventh-grade students' listening and reading skills when following instructions at C.T.P. Ricardo Castro Beer during the second quarter of 2025. The study responds to persistent challenges in Costa Rican public education, where traditional, text-based methodologies often result in student disengagement, limited comprehension, and difficulties transferring theory into practice.

Through a mixed-methods design, including observations, interviews, and performance-based assessments, the study examines how structured gameplay can foster meaningful learning in a highly interactive environment.

Findings reveal that Minecraft promotes active engagement, increases motivation, and provides authentic, context-rich opportunities for students to process oral and written instructions in English. Students demonstrated improved comprehension, greater autonomy, and more positive attitudes toward the language.

The results suggest that integrating game-based learning with CALL can offer an innovative and effective alternative to traditional instruction by supporting communicative competence, reducing anxiety, and encouraging collaborative problem-solving. The study highlights the potential of Minecraft as an accessible, student-centered tool capable of transforming English instruction in Costa Rican secondary schools.

Keywords: Minecraft: Education Edition, CALL, listening comprehension, reading skills, game-based learning

RESUMEN

Esta investigación analiza la efectividad de integrar *Minecraft: Education Edition* dentro del enfoque de Aprendizaje del Inglés Asistido por Computadora (CALL) para fortalecer las habilidades de comprensión auditiva y lectora en estudiantes de sétimo año del C.T.P. Ricardo Castro Beer durante el segundo trimestre del 2025. El estudio responde a los desafíos persistentes en la educación pública costarricense, donde las metodologías tradicionales, basadas en ejercicios repetitivos y el uso exclusivo del libro de texto, generan desmotivación, baja participación y dificultades para transferir el aprendizaje a situaciones reales.

Mediante un enfoque mixto, que incluye observaciones, entrevistas y evaluaciones de desempeño, la investigación examina cómo el uso estructurado de Minecraft puede crear experiencias de aprendizaje significativas en un entorno altamente interactivo.

Los resultados evidencian que el videojuego fomenta la participación activa, incrementa la motivación y brinda oportunidades auténticas para procesar instrucciones orales y escritas en inglés dentro de contextos reales y funcionales. Además, los estudiantes mostraron mejoras en su comprensión, mayor autonomía y actitudes más positivas hacia el idioma.

Los hallazgos sugieren que la combinación de aprendizaje basado en juegos y CALL constituye una alternativa innovadora y eficaz frente a métodos tradicionales, al potenciar la competencia comunicativa, reducir la ansiedad y promover el pensamiento crítico y el trabajo colaborativo. En conjunto, el estudio demuestra el potencial de Minecraft como herramienta educativa centrada en el estudiante, capaz de transformar la enseñanza del inglés en la educación secundaria costarricense.

CHAPTER I

RESEARCH PROBLEM

1.1 INTRODUCTION

According to MEP (2006) Costa Rican public schools, particularly in the 7th grade, face significant challenges in developing students' writing and reading skills in English. Traditional instructional methods, such as textbook-based learning and repetitive exercises, have proven insufficient in engaging students effectively, resulting in poor retention and application of language skills. Many students perceive English as a challenging subject with limited real-world relevance, which affects their motivation and ability to improve their writing and reading competencies.

A study on English language teaching in Costa Rica highlights that teachers face various challenges, including "deeply ingrained negative attitudes towards teachers and the education system itself," which can impede effective language instruction (Molina & Rodríguez, 2019, p. 2). According to Molina (2019) these negative perceptions contribute to a lack of enthusiasm and interest in learning English, making it difficult for educators to foster an environment conducive to language acquisition. Moreover, the traditional methods of teaching often fail to create a meaningful connection between the language and students' daily lives, reinforcing the notion that English is an irrelevant or difficult subject.

Additionally, traditional teaching methods often result in passive learning, where "students become recipients of information" rather than active participants, hindering deeper understanding and retention (González, 2021, para. 4). This passive approach limits opportunities for students to engage with the language in meaningful and interactive ways, which are crucial for developing essential skills such as critical thinking, problem-solving, and practical application of knowledge. The reliance on rote memorization and standardized tests further

exacerbates the issue, as students are not provided with sufficient opportunities to practice their writing and reading skills in authentic contexts.

According to MEP (2016), the present curriculum of MEP promotes communicative competence in which students can use the language in real communication. So, this priority, students have a hard time gathering their ideas through writing and understanding what they read, because of a lack of actual and natural language interaction. Students find it difficult to translate theory to practice, when learning is not active and contextualized. There is a lack of resources and support to help make new teaching methods that meet the needs of different learners a reality.

It can also be a struggle for teachers to design compelling lesson plans that meet the needs of all their students. Most classrooms contain students with diverse learning paces and preferences, and it can be difficult to create lesson plans. As a result, students who need extra help learning how to read and write are left in the dust, and other students who could be top performers in the subject are not asked to stretch themselves. This lack of differentiated instruction increases the gap in student achievement, while also making teaching and learning more complex.

As a result, students often struggle with grammar, sentence structure, vocabulary retention, and reading comprehension. The lack of engaging instructional strategies and meaningful exposure to the language exacerbates these difficulties, leading to frustration and disengagement among students. Research suggests that interactive and student-centered approaches are more effective in enhancing language learning outcomes, as they provide students with opportunities to actively engage with the language in authentic contexts (Johnson, 2020).

An alternative approach to addressing these challenges is the integration of game-based learning platforms such as Minecraft: Education Edition. This innovative tool provides an immersive and interactive environment where students can practice English through storytelling, project-based learning, and collaborative tasks. Minecraft allows students to engage with texts, follow written instructions, and produce written content in meaningful contexts, thereby enhancing their reading comprehension and writing skills. (Mojang Studios, n.d.).

Through exploration, problem-solving, and task completion, students are encouraged to read and write English naturally within the game. Research has shown that such interactive environments promote engagement, creativity, and critical thinking, all of which are essential for language acquisition. Furthermore, the use of game-based learning can help students develop a more positive attitude toward English, as they perceive it as a fun and engaging subject rather than a tedious academic requirement.

The potential benefits of integrating Minecraft into English language instruction extend beyond academic improvement. Students participating in game-based learning environments often demonstrate increased motivation, self-confidence, and autonomy in their learning processes. These factors contribute to a more holistic language learning experience that aligns with the communicative competence goals of the (Mojang Studios, n.d.).

Moreover, teachers can leverage Minecraft's features to introduce grammar concepts, encourage creative writing through virtual storytelling, and foster peer collaboration. This integration can be further supported by incorporating structured lesson plans that guide students through various language-learning tasks, such as writing journals, summarizing quests, and engaging in dialogue-based interactions within the game. (Mojang Studios, n.d.).

By combining traditional teaching methods with innovative digital tools, educators can create a more balanced approach that caters to diverse learning styles. Interactive activities, such as role-playing scenarios, problem-solving missions, and exploration-based tasks, provide students with meaningful opportunities to apply their reading and writing skills in practical settings. These experiences not only enhance language proficiency but also promote teamwork, critical thinking, and adaptability.

In conclusion, Costa Rican public schools face significant challenges in developing 7th-grade students' writing and reading skills in English due to traditional instructional methods that fail to engage students effectively. The integration of innovative and interactive learning tools, such as Minecraft: Education Edition, presents a promising solution to these challenges by providing students with meaningful and engaging opportunities to practice their language skills in authentic contexts. By leveraging technology and student-centered approaches, educators can create a more effective and enjoyable learning experience that enhances students' motivation and language proficiency. Ultimately, adopting such digital tools can revolutionize language learning, making it more accessible, engaging, and effective for students in Costa Rican public schools.

1.1.1 Background of the Problem

MEP (2016) suggests that the current MEP aims to prepare students for communicative competence, whereby they can use language appropriately in social contexts. But even when it's available, the fundamentals are difficult for students to achieve in the absence of interactive and meaningful exposure to the language, and this can lead to difficulties in writing and text comprehension as they can't base what they know (or don't know) in the culture of the language.

When there is not adequate learning and knowledge discovery experience, ranging from field experience and in the primary texts accompanied with the thinking of gifted professionals they will have difficulty making connections between the concept and realization. The chasm is underscored by the insufficient means and support afforded by teachers to effect radical pedagogical gender-sensitive change, sensitive to individual learning needs.

Educators also struggle to develop exciting lesson plans that meet the diverse needs of their students. In many classrooms, students of varying learning paces and styles are mixed, and a one-size-fits-all lesson plan is a challenge. So, students who may need deeper support in learning to read and write will be light years behind, and the children who might be capable of walking on water in relation to the subject will be bored stiff. This is creating an element of educational duality that will cause a 'gap between the haves and have-nots' as students' learning disparity widens.

1.1.2 Problematization

The reasons to justify the choice to investigate Minecraft: Education Edition as a supplement to the computer-Assisted Language Learning (CALL) model for English instruction. These rationales arise through the author's own exposure to the classroom and larger educational problems in public schools throughout Costa Rica. By collaborating closely with a class of 7th-grade learners, the researcher has also observed, first-hand, the challenges these learners face, particularly while developing the skills of listening and reading comprehension.

Underwood (2017) says that These challenges are frequently based on traditional approaches to teaching, which rest on a foundation of rote memorization, translation and grammar exercises. These methods often do not make students interested in the subject matter or

relate to their daily lives. Through daily observations and through talking casually to the students, I began to realize that these children found English boring, meaningless, and in some cases, frightening. Also (Matsuda & Smith, 2023) mention that feelings are not limited; they represent a wider phenomenon in public situations where students seem to lose on comprehension-based testing, especially from testing done entirely in English.

As communicative competence and language use are increasingly being emphasized in the Costa Rican educational system, the theory-practice relationship in the classroom should be narrowed. The combination of traditional approaches is no longer adequate to meet the needs of curricula or of diverse learners. Learner focus, relatedness and efficacy are three forces underpinned by motivational practice that are important for inspiring student motivation for learning to be effective, engender active interest and foster confidence in using English in a significant way. (Jones, M. (2019).

The researcher was also motivated by the fact that students engage with technology on their own time enthusiastically. Today's students are digital natives' who are frequently creative, persistent, passionate, and social – in gaming. This is where the inspiration for this study came from: What if we could direct the energy students once used for playing video games into learning a language? Would a scaffolded incorporation of Minecraft: Education Edition within CALL promote the development of those higher order skills, such as listening and reading comprehension?

This research is being carried out with 7th graders at C.T.P. Ricardo Castro Beer in 2nd quarter of 2025 school year, so students already possess basic competences and can cope with slightly complex performances. The work is intended to help both students and teachers. For pupils, it is looking at ways to engage them with a range of information, from a video or

animation to an interactive element or a game, that would make them want to learn. How can teachers use it? For teachers, we get some examples of how to include digital tools in teaching English, and we also learn key hints of Costa Rican educational curriculum and updated teaching admiration.

In conclusion, the antecedent of this study is based on real educational demands of public schools, professional experiences of the researcher, and contemporary demands of making education be closer of the students' technological world. This study aims at providing the envisioned model of dynamic, context based, and effective English educational program by incorporating Minecraft: Education Edition in a pedagogically based CALL framework for English.

1.1.3 Justification

In today's rapidly evolving educational landscape, there is a growing need for teaching methodologies that effectively combine engagement, relevance, and skill development. Traditional classroom strategies often fall short in capturing students' attention and promoting deep understanding, particularly in language learning. This is especially true in Costa Rican public schools, where seventh-grade learners frequently encounter obstacles in developing their listening and reading comprehension due to the lack of motivation.

This research is justified by the urgent need to bridge the gap between theory and practice through dynamic, interactive tools that resonate with digital-native students. Minecraft: Education Edition offers a unique opportunity to revolutionize the English classroom by embedding learning into immersive experiences that foster critical thinking, collaboration, and

authentic language use. When combined with the CALL (Computer-Assisted Language Learning) approach, Minecraft goes beyond mere entertainment to.

The rationale for this study also lies in the proven effectiveness of game-based learning in promoting student motivation and retention. By situating language tasks in virtual environments where learners must read instructions, interact with peers, and complete meaningful tasks, students develop core language competencies in a setting that mirrors real-life problem-solving. Furthermore, Minecraft allows for the integration of 21st-century skills, such as creativity, communication, and other things.

This study supports teachers in embracing innovation while addressing classroom challenges. It highlights the practical potential of using technology not as a distraction, but as a gateway to more engaging, equitable, and effective instruction. The insights gained may contribute not only to improved student outcomes but also to long-term changes in curriculum design and instructional practices in Costa Rican secondary education.

1.2 FORMULATION OF THE PROBLEM

How does structured gameplay in Minecraft: Education Edition, integrated with the Computer-Assisted Language Learning (CALL) approach, enhance the listening and reading skills through playing the game of 7th-grade students at C.T.P. Ricardo Castro Beer during the se second quarter of 2025?

1.3 OBJECTIVES OF THE INVESTIGATION

1.3.1 General Objective

a) To determine the benefits of implementing a structured gameplay in Minecraft: Education Edition based on the CALL approach in, enhancing the listening and reading skills through playing the game of 7th-grade students at C.T.P. Ricardo Castro Beer in Orotina, Alajuela during the second quarter of 2025.

1.3.2 Specific Objectives

a) Analyze the improvement in listening skills of 7th-grade students at C.T.P. Ricardo Castro Beer in Orotina, Alajuela, through the implementation of a structured gameplay in Minecraft: Education Edition based on the CALL approach during the second quarter of 2025.

b) Determine the impact of implementing a structured gameplay in Minecraft: Education Edition, based on the CALL approach, on the reading skills of 7th-grade students at C.T.P. Ricardo Castro Beer in Orotina, Alajuela, during the second semester of 2025.

c) Determine the perception of 7th-grade students at C.T.P. Ricardo Castro Beer in Orotina, Alajuela, regarding the effectiveness of using Minecraft: Education Edition, based on the CALL approach, in improving their listening and reading skills during the second semester of 2025.

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

This study focuses on analyzing the effectiveness of integrating Minecraft: Education Edition as an instructional tool to improve reading and listening skills among 7th-grade students in Costa Rican high schools during the first semester The research examines how game-based learning enhances student engagement, comprehension, and motivation in an interactive learning environment.

The study includes an evaluation of pre-existing language proficiency, student interaction with Minecraft-based activities, and the impact of the tool on instructional comprehension. Data collection methods involve student performance assessments, observations, and feedback from teachers and learners to determine whether Minecraft contributes to improved English language acquisition. Furthermore, the urgency to explore innovative approaches to English language instruction is not merely based on pedagogical curiosity it also reflects a broader concern about educational equity and access.

In many Costa Rican classrooms, students come from diverse social and economic backgrounds, with varying levels of support at home. Some students have access to private tutors, English-speaking family members, or additional resources like internet and mobile apps, while others struggle without these advantages. This inequality results in vastly different starting points for learners, even within the same classroom. It has been noted that traditional methods often fail to close this gap. Instead, they allow more advantaged students. These observations highlight the importance of differentiated instruction, yet few teachers are given the tools, time, or training to implement effectively.

Minecraft: Education Edition, when used strategically, has the potential to become a tool for inclusion. Its visual, hands-on nature can appeal to students who may not respond well to text-heavy lessons or abstract grammar rules. It gives learners the chance to construct knowledge through exploration and action rather than passive memorization. For example, students can complete quests by following written instructions in English, describe their creations using new vocabulary, or collaborate with peers to solve challenges all while being immersed in an English-rich environment. This type of experience not only supports language development but also boosts students' confidence and sense of ownership over their learning. By placing learning objectives in engaging contexts, Minecraft can help reduce the emotional barriers many students face, such as fear of making mistakes or embarrassment when speaking English in front of others.

In addition, the game-based format of Minecraft naturally promotes problem-solving, critical thinking, and communication skills that go beyond language learning and are essential in 21st-century education. In contrast to the static nature of many textbooks and worksheets, Minecraft allows for dynamic, personalized experiences that can be adjusted to each student's level. Teachers can assign tasks with varying degrees of complexity, offer instant feedback, and track progress in real time. This flexibility is crucial when dealing with heterogeneous classrooms, where no two learners are exactly alike. Moreover, Minecraft supports cooperative learning, encouraging students to work in teams, negotiate meaning, and develop interpersonal skills while using English as the medium of interaction. These real-time interactions make English more than just a subject it becomes a tool for communication, creativity, and expression.

Ultimately, the decision to investigate this topic is based on the belief that language learning should be inclusive, practical, and inspiring. In a country where English proficiency can

open doors to better job opportunities, higher education, and global communication, it is essential to equip students with the tools and experiences they need to succeed. This research seeks to explore how combining CALL with game-based learning can offer a path forward—not only for improving academic outcomes but also for transforming how students feel about English. It is not just about learning the language; it is about changing the narrative around English education and proving that, with the right tools, every student has the potential to learn and thrive.

1.4.2 Limitations

This study has several important limitations that need to be considered. First, the sample only includes a small group of 7th-grade students from public high schools in Costa Rica. Because of this, the results may not represent all students in the country. Students in other schools or regions might have different experiences, especially since, as the MEP English program (2006) explains, not all schools have the same access to materials, resources, or support.

Second, the research was done in a short period of time. Learning a language takes time and practice, and this study couldn't measure how students improve in the long term. The MEP program says that students need regular and continuous exposure to English to build real communication skills.

Third, not all schools have the same access to technology. Some classrooms may have computers and internet, while others do not. This can affect how well students can use Minecraft as a learning tool. In some cases, students may not be able to participate equally because of the lack of equipment or technical problems.

Fourth, other factors might have influenced the results. For example, some students may already be familiar with video games, while others may not. Each student also has a different learning style. In addition, some teachers may feel comfortable using digital tools, while others may need more training. These differences can affect how students respond to the activities.

Fifth, this study mainly focused on reading and listening skills. It did not include writing and speaking, which are also very important. According to the MEP program, students should develop all four language skills in a balanced way. So, more research is needed to explore how *Minecraft* could also help with writing and speaking.

Finally, using a game like *Minecraft* in the classroom is very different from the traditional way of teaching, which in Costa Rica still often includes textbooks, copying, and grammar exercises. Some teachers may need time, training, and support to feel confident using new tools like this in their lessons. This change in method was not part of the study, but it's something to think about for future research.

MEP's reality is another factor; the constants cut in the education budget from the government is something that has been affecting education in the last years, so this limits the access to internet making it difficult for students to use their devices for educational purposes.

These kinds of situations are a big problem and most high schools in the county suffer the consequences. For example, teachers don't have the necessary tools to develop innovative classes, that's why sometimes there is a lack of motivation in the system making the classes boring and obsolete. If a teacher wants to include new strategy in the class, there will always be a possibility of facing the cruel reality of not finding the tools for this applying it.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 HISTORICAL CONTEXT (SCHOOL BACKGROUND)

According to Colegio Técnico Profesional Ricardo Castro Beer (1962) The Ricardo Castro Beer Technical Professional School, originally founded in 1962 as the Orotina Agricultural Institute, has maintained a comprehensive educational approach that combines technical and academic training, following models from countries such as China, Singapore, Estonia, Finland, and Japan. Its technical areas include agroecology, agricultural and livestock production, rural tourism, ecotourism, accommodation business operations, executive secretarial training, bilingual secretarial training, electrical engineering, accounting, as well as exploratory workshops in agriculture, commerce, services, and industry.

The school has five computer labs, an electrical engineering workshop, a Labor@ classroom, and a plant tissue culture laboratory, in addition to promoting projects such as the Ecological Blue Flag program, facility beautification, and water supply. With more than 230 hectares of land, it develops agriculture, livestock, conservation, and tourism projects, allowing it to be self-sufficient. It also fosters skills in computer science, robotics, English, and precision technologies.

The school began educational work on March 20, 1962, under the direction of Carlos H. Aguilar Piedra, with 122 students and nine teachers, and celebrated its first graduation in 1966. Currently it has an enrollment of approximately 1,400 students, 105 teachers and is distinguished by its good academic and productive performance, recognized on several occasions by the Ministry of Public Education.

2.2 HISTORICAL BACKGROUND

2.2.1 The impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura in San Isidro de Alajuela, during the third quarter of 2024

In this recent mixed-methods study conducted during the third quarter of 2024, Luciana Molina Sánchez and Yanory Arguedas Carballo investigated how employing the Computer-Assisted Language Learning (CALL) approach via the Nearpod platform could enhance adult learners' understanding and retention of English phrasal verbs. The sample included 25 adult learners at the Centro de Matemáticas e Idiomas Segura (CMI Segura) in San Isidro de Alajuela. Employing a combination of a pre-test, two observation checklists, a questionnaire, and a post-test, researchers discovered that prior to using Nearpod, learners exhibited considerable knowledge gaps in phrasal verbs. However, following the CALL-based intervention, 75 % of participants achieved the targeted proficiency level. Observational data underscored heightened learner engagement and autonomy, while the immediate feedback and interactivity provided by Nearpod were especially effective in reinforcing vocabulary acquisition.

The authors interpret these outcomes as strong evidence supporting the efficacy of CALL tools, in this case Nearpod, in facilitating dynamic and context-rich vocabulary learning for adult students. The platform's interactive features appear to resonate particularly well with adult learners, helping to foster a more autonomous and responsive learning process. Considering these insights, the study offers several practical recommendations: firstly, instructors should introduce phrasal verbs prior to CALL-supported activities to prime learners; secondly, schools

should encourage attendance and learner autonomy to maximize engagement; and thirdly, future research should involve larger sample sizes to validate and generalize findings more robustly.

2.2.2 The Effectiveness of Using ProWritingAid AI software with Scaffolding Strategies to Develop Coherence of Ideas in Writing on Eleventh Grade Students from New Hope Bilingual School During the I Quarter 2024

This study presents a systematic review, conducted following PRISMA guidelines, of twelve empirical journal articles published between 2019 and 2024 that examine the impact of the ProWritingAid writing tool on EFL students' writing skills. Drawing from a diverse range of contexts—including Egypt, Japan, Indonesia, Iran, and beyond—the review consistently reports positive outcomes. ProWritingAid was found to significantly enhance learners' grammar, spelling, sentence structure, and overall writing quality. It also proved effective in reducing writing anxiety and promoting autonomous learning by offering detailed feedback, readability assessments, and error correction. Notable contributions include studies combining ProWritingAid with educational models—such as the BASDELL model in Egypt—and empirical evaluations across various proficiency levels in Indonesian secondary schools. These affirmatory findings highlight ProWritingAid's role in both improving writing mechanics and fostering self-directed revision practices.

The authors conclude that ProWritingAid demonstrates a significant and positive impact on EFL students' writing proficiency, aligning well with contemporary pedagogical emphasis on learner-centered and technology-enhanced education. Its adaptability and integration capabilities make it a valuable tool in educational settings, enabling students to correct and learn efficiently while lightening the feedback load for teachers. However, the study also acknowledges that some

writing assistance tools—like Grammarly, ChatGPT, and Google Bard—have produced mixed outcomes in certain contexts, suggesting that tool effectiveness may vary depending on factors such as student proficiency, integration methods, and learning styles. The authors suggest future research explore additional dimensions beyond writing accuracy, involves broader learner populations and educational contexts, and investigate longitudinal effects of ProWritingAid integration.

2.2.3 Learningful Play: Exploring the design of technology, learning and play to enhance children's engagement with cultural heritage in schools and museums

McHugh, S. (2020) in this case, this thesis mentions how the use of technology comes connected. They use different things like field trips, visit museums, digital storytelling and Minecraft, where children recreated medieval stories around it. This playful method called "Learningful play" helped children feel more connected to their story and place. These findings showed that students were not only more interested, but also prouder of their work when learning was creative and active instead of passive. Minecraft was very effective because the children already knew the game (It´s very popular). So, they knew how to collaborate, build, and express their own ideas.

At the same time the study showed some areas that could be improved. Some playful activities were nice for them, but there were some practical problems, like connection problems, or disagreements about how to use Minecraft. Sometimes, freedom can generate conflicts in team work. This suggests that even with digital tools, there can be problems. It means that it needs careful planning, clear rules and strong support from teachers. Another point that could be improved is that the research was focused mostly on culture, so if she adapts the model to other

aspects that can work better, there will be better use of Minecraft. This thesis shows how Minecraft can go beyond entertainment, it can inspire curiosity, creativity, and a deeper emotional connection with the subject the teacher wants to teach. This also shows the potential of digital play in education but also reminds that success depends on the balance between fun and structure, and on solving the technical issues that can challenge the objectives previously planned for a class.

2.2.4 The Impact of Digital Game-Based Learning on Intermediate EFL Vocabulary Development

Prekadini, S., & Smart, L. (2025), this thesis mentions how Digital Game-Based Learning influences vocabulary learning for intermediate students. The author reviewed different studies published between 2025 and 2025, and they focused on three areas: Incidental vocabulary acquisition, productive vocabulary, and vocabulary learning strategies. The review shows that digital games help students learn new words without even noticing. This supports them in producing vocabulary in speech and writing and helps the use of strategies like repetition, contextual guessing and collaboration. The studies also mention that games create a positive environment where students can feel more relaxed and more willing to try new words. When students are really focused and enjoying a task, they learn faster.

At the same time, the thesis points out some areas that need improvement. Not all games are effective and some, like among us, gave poor results for vocabulary growth. There are also problems because some of them may have inappropriate content, since most games are designed for adults. Another issue is that most studies show positive results, which may mean that most

games could work. In some cases, it was not clear if the vocabulary improvement came from the game itself or extra exercises were added.

Finally, the review warns about possible negative effects of too much screen time and less physical activity or some classroom distractions, and this reminds teachers to balance games with other methods. Overall, the thesis confirms that digital games can be a powerful tool for learning and make students feel more motivated and confident during the class.

2.2.5 El Caracol mágico: Videojuego educativo

Carmona and Castro, 2021, the thesis shows that a video game can be a strong educational tool, by using play and simulation. Children can explore the Brunca culture in a way that is interactive and funny. The design process includes collaboration with members of the Brunca community and validation with children, parents and teachers. The author used groups, interviews, and prototype testing to make sure the characters, stories and settings respected the culture and were attractive for the young audience. The findings suggest that children are motivated to learn when technology and play are used together, and digital games can help fight stereotypes by following more authentic views of indigenous traditions.

The thesis talks about some aspects that are not good at all. The video game is just a prototype, so it needs more funding and support to finish and launch it. Also, the project focuses only on one cultural group, so if the model wants to represent the full diversity of Costa Rica, it should include other indigenous groups too. Another challenge is that the game will have an impact if the teachers and parents decide to integrate it into learning environments. Without this support, the project can be limited.

2.2.6 Diseño de juego interactivo para el aprendizaje de la noción de objeto por parte de niños y niñas de 5 y 6 años

Leiva Cordero, A. (2014), the study is based on theories of early childhood development, like Piaget´s preoperational stage, and Vygotsky's sociocultural approach. It emphasizes that children learn better when they move, play, and interact with their environment. The design of the game included activities where children could identify shapes like circles, triangles, and pentagons, and understand features such as sides and areas. The Kinect device was chosen as the main tool, since it can recognize body movements and allow children to interact with the game without traditional controls. This way, the experience connects physical movement with digital learning, combining both. The finding showed that this kind of interactive game can increase motivation, participation, and attention in preschool children. It also has potential to reduce boredom often caused by traditional teaching methods. However, the project remained in the design state.

The author says that in the future it could work if it is well developed and if there is a good collaboration with teachers. Another limitation like the other thesis is that the project was focused on a topic, so it could be expanded to other areas. In general, this thesis demonstrates that interactive games can be very good for students. It shows how technology can be another resource that teachers could use.

2.2.7 Desarrollo de competencias digitales en el profesorado a través de juegos serios: un estudio de caso aplicado en la Universidad de Costa Rica (UCR)

Sandí Delgado, J. C. (2020) This research is a step-by-step methodology that other universities could use to include more serious games in teacher training. This method suggests

starting with identifying the digital skills needed, choosing a serious game that fits those skills, organizing sessions with teachers, and then applying pre and post tests to measure progress.

Interviewers with principals showed that the support from the university to continue these types of projects, but also that there are challenges. Some of the main issues are the lack of local strategies, limited budgets, and the need for continuous teacher training. In conclusion, the study shows that serious games can be effective in higher education. They can help teachers improve their digital competencies, motivate them to use technology and create more innovative teaching methods. Also, the research reminds that institutional support and resources are essential if serious games can succeed in education in Costa Rica.

2.3 CONCEPTUAL FRAMEWORK

2.3.1 Computer-Assisted Language Learning (CALL)

Minecraft is a wide video game that includes a big variety of things to do due to its massive open world game. This game provides a lot of tools for the person playing and also reinforces creativity. That is why CALL has an important role here, because using this approach really helps the use of technology and these kinds of games are crucial to improving the way people teach classes.

“CALL research has expanded substantially, moving from simple drill-and-practice programs to more complex applications incorporating AI and learner interaction.” (Mohsen, 2024, p. 2). As you can see, CALL has expanded through the years and every time is more common to use IA or other technologies in our class (like the case of Minecraft) it’s pretty important to update the teacher’s strategies to modern times and create methodologies adapted to these times. Incorporating Minecraft is the best example for these purposes.

These days students are exposed to technology, and the reality is teachers need to adapt to new technologies and not be against it. This approach is very easy to use, most students have access to the internet and a phone, so there is no need to look for something new. Everybody knows Minecraft so this makes the adaptation of the students very quick and organic.

"By integrating educational content into gameplay, students can actively participate in problem-solving, critical thinking, collaboration, and decision-making." (Katual, 2023, p. 1) Minecraft is a game that makes the student think and use his imagination to create and craft different things, that's why the use of this game is so important and should be used more often in the classes. Let's say that the student needs to create a house in the game, but he needs the materials to build it and think how to create his house and where. This is going to make use of critical thinking and decision making.

CALL has a crucial impact in the way the listing and reading skills are improved. When students are exposed to technology, they are constantly reading or listing things (Following Minecraft instructions for example) If the teacher gives oral instructions about what to do in the game, the students will have to pay attention, so they will improve this part. In this game you can also provide written instructions in the game, meaning that they improve these areas by playing at the same time.

"CALL effectively improved students' listening comprehension more than traditional methods." (Al-Salem, 2022, p. 88) This is a greater example, sometimes students improve their skills like if this were an obligation, but playing Minecraft is a very smart way to help them polish their abilities without even noticing it.

2.3.2 The Role of Gamification and Game-Based Learning

When students play the game, they usually get XP points which is something they earn by completing different tasks, so in the class the teacher could motivate them by telling " If you build a house in 40 minutes following my instructions you will get the percentage of class word today". This will keep the student focused and motivated and the time he will be learning through the process of playing the game and following his instructions to perform a certain task.

"It is important to distinguish gamification from game-based learning, as the former uses components of games in real-world situations, while the latter employs full-featured games to deliver skill or knowledge." (Li, 2023, para. 1) As mentioned before, this really helps students in real learning. Looking for wood or thinking about how to create a house or how to build something is something that can happen in real life, that's why Minecraft plays a crucial role in this investigation.Using this game helps the student to improve this (English using real life situations).

When the students play Minecraft, their learning is active base not passive, he is all the time moving around the time trying to investigate or look for something. When he experiences all this together, there is a flow and motivation because he wants to discover something new or learn how to build something and at the same time, he is learning a lot of vocabulary because the game is 100% in English.

"This educational methodology, rooted in the principles of social constructivism, aligns with the idea that students actively construct their understanding through experiences and social interactions." (Hu, 2024, p. n.p.) This quote reinforces what was mentioned before supporting how active learning leads to a more organic learning process that will help the student to expand his knowledge in this area.

There is always motivation and engagement in the students. This is real experience and not just a traditional method in which the student is behind a book learning in the old way. This project is looking for something innovative that provides real learning, so the students will keep their knowledge for later and not just for a test. When you experience and put wor with something real, it's when the leaning process happens.

"By integrating educational content into gameplay, students can actively participate in problem-solving, critical thinking, collaboration, and decision-making." (Katual, Goede, & Drevin, 2023, p. 2) This also confirms what was said before, playing and participating in these games, help student to develop their improvement in different skills a lot faster than conventional methods.

2.3.3 Overview of Minecraft: Education Edition

Minecraft itself is not a game made exclusively for educational purposes, but the way the game has been created the almost infinite number of things to do in the game have opened a hole for educational purposes. As mentioned in previous paragraphs, this game gives free will to the students, they have an open world in which they can go anywhere whenever they want.

"Collaborative interactions between students and games and interactions among students and instructors are integral components of this approach." (Hu, 2024, p. 5) Students can create a lot thing by just using their imagination, this boosts their ideas to level they can't even image they could do.

When the teacher gives the students the instructions to perform a task, they will have to pay close attention to being able to understand it in a correct way, so they can start working with it. Minecraft players will always have to be under difficult situations in which they will have to

think about possible solutions (How to keep monsters away from his house) from example. This is something that you can achieve by placing fire torches in your yard, but if they do not know how to do it, they will have to learn it.

"Many teachers mentioned that GBL may promote learning of generic skills like problem solving, decision making and collaboration." (Jääskä, 2022, p. 3) This supports what was mentioned before because it's a real statement. Minecraft is the best game in this time that can work for a lot of different purposes, education is one of them.

2.3.4 Minecraft in Language Learning Contexts

Sometimes when it comes to video games, people do not trust or believe this could work, that is why it is important to prove or give support to ideas, especially when it comes to education and learning processes. Having a clear direction and idea where the project goes and how the game can help students to learn in a new and innovative way is crucial to make it work. This is not just a project; this is something that can make people understand that education also changes through the years.

"Individuals learnt significantly more vocabulary incidentally through Minecraft gameplay than through memorization." (Weisi & Hajizadeh, 2025, p. XYZ) This is another study that supports the use of Minecraft as an educational tool. This game also boosts teamwork because you can play it online and socialize with other people around the world, so it will be a very good tool to improve their English through real life situations.

Some strengths of using Minecraft are that everyone knows this game, so it will be very easy for the students to use without the need of training before. This game is very big with a lot of different things to do so students have freedom to interact, move and discover, but some

limitations are that you need an electronic device to play and requires internet most of the time, and even if most of people have access to them, there is a small percentage that don't have these minimum requirements.

Minecraft is a highly immersive sandbox game that allows players to build and explore virtual worlds. Second Life is a virtual reality platform where users can create avatars and interact with others in a vast online community. Lastly, Duolingo is a language-learning app that gamifies the process of acquiring new languages through interactive exercises and challenges." (Katual, Goede, & Drevin, 2023, p. 4)

As mentioned here, Minecraft provides a lot of resources to the player, Duolingo also helps, but is very limited and just with one purpose, we can see that both apps can help for learning English, but Minecraft in a more organic way.

2.3.5 Target Skills: Listening and Reading

2.3.5.1 Listening Comprehension

Listening comprehension refers to the learner's ability to understand, interpret, and process oral input in order to follow instructions, obtain information, and respond appropriately. In language learning, listening is not a passive act; rather, it requires students to discriminate sounds, identify key vocabulary, recognize patterns, and construct meaning from spoken language. When learners receive comprehensible input in authentic or semi-authentic situations, they develop stronger auditory processing skills and become more confident in interacting with the language.

Within the CALL environment, listening comprehension is strengthened through the integration of multimodal supports—audio instructions, sound cues, interactive dialogue, and

contextualized spoken language. Digital platforms such as Minecraft: Education Edition enable teachers to give oral instructions in real time (e.g., “Go to the crafting table,” “Collect three pieces of wood,” or “Turn left and follow the path”), requiring students to process, retain, and execute information accurately. This repeated exposure to clear, task-based oral input aligns with the principles of meaningful listening practice, as students must listen actively in order to complete the mission or objective.

Research demonstrates that technology-mediated environments enhance listening comprehension because they provide immediate context, visual reinforcement, and authentic communicative demands. As Al-Salem (2022) notes, CALL-based instruction often yields better listening outcomes than traditional methods, as students stay more engaged and receptive when technology supports the learning process. In Minecraft, learners receive oral instructions from the teacher and sometimes from the game itself, making the experience interactive and purpose-driven rather than mechanical or repetitive.

Furthermore, the immersive nature of gameplay reduces affective barriers such as fear, hesitation, and low confidence, which are commonly faced by ESL/EFL learners (Ying et al., 2021). When students engage in a virtual world where listening has a clear purpose—survival, construction, exploration—they are more motivated to pay attention and decode meaning. Each task becomes an opportunity to enhance their auditory comprehension through repetition, prediction, and task-based listening, fostering skills essential both in English class and real-world communication.

2.3.5.2 Reading Skills in ESL/EFL

Reading skills encompass the learner's ability to decode written text, interpret meaning, and use comprehension strategies to understand instructions, vocabulary, and contextual information. In ESL/EFL settings, reading goes beyond simply recognizing words; it involves connecting prior knowledge, identifying key ideas, inferring meaning from context, and navigating diverse text types. Effective reading instruction exposes students to purposeful reading tasks where comprehension is essential for accomplishing a goal rather than reading for its own sake.

In technology-enhanced environments, such as Minecraft: Education Edition, students frequently encounter written prompts, signs, dialogues, inventories, and task instructions, all of which require them to read with attention and intention. When learners must follow written steps—such as "Collect stone to craft tools," "Open the chest and read the clue," or "Build a shelter before nighttime"—they practice skimming for key information, scanning for details, and interpreting vocabulary in context. This aligns with Ismail (2023), who emphasizes that reading enables learners to broaden vocabulary resources, internalize grammar structures, and strengthen comprehension abilities through exposure to meaningful situations.

Minecraft provides a dynamic context in which reading becomes action-oriented rather than purely academic. Task-Based Instruction (TBI) principles support this approach by stressing that learners read in order to perform real-world tasks, not merely to understand narratives (Ismail et al., 2023). In the game, written language is inherently functional: students must read to advance, collaborate, or solve problems, which increases motivation and engagement while reducing the passivity often associated with textbook-based reading activities.

Moreover, reading within a virtual environment allows students to develop strategic behaviors such as predicting outcomes, inferring the meaning of unfamiliar words using environmental cues, and applying reading comprehension strategies spontaneously. Because the written input in Minecraft is concise, relevant, and tied to immediate action, students experience a clearer connection between reading and real-world communication. This supports the development of autonomous learners who can navigate English texts with greater confidence and purpose.

2.3.6 Synergy Between CALL and Game-Based Learning

If CALL as the name itself describes it (Computer Assisted, Language, Learning) It is necessary the assistance and help from these new technologies, like IA, websites, videogames, e.t.c. Minecraft is an immersive virtual environment where you can do many tasks and learn about verbs, vocabulary, grammar, and others.

“Immersive media do not necessarily improve learning—but effective instructional methods within immersive virtual environments… promote processes of selecting, organizing, and integrating information.” (Makransky, 2021, p. 298) That's why it is important to have a teacher that can guide students through the process of using Minecraft for improving a specific skill, otherwise it will be more difficult to achieve.

As mentioned before, when at the beginning maybe giving instruction in English to the students might be tough, but then they will get used to understanding this more easily because this is repetition, students will be learning by the context and then they will be able to guess and later they will have learned the vocabulary without using translations.

“Digital tasks [...] offer real-world input and interactive exercises, significantly enhancing listening comprehension.” (Technology review, 2025, pag. 2) All these instructions like giving the students steps for building something in Minecraft are an excellent method for improving listening and English skills because they must read signs in the game or listen to the teacher's instructions.

2.3.6 Theoretical Models Supporting Integration

Students learn in an active and not passive way. When they play Minecraft players are active and focused all the time, also this reinforces the constructivism that mentions that the learner works better in an active way. The students will all have to socialize and work in teams to develop better skills and some they did not know they had.

“Broadly defined, constructivism is the idea that learners make meaning and construct knowledge by reflecting on and interpreting their own and others’ experiences.” (Allen, 2022, p. 1) This gives support to what was mentioned before. This is the best example why this theory is so attached to the use of Minecraft in education and how this can work when it is used at high school level like 7th graders at MEP’S system.

There is always an input and output when students play Minecraft. At the beginning the follow the teacher’s instructions, but then when they start to understand how it works, they will have to start speaking and communicating, so this reinforces the idea that when there is input and output the learning is better, faster, and real.

“Language acquisition occurs when language is comprehended, that is, when input is understood.” (Krashen, 1985, p. 2) So with this in mind, it is important to know this and the

teacher in charge of this must understand this process otherwise this will not work at all and they will blame Minecraft for this and will stop using it.

This method is the one that adapts better to the use of Minecraft in the classroom because it is focused on doing different tasks for learning different tasks, so Minecraft can be implemented here as a part of one more task to perform. In fact, Minecraft should be incorporated in most of the classes that use this approach.

"TBLT is an approach that gives central place to tasks in both the design of a language course and a methodology for implementing tasks…" (Ellis, 2024, p. 5) That is why it is important to adapt the teacher's plans for having a clear idea about how they are going to use the game and how they are going to connect the programs with the plan, and the class's objectives.

Students at MEP must take not just English, sometimes if they study in technical high schools, they must take around 14 subjects, so it´s heavy for them. A good thing about Minecraft is that it avoids students getting overloaded, so they learn in a more relaxing way, but more efficiently. Let´s say that they are going to feel the English class is almost like a lesser subject in their schools.

"Most learning strategies were used to reduce cognitive load, although a limited number fostered germane cognitive load through generative learning practices." (Bahari, Wu, & Ayres, 2023, Abstract). It is crucial to avoid the student's overload because if they come to the class tired and with motivation, they will just be in your class because they must and not because they really want to improve their skills or learn your subject.

2.3.7 Costa Rican Educational Framework (MEP)

As you can see, the curriculum for seventh graders have a lot of different topics and content to cover during the year. In this program the teacher needs to cover the listening and reading part. So, to incorporate Minecraft in a class it is important to know this and find the way to have the best adaptation possible, so students can get the benefits of the game based on MEP´S programs.

"Skill integration: Combination of two or more language skills: listening, reading, speaking and writing when working with tasks so students will incorporate important aspects into their language learning." (Educating for a New Citizenship, p. 203) That is why it is important to know that depending on the skills that the students are going to use, they will have to adapt Minecraft rules and objectives to be aligned with the program.

One crucial aspect to achieve this is that the classes must be 100% in English even though it is academic English. That is why it was mentioned that when giving instructions about how to play Minecraft, all this must be in English and avoid using translation, so students get adapted to the language and instructions (Input) then they will start producing little by little but this is something that needs to be consistent and step by step.

"English teaching needs to integrate technology effectively, as a tool for the teaching and learning process in order to provide cyber-citizens with the 21st century skills (e.g. problem solving, creative and critical thinking, innovation, autonomy, collaborative teamwork), needed to succeed locally and in the global world." (Ministerio de Educación Pública, n.d., p. 17)

This is a great opportunity to achieve what MEP wants. This investigation shows the importance of using Minecraft as a tool to improve different skills in English and how students can benefit from all of this.

2.3.8 Relevance of Technology in Technical High Schools

Students must be prepared for the present and future skills, otherwise they will get behind in the learning process, but more than students the problem could be the teachers, especially the older teachers who haven´t been used to using technologies in the classrooms and they refuse to learn something new. If teachers do not get updated students will not take advantage of using technology in the classroom.

"Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration." (Kivunja, 2015, p. 40) Students do know how to use Minecraft; everybody knos that, but teachers must show them how to use Minecraft for educational purposes, so in the future they can learn by themselves.

New technologies, new methods, and new cures for diseases are discovered thanks to innovation, so why do some people refuse to innovate in education? Maybe it is because MEP´s system does not let them due to the number of administrative tasks teachers have to do. So, in this case teachers should use Minecraft for some activities and not all the time and maybe this can help them to innovate a little.

"In today's rapidly changing world, education must adapt by embracing innovative practices to meet the evolving needs of the teaching and learning processes." (Basister et al., 2025, p. 1) That's why teacher training will be the best scenario to have teachers ready for the coming challenges in the use of new technologies and methods. A good point is that there is a new generation of teachers who have come to mind, so maybe a good part of teachers is ready to innovate.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

3.1.1 Purpose (Theoretical or Applied)

This research is categorized as applied research, specifically designed to solve practical challenges associated with seventh-grade students' English language listening and reading skills through innovative educational technology.

According to Johnson (2020), applied research directly influences educational practices by addressing specific, real-world classroom challenges, providing educators with tangible strategies and interventions to enhance student learning outcomes. This type of research typically generates actionable findings, facilitating immediate and practical implementations within the educational setting.

In the context of this study, applied research supports the exploration and identification of effective instructional technologies such as Minecraft: Education Edition, contributing to improved language acquisition in a targeted educational environment.

3.1.2 Temporal Dimension (Transversal or Longitudinal)

Using what is often referred to as a cross-sectional design, this research would mean quantifying the English language ability of students at any one point in time, between the end of notes, cross-sectional studies focus on the point in time during which data are collected and therefore can provide quick snapshots of students' avoidance strategies and diagnostic information for immediate instructional interventions.

It provides a sensitive measure of integration and is well-suited for the educational context where quick responses to probes and feedback are necessary to keep up with the pace at which new data comes in (Wang & Cheng, 2020).

The cross-sectional design implemented in this study facilitates a rapid and comprehensive assessment of listening/reading comprehension rather than listens/scores by individual learners, which is consistent with the principle that it is important to provide timely educational intervention support.

3.1.3 Framework (Mega-Macro-Micro)

According to Hardy, Meschede, and Mannel (2022) The framework of this research takes place at the micro-level, focusing on the setting of seventh-grade students from C.T.P. Ricardo Castro Beer. This type of micro-level work provides detailed information on very specific educational happenings but also allows, because of that level of detail, subtle reading and focused recommendations readily realizable in the local context, therefore making them specifically viable for classroom application.

This research will provide a detailed analysis of impacts and interactions associated with Minecraft: Education Edition when integrated in a more granular way, where insights are directly applicable and useful to the specific educational setting under scrutiny.

3.1.4 Nature (Quantitative and-or Qualitative)

The methodology for this research incorporates a mixed-method approach, integrating both qualitative and quantitative data collection techniques. Zhao and Xu (2024) emphasize the effectiveness of mixed methods in educational research, highlighting how integrating diverse methodologies can offer a comprehensive and robust understanding of complex educational issues.

This study utilizes structured assessments, classroom observations, reflective journals, and structured interviews to gather diverse data, ensuring both the depth and breadth of insights. Such multi-faceted data sources facilitate the triangulation of findings, enhancing the reliability and validity of the research outcomes. In this case it's mixed because we are evaluating behaviors and the number of students who answer different questions according to the objective of the instrument.

3.1.5 Character (Exploratory, Descriptive, Correlational or Explicative)

The research is exploratory and descriptive in character. Exploratory research, as defined by Watson et al. (2023), seeks to investigate and understand the initial implications and potential of an innovative educational approach, in this case, the integration of Minecraft in language learning.

Descriptive research complements exploratory research by detailing the processes, outcomes, and student experiences associated with the instructional methodology. These approaches allow for a comprehensive exploration and documentation of how educational technologies influence learning outcomes, student engagement, and overall instructional effectiveness.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Subjects of Information

The subjects of this research are seventh-grade students from C.T.P. Ricardo Castro Beer enrolled in English language courses during the second semester of 2025. Students in these

courses provide essential data regarding the effectiveness of integrating Minecraft: Education Edition into their language learning processes.

Data collection includes quantitative assessments such as structured pre- and post-tests, as well as qualitative sources like observational data provided by teachers, reflective student journals, and structured interviews. Şahin & Öztürk (2019) these varied data sources ensure comprehensive and multidimensional insights into the effectiveness of educational intervention.

3.2.2 Firsthand Sources

Table 1

Firsthand sources used in the research process

Author or Authors	University or Organization	Country	Year
González, L.	Revista Electrónica Educare	Costa Rica	2021
Gros, B.	Journal of Research on Technology in Education	Spain	2007
Hardy, I., Meschede, N., & Mannel, S.	Frontiers in Education	Switzerland	2022
Hu, Z.	Education and Pedagogical Innovations Journal	China	2024
Huang, B., & Hew, K.	British Journal of	UK	2018

F.	Educational Technology		
Ismail, S. M., Wang, C., & Jamalx, R.	Asian-Pacific Journal of Second and Foreign Language Education	Asia-Pacific	2023
McHugh, S.	National University of Ireland Galway	Ireland	2020
Mojang Studios	Microsoft/Mojang	Sweden/USA	n.d.
Sandí Delgado, J. C.	Revista de Innovación Educativa	Costa Rica	2020

Source: Developed by Tonny Jesús Vásquez Zumbado (2025)

3.2.3 Secondhand Sources

Table 2

Secondhand sources used in the research process

Author or Authors	University or Organization	Country	Year
Allen, A.	Journal of Learning Design and Leadership	USA	2022
Almusharraf, N., & Khahro, S. H.	Frontiers in Education	USA	2024
Bahari, A., Wu, S., & Ayres, P.	Educational Psychology Review	USA	2023

Basister, M. P., et al.	Frontiers in Education	USA	2025
Buckley, P., & Doyle, E.	Interactive Learning Environments	UK	2016
Carmona Rizo, A., & Castro Incera, M.	Universidad de Costa Rica / Repositorio Kérwá	Costa Rica	2021
Chapelle, C. A., & Sauro, S.	Wiley-Blackwell	USA/UK	2017
Crookal, D.	Newbury House	USA	1990
Dewaele, J. M., & Alfawzan, M.	Studies in Second Language Learning and Teaching	Poland	2018
Dewaele, J. M., & Li, C.	Foreign Language Annals	USA	2020
Ellis, R.	International Journal of TESOL Studies	UK	2024
Erarslan, A.	Universal Journal of Educational Research	Turkey	2019
Creswell, J. W., & Creswell, J. D.	SAGE Publications	USA	2018
Gertler, C. A.	American Journal of Research in Education	USA	2021
González-Lloret, M.	In C. A. (Ed.)	Costa Rica/USA	2017

González-Lloret, M.	System	Costa Rica/International	2020
González, L.	Revista Electrónica Educare	Costa Rica	2021
Gros, B.	Journal of Research on Technology in Education	Spain	2007
Hardy, I., Meschede, N., & Mannel, S.	Frontiers in Education	USA	2022
Hu, Z.	Education and Pedagogical Innovations Journal	China	2024
Huang, B., & Hew, K. F.	British Journal of Educational Technology	UK	2018
Ismail, S. M., Wang, C., & Jamalx, R.	Asian-Pacific Journal of Second and Foreign Language Education	Asia-Pacific	2023
McHugh, S.	National University of Ireland Galway	Ireland	2020
Mojang Studios	Microsoft/Mojang	Sweden/USA	n.d.
Sandí Delgado, J. C.	Revista de Innovación Educativa	Costa Rica	2020

Source: Developed by Tonny Jesús Vásquez Zumbado (2025)

3.3 SAMPLE SELECTION

In this case the group that is going to work with this investigation is the 7-12 section because they are the group who behaves the most. Applying this kind of projects have a lot of limitations and one of the is the group's behavior, so they must be willing to help, so the group who has all the requirements necessary is section 7-12.

3.3.1 Probabilistic or Not Probabilistic

This study employs convenience sampling, which is a non-probabilistic sampling approach. According to Stratton, S. J. (2021) , convenience sampling is particularly effective in educational research rather than experimental investigation, this has become accepted as this century's model for studying naturalistic learning and communication in complex social contexts. This mode might be quasi-experimental design, is not based upon natural sciences such as physics, experimental investigations are used and generally tends to emphasize non participatory research in which two or more experts critically appraise each other's work.

Using this method, the participants come from varying levels of proficiency and different learning styles, resulting in findings that are extensive and reflect the actual situation in education.

3.4 TECHNIQUES AND TOOLS TO COLLECT INFORMATION

"Typically, quantitative data is gathered through surveys or experiments, while qualitative data is collected via interviews, focus groups, or observations" (Ahmed, Pereira, &

Jane, 2024, p. 2). In this case the way the information is going to be selected will be through conservation surveys and some other question. It's important to know this because in Minecraft it is crucial to know the student behavior and how they react during the gameplay.

3.4.1 Interview

"An interview can be variously defined as 'a conversation with a purpose' … an attempt to understand the world from the point of view of the person being interviewed" (Hurst, 2023, 1) In this interview, it is important to know the student's realty and how they are feeling about the game. If the researcher wants to know and get feedback to know where the investigation goes, an interview is a crucial part of the necessary information to collect the data. Minecraft is not a game that can be measured with just numbers. To get all the enough information it is mandatory to have more than just one instrument, otherwise the results would not be 100% reliable.

3.4.2 Survey

"Surveys are a common tool used to evaluate educational initiatives and collect data for all types of research" (Ogle, Hill, Santen, Gottlieb, & Artino, 2023, p. 1) A survey was another big part of having the information about Minecraft. It is also important to know if the students are understanding the information and the vocabulary taught in the game, so the teacher can gather the information that he needs to archive the goals aimed in his planning. If the teacher and the researcher want to make this work, they need to collect as much information as they can. The purpose in a survey like this one it is mandatory because the research is mixed, so the investigator needs to get enough information to work on the student's need as he moves forward

through the application of all these methods. That is why surveys are a crucial part of the learning process.

3.4.3 Observation

"Observational methods are a powerful tool in educational research, providing deep insights into teaching practices, student behavior, and classroom dynamics" (Kavalieraki-Foka, Kottara, & Anagnostopoulou, 2024, p. 598). This is one of the most important parts because the researcher wants to know how they react and see if they are getting the idea of what he wants. Observing the class and how students behave will give the teacher feedback to make the necessary adjustments if he needs to. The teacher will have some indicators, and he will observe how it works, so based on it, he can make the necessary adjustment if he observes that there is something that is not working.

The instruments were validated by:

- M.Ed. Jeffry Montero Nuñez – University Professor at Universidad Hispanoamericana
- M.Sc. Adriana Apuy Rojas – University Professor at Universidad Hispanoamericana
- M.Ed. Ronald Lobo Vargas – University Professor at Universidad Hispanoamericana
- Lic. Kimberly Vásquez Montero – MEP English Teacher
- Lic. Mariana Elizondo Mendoza – MEP English Teacher

3.5 OPERATIONALIZATION OF VARIABLES

The research procedure examines and demonstrates the variables of the research. Likewise, the instruments used to analyze the process are shown. The following chart presents

the general objective of the research, the specific objectives, and the variable of each one, in the same way, the conceptual definition, instrumental definition, and the operational definition.

General Objective: To determine the benefits of implementing a structured gameplay in Minecraft: Education Edition based on the CALL approach in, enhancing the listening and reading skills through playing the game of 7th-grade students at C.T.P. Ricardo Castro Beer in Orotina, Alajuela during the second quarter of 2025.

Specific Objectives	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
Analyze the improvement in listening skills of 7th-grade students at C.T.P. Ricardo Castro Beer in Orotina, Alajuela, through the implementation of a structured gameplay in Minecraft: Education Edition based on the CALL approach during the second quarter of 2025.	Listening skills	Cognitive ability to receive, discriminate, and comprehend oral input to derive meaning and respond appropriately (Richards & Schmidt, 2010).	Measured through a teacher-designed observation guide aligned with MEP indicators, focusing on comprehension of oral instructions, key vocabulary recognition,	Students follow step-by-step oral instructions provided in English within Minecraft scenarios (e.g., building or quest tasks). Performance is recorded in observation checklists and

			and task completion accuracy.	scored with a 4-level rubric (excellent, good, needs improvement, poor).
Determine the impact of implementing a structured gameplay in Minecraft: Education Edition, based on the CALL approach, on the reading skills of 7th-grade students at C.T.P. Ricardo Castro Beer in Orotina, Alajuela, during the second semester of 2025.	Reading skills	The capacity to decode, interpret, and construct meaning from written texts, integrating vocabulary, syntax, and comprehension strategies (Grabe & Stoller, 2019).	Evaluated through a validated survey and teacher observation guide assessing comprehension of written game instructions, in-game signposts, and mission descriptions.	Students complete Minecraft tasks requiring reading and applying instructions in English. Evidence of progress is documented through pre- and post-task comprehension checks and scored with a 4-level rubric.

Determine the perception of 7th-grade students at C.T.P. Ricardo Castro Beer in Orotina, Alajuela, regarding the effectiveness of using Minecraft: Education Edition, based on the CALL approach, in improving their listening and reading skills during the second semester of 2025.	Student Perception	Learners' attitudes, motivation, and subjective evaluation of how an educational experience supports their learning (Brown, 2009).	Gathered through a structured Likert-scale questionnaire and short open-ended interviews validated by experts.	Students express their level of satisfaction and perceived improvement in listening and reading through survey items and brief interviews. Data are tabulated to identify prevailing trends and representative comments.

Source: Developed by Tonny Jesús Vásquez Zumbado (2025)

CHAPTER IV

DATA ANALYSIS

4.1 INTRODUCTION

This chapter represents the analysis and interpretation of the data collected through the instruments designed to measure the impact of implementing a structured gameplay in Minecraft education edition based on Computer- Assisted Language Learning (Call) approach, among seventh grade students at C.T.P Ricardo Castro Beer in Orotina, Alajuela. The purpose of this analysis is to determine the improvements in the students 'listening and reading skills, as well as their perceptions regarding the use of the game as a pedagogical tool during the second semester of 2025.

4.2 CONTEXT AND DESCRIPTION OF THE METHODOLOGY

This research took place at C.T.P Ricaro Castro Beer in Orotina. Students were able to play Minecraft for 4 weeks. The group were about 31 students from the 7-12 section ages from 12 to 15 years old, but not all of them were during the applications of the instruments. The use of Minecraft was linked to MEP´s curriculum and the unit cover was Natural Wonders in My Backyard. In this case the game was adapted to this vocabulary, grammar and topics regarding it. Most of students come from a low or medium socio-economic background and some of them did not have access to internet or smartphones.

4.3 ANALYSIS OF STUDENT ENGAGEMENT AND METACOGNITIVE STRATEGIES

The analysis focuses on Monitor student's core communicative competencies while completing Minecraft: Education edition sessions developed under the computer- Assisted

Language approach, applied to the 7-12 group at C.T.P Ricardo Castro Beer in Orotina, during the second semester of 2025. The observation process aimed to evaluate student's engagement, communicative competence, use of English while completing interactive game task. The check list measured six indicators: Following spoken instructions, understanding written prompts, vocabulary use, collaboration in English, Critical thinking and Motivation.

OBERVATION CHECK LIST (3-POINT SCALE)

Monitor student's core communicative competencies while completing Minecraft: Education edition	
Indicators	Observations
Follows spoken English instructions to complete Minecraft tasks	Rating: 3 (EXCELLENT) Most students consistently followed the teacher's oral instructions accurately and promptly. They were able to complete assigned in-game actions, such as building structures or collecting materials, with minimal repetition or clarification. This demonstrates strong comprehension of oral input in contextualized situations, indicating improvement in listening and task-based understanding.
Understands and applies written English instructions (signs, quests, in-game texts)	2 (Satisfactory) — Students generally understood the written prompts and could apply them effectively after brief explanations. Visual cues within the game

	environment aided comprehension, while occasional translation support was necessary for specific terms. As sessions progressed, learners became more confident in interpreting and executing written directions independently.
Uses key English vocabulary during the activity	Rating: 2 (Satisfactory) — Students frequently used key words such as “wood,” “door,” “build,” and “pickaxe” while interacting in the game. Some spontaneously incorporated new terms introduced by the teacher, showing gradual vocabulary development. Peer interaction and repetition of tasks reinforced the acquisition of action-based vocabulary in authentic contexts.
Collaborates in English with peers to achieve shared goals	Rating: 3 (Excellent) — Students actively collaborated in English to coordinate group objectives, such as dividing roles or planning structures. Although occasional L1 use was observed, English predominated during teamwork. This collaborative dynamic encouraged meaningful communication, peer scaffolding, and mutual problem solving.

Demonstrates critical thinking and problem solving (selecting materials, planning builds)	Rating: 2 (SATISFACTORY) Students displayed emerging critical-thinking abilities when selecting materials and designing solutions. Many could plan simple structures independently, while others required prompting or peer guidance. The activity promoted logical sequencing, decision-making, and creativity within a communicative setting.
Maintains motivation and focus throughout the session	Rating: 3 (Excellent) — Students remained highly motivated and engaged throughout the Minecraft sessions. They demonstrated enthusiasm, persistence, and self-direction while completing tasks. The interactive nature of the game sustained attention and reduced off-task behavior, confirming that Minecraft: Education Edition fosters a positive and immersive learning atmosphere.

Source: Tonny Vásquez (2025)

4.4 ANALYSIS ON THE INTERVIEW APPLIED TO THE STUDENTS

Most students expressed that using Minecraft during English lessons made the class more enjoyable and dynamic. They pointed out that the opportunity to apply English's instructions is meaningful context while doing different tasks was innovative. The visual interaction in Minecraft kept their interest in the class for more time. Students mentioned that they felt more excited to play and learn at the same time, demonstrating that interaction with game during a class can help to vocabulary and comprehension.

A significant portion of students reported that the in-game audio as the teacher's spoken instructions helped them develop better listening compression. Several participants indicated that they began to understand English faster and they could follow directions without translations. These statements reveal progress in real time of their listening skills, suggesting that contextualized vocabulary works better when is used. Additionally, students valued the repetitions of instructions that allowed them to connect with the game and its task. This shows that the use of Minecraft is a really good tool to improve student's listening skills.

Students also acknowledged improvements in their ability to read and comprehend written instructions in English. They indicated that the written prompts in Minecraft like crafting or missions' descriptions, helped them connect English words with actions, reinforcing understanding through visual cues. Several students expressed that reading in the game felt "easier" and "more natural" as it was associated with the purpose (Completing a task). This confirms that the integration of reading tasks in interactive environments promotes contextual comprehension and vocabulary acquisition.

The interview responses to the value of teamwork in this game. Students mentioned that working together to complete challenges make the communicate more often in English with their

classmates. They described peer interaction as both supportive and enjoyable, highlighting that they were helping each other in English and this made them feel better in the class. They described “peer action” as both supportive and enjoyable, empathizing that working together in English made learning fell “less stressing”. This finding reinforces the importance of social constructivism in language acquisition, as cooperative learning improves communicative practice.

When asked if they would like to continue learning English through Minecraft, most students responded positively. They describe the experience “fun” and “different”. They also said this helped them English better. This confirms that Minecraft can work effective and motivated platform for developing language skills in young learners. Students perceived the lessons as less intimidating compared to traditional classrooms approaches, which helped them improve their confidence in English.

4.5 ANALYSIS OF STUDENT´S PERCEPTIONS TOWARD USE OF MINECRAFT

The section analyses the results obtained from questionnaire applied to 7th grade students at C.T.P Ricardo Castro Beer in Orotina, Alajuela, during the second semester of 2025. The purpose of this instrument was to explore student´s perceptions regarding the effectiveness of Minecraft as a pedagogical tool under the (CALL) approach

Figure 1

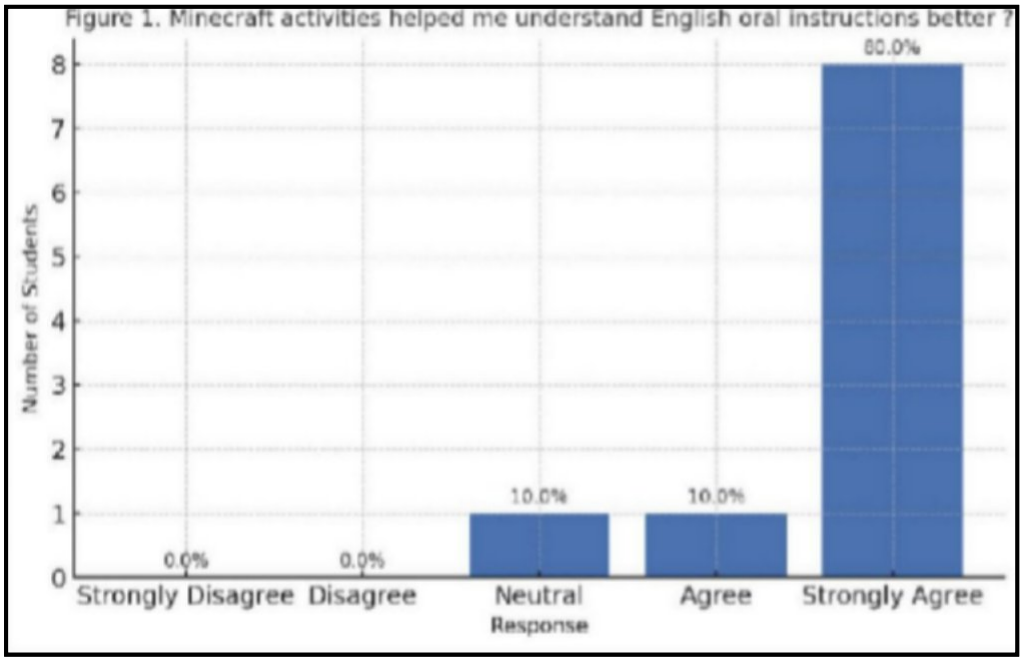
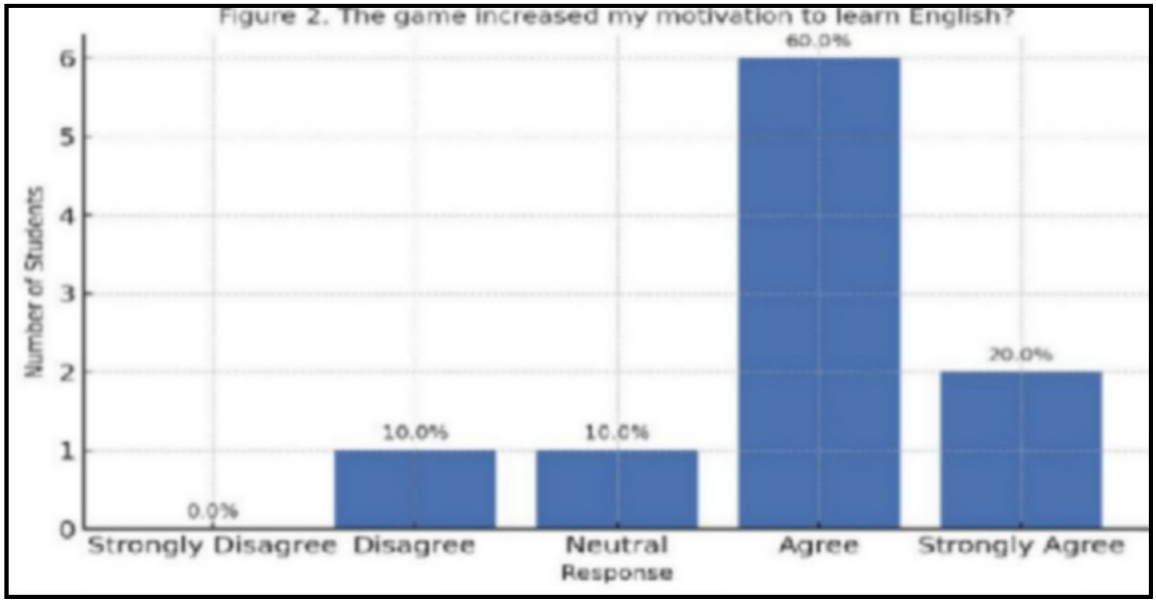


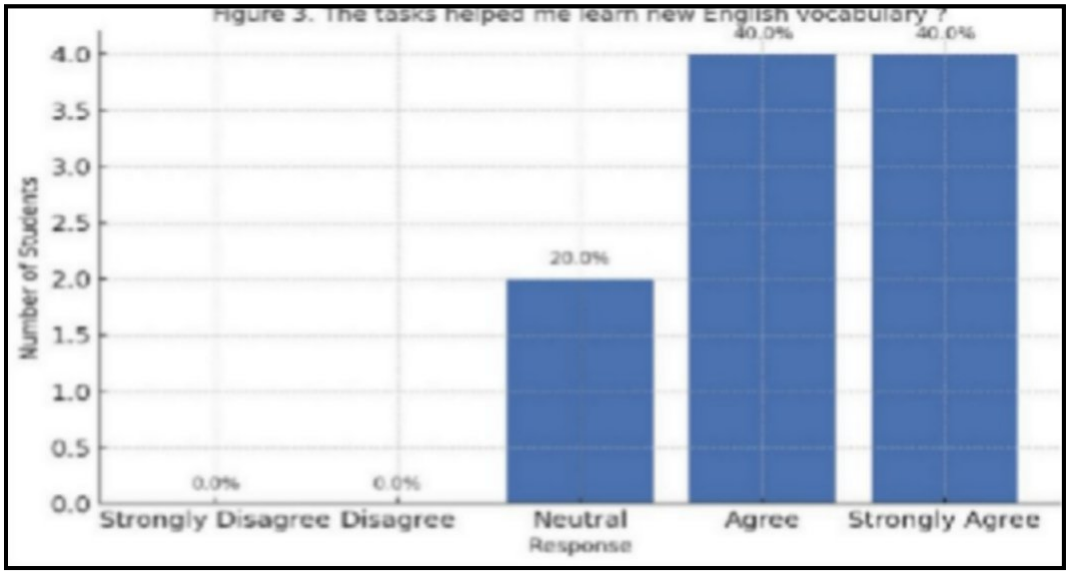
Figure 1 shows that 80% of students selected Strongly Agree, while 10% agreed and 10% chose Neutral. The results indicate that most of the student's perceived Minecraft was helpful for understanding oral English instructions. The interactive and contextualized nature of the tasks supported listening comprehension by connecting meaning with immediate in game actions.

Figure 2



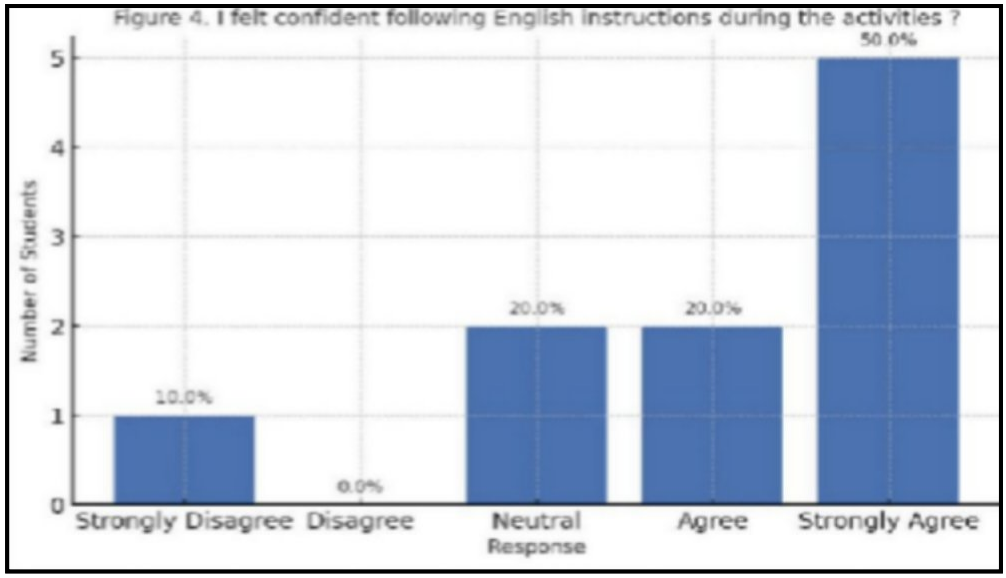
As displayed in figure 2, 60% of students agree, 20% strongly agree, 10% is neutral and the other 10% is neutral. Here you can see how motivation in class is crucial to make the students feel better and more motivated to learn. When they play Minecraft, they feel more motivated because there are interesting things to do for them, so this improves their motivation.

Figure 3



In figure 3 you can see how 40% agree while the other 40% strongly agrees, and just 20% is neutral. This suggests that students really learn vocabulary when playing the game and it is not just a simple game. By playing the game students learn the vocabulary by doing and matching objects in the game and its name in English.

Figure 4



In figure 4, 50% of students responded positively, 20% agreed, 20% neutral, and 10% disagreed. While most students felt confident following English instructions, a small percentage reported occasional difficulty. This suggests that these strategies, like modeling and guided practice, improve in understanding instructions without translation.

Figure 5

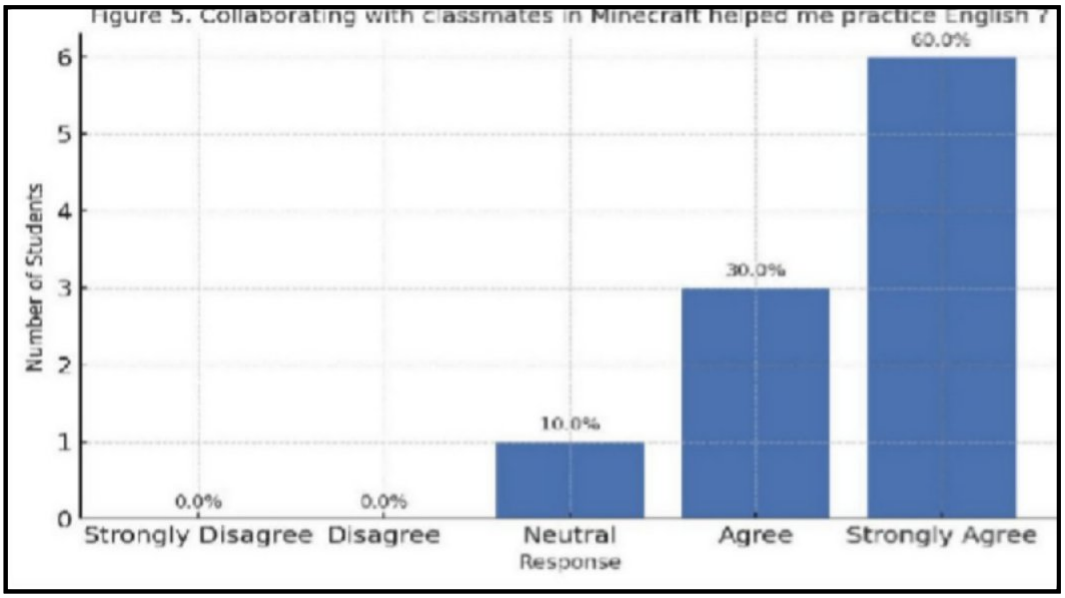
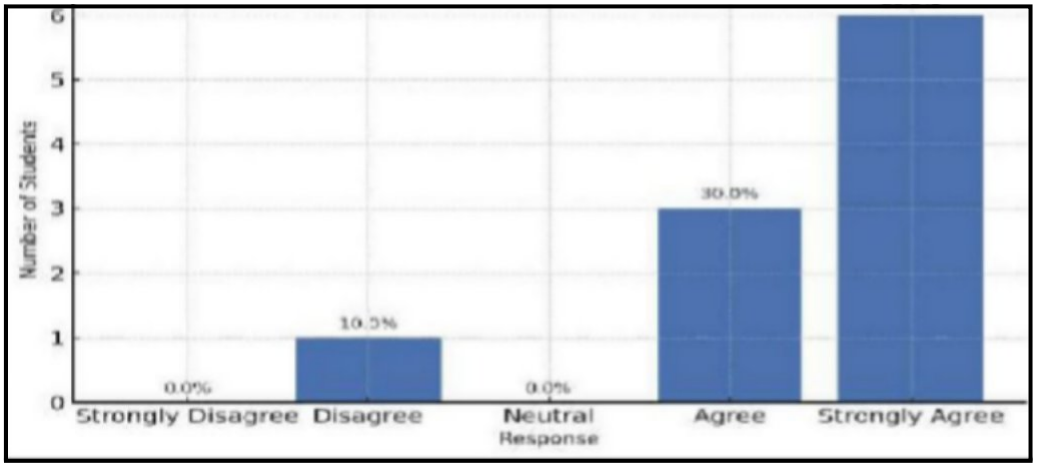


Figure 5 reveals that 60% of students strongly agreed that collaboration in Minecraft helped them practice English, and 20% agreed and a 10% neutral. These findings indicate that teamwork within the game encourages meaningful communication and peer scaffolding. The social interaction in collaborative missions promoted authentic language use, reinforcing Vygotsky's sociocultural theory of learning.

Figure 6



The findings indicate that a big number of students (35%) would like the activities for the future, they also liked the collaborations in the lessons. Meanwhile, 20% of the students said that they would like more vocabulary practice. This aligns with the nature of game-based learning, where exposure to ne words happens in real life situations or simulators like Minecraft. A smaller group (15%) recommended having additional teachers or players involved, this reflects the need or more guidance. Finally, 30% of students reported that no changes were necessary, indicating that they were satisfied with the lessons implemented.

Figure 7

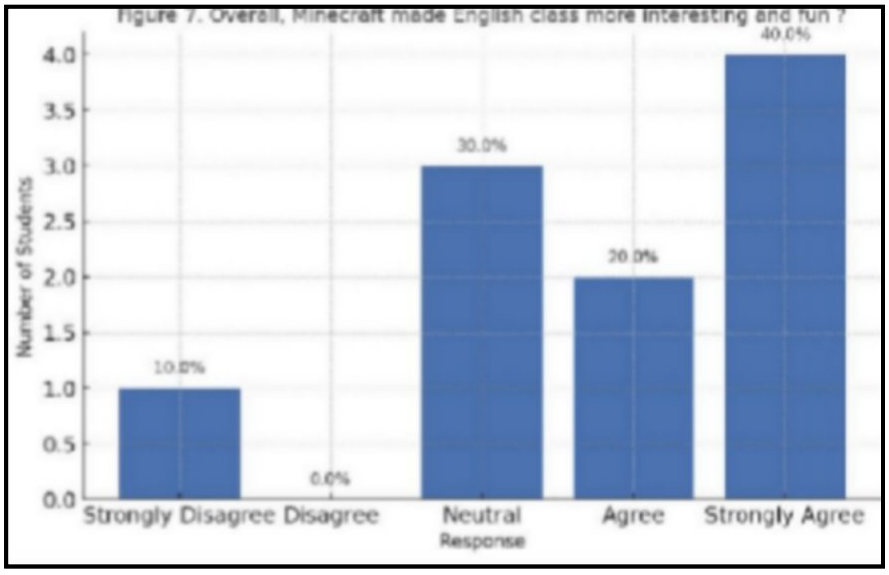


Figure 7 illustrates students' perceptions of whether Minecraft: Education Edition made their English lessons more interesting and enjoyable. The results reveal that 40% of students selected Strongly Agree, 20% selected Agree, 30% responded Neutral, 10% strongly disagrees. This also supports the idea that Minecraft helps students to have a more relaxing class in which they have fun and learn.

Figure 8

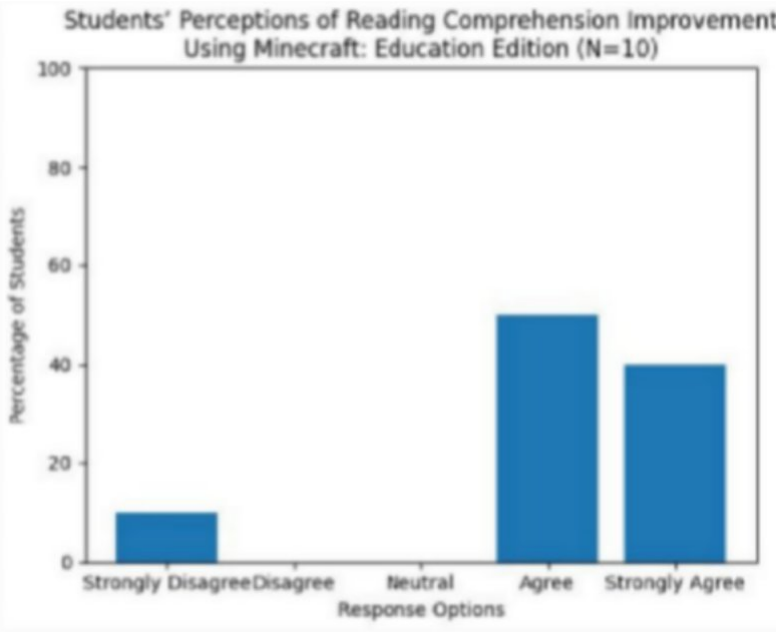


Figure 8 presents students' perceptions regarding whether reading English texts and signs in Minecraft: Education Edition contributed to improving their reading comprehension. The results indicate that 50% of students selected Agree, *40% selected Strongly Agree, and 10% selected Strongly Disagree, with 0% responses for Disagree and Neutral (N=10). The findings reveal a strong positive tendency, as 90% of students recognized an improvement in their reading comprehension while interacting with in-game English texts, instructions, and signs

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Based on the comprehensive analysis of the data gathered through the questionnaire, observation checklist, and student interviews, it is concluded that the integration of Minecraft: Education Edition, implemented through structured gameplay and guided by the principles of the CALL approach, had a significantly positive impact on seventh-grade students' listening comprehension, reading comprehension, and overall perception of English learning. The findings consistently demonstrate that technology, when used with clear learning goals and pedagogical intentionality, becomes a highly effective tool for language development.

First, the evidence shows a clear improvement in students' listening skills, as they successfully followed multi-step spoken instructions during gameplay. The combination of visual cues, sound effects, and contextualized tasks enabled students to associate oral input with meaningful in-game actions, enhancing their ability to decode, retain, and act upon spoken English. This multisensory input supported comprehension in ways that traditional instruction alone had not achieved, confirming the value of CALL-based listening practices.

Second, the integration of Minecraft also contributed substantially to the development of reading comprehension skills. Students interacted with written prompts, mission descriptions, signs, and instructions embedded in the game, which required them to read with purpose to complete tasks successfully. This action-driven reading environment strengthened their ability to interpret vocabulary, follow written directions, and apply comprehension strategies naturally.

The contextualized nature of these tasks promoted better retention and understanding, allowing students to connect written language to concrete actions and problem-solving experiences.

Finally, students' perceptions of the tool and its impact on their learning were overwhelmingly positive. The majority expressed that Minecraft: Education Edition made English lessons more engaging, enjoyable, and relevant to their interests as digital-native learners. They valued the interactive and collaborative characteristics of the game, which reduced anxiety, increased motivation, and fostered a more relaxed environment for practicing English. This favorable perception not only supported higher engagement but also contributed to the development of confidence, autonomy, and a more positive attitude toward language learning.

In summary, the results confirm that structured gameplay in Minecraft: Education Edition, anchored in the CALL approach, effectively enhances listening and reading comprehension while fostering motivation and positive attitudes toward English. The combination of multimodal input, authentic task-based interaction, and an immersive digital environment provide students with richer learning experiences that complement and surpass traditional instructional methods. This integrated approach demonstrates its potential to transform English instruction in Costa Rican secondary education by bridging the gap between linguistic theory, meaningful practice, and student engagement in the 21st-century classroom.

5.2 RECOMMENDATIONS

Based on the findings of this research, several recommendations emerge to strengthen the integration of Minecraft: Education Edition within English language instruction and to enhance the development of listening and reading comprehension among seventh-grade students in Costa Rican public technical schools. It is recommended that teachers continue incorporating structured gameplay as a pedagogical tool, ensuring that activities remain aligned with clear linguistic objectives. When tasks are intentionally designed to connect listening and reading input with

purposeful in-game actions, students experience more authentic and meaningful opportunities for language practice.

It is also essential that Minecraft-based activities maintain coherence with the learning outcomes established by the Ministry of Public Education (MEP). Adapting game missions, vocabulary, and challenges to the curriculum ensures that the digital environment supports academic progress rather than functioning as an isolated activity. To achieve this effectively, teachers benefit from targeted professional development in CALL methodologies and game-based learning. Strengthening teacher preparation promotes more confident lesson planning, the selection of appropriate tasks, and the effective management of game-driven instruction.

Considering the diversity found in Costa Rican classrooms, instructional practices should include differentiated supports. Learners with varied proficiency levels and technological experience require scaffolded guidance, visual support, and tasks of varying complexity to ensure equitable participation. In addition, vocabulary development should be reinforced intentionally within the game through tasks such as labeling items, reading short prompts, and interacting with contextualized lexical input that strengthens comprehension.

Given that access to technological resources remains uneven across schools, institutional planning is needed to ensure that infrastructure, such as reliable internet, functional computer labs, and sufficient devices, is available. Where full access is not feasible, strategies such as paired work or rotating stations can help reduce the impact of these limitations. Complementing this, teachers should incorporate reflective components that allow students to analyze their learning processes. Short reflective logs, guided discussions, or exit tickets help students identify useful strategies and develop metacognitive awareness.

Collaborative gameplay should continue to be encouraged, as students demonstrated strong engagement and positive attitudes toward teamwork. Cooperative missions foster communication, negotiation of meaning, and social interaction in English, reinforcing both linguistic and interpersonal competencies. Finally, future research may benefit from exploring the long-term effects of integrating Minecraft in English instruction. A longitudinal perspective would provide deeper insights into sustained language development, skill transfer, and the evolution of student motivation.

Collectively, these recommendations highlight the importance of thoughtful design, teacher preparation, institutional support, and pedagogical coherence to ensure that the integration of Minecraft: Education Edition and CALL methodologies continues to foster effective, engaging, and equitable English learning experiences.

CHAPTER VI

PROPOSAL

6.1 DEVELOPMENT LOCATION

The proposal will be implemented at Colegio Técnico Profesional Ricardo Castro Beer, located in Orotina, Alajuela, Costa Rica. This public institution offers technical and academic education to students from diverse social and cultural backgrounds. The development of this proposal will take place within the English department, specifically focusing on one seventh-grade group during the second quarter of the 2025 academic year.

6.2 INSTITUTION IN CHARGE

The proposal will be supervised and guided by the Ministry of Public Education (MEP) through the English Department at C.T.P. Ricardo Castro Beer. The project will also involve collaboration between the English teacher responsible for the group and the school's academic coordination team, ensuring that the activities align with the institutional curriculum and national standards.

6.3 TARGET POPULATION

The proposal is directed at seventh-grade students enrolled in the English program at C.T.P. Ricardo Castro Beer. The participants are approximately 12 to 13 years old and represent a group of early adolescent learners developing their English language skills under the MEP curriculum.

Indirect beneficiaries include other English teachers who can later adapt this proposal to their own classrooms, as well as future students who will experience a more interactive and motivating approach to learning English through technology.

6.4 GENERAL OBJECTIVE

d) To design and implement a pedagogical proposal using Minecraft: Education Edition under the CALL approach to improve listening and reading comprehension skills for following English instructions among seventh-grade students.

6.4.1 Specific Objectives

a) To create lesson plans that integrate Minecraft: Education Edition with communicative English activities focused on listening and reading comprehension.

b) To promote the development of vocabulary and teamwork through interactive and task-based missions inside the game.

c) To increase student motivation and engagement by incorporating game-based learning into the English class.

d) To provide a digital environment that allows students to follow English instructions through authentic and meaningful experiences.

6.5 ESTIMATED BUDGET

Resource / Activity	Estimated Cost (CRC)
Teacher training and instructional planning	₡50,000
Internet and software setup (Minecraft: Education Edition license)	₡80,000
Development of digital materials and screenshots for lessons	₡45,000
Evaluation tools and observation checklists	₡25,000

Resource / Activity	Estimated Cost (CRC)
Total Estimated	₡200,000

Note: The digital version of the proposal and materials will be distributed freely through institutional platforms or the MEP's digital resource network.

6.6 PROPOSAL DEVELOPMENT

The proposal consists of a four-session didactic plan based on the CALL (Computer-Assisted Language Learning) approach, using Minecraft: Education Edition as the main digital tool. Each session integrates listening and reading tasks designed to strengthen comprehension through meaningful action, collaboration, and interaction.

Session 1 Listening to Build:

Students follow oral instructions in English to complete specific tasks in Minecraft (e.g., "Find wood and build a small house"). The activity focuses on identifying key verbs, spatial prepositions, and action vocabulary.

Session 2 Reading for Purpose:

Students read signs, menus, and written tasks inside Minecraft. They interpret messages, follow step-by-step written instructions, and connect language with action to complete a challenge.

Session 3 Collaborative Challenge:

Working in teams, students complete a mission that requires both reading and listening comprehension (e.g., building a structure by reading the plan and listening to the teacher's oral clues). This fosters teamwork, problem-solving, and English interaction.

Session 4 Reflection and Evaluation:

Students reflect on what they learned, describing in English the process they followed and the difficulties they faced. The teacher assesses comprehension through checklists, group discussion, and student self-assessment.

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ANNEXES

ANNEX 1

OBSERVATION CHECKLIST (3-POINT SCALE)

Purpose

To monitor student's listening and reading comprehension, engagement, and collaboration while completing Minecraft: Education Edition tasks in English.

Indicator	1 – Needs Improvement	2 – Satisfactory	3 – Excellent
1. Follows spoken English instructions to complete Minecraft tasks.	Rarely follows instructions or needs repeated clarification.	Usually follows instructions with occasional prompts.	Consistently follows instructions accurately and promptly.
2. Understands and applies written English instructions (signs, quests, in-game texts).	Struggles to understand; requires frequent help.	Understands most instructions with some support.	Independently understands and applies instructions.
3. Uses key English vocabulary during the activity.	Uses little or no new vocabulary.	Uses new vocabulary occasionally with prompts.	Frequently and appropriately uses new vocabulary.
4. Collaborates in English	Rarely interacts or	Interacts in English	Consistently

with peers to achieve shared goals.	uses L1 only.	some of the time.	communicates and negotiates in English.
5. Demonstrates critical thinking and problem-solving (selecting materials, planning builds).	Needs constant guidance; limited initiative.	Shows some independent problem-solving with prompts.	Plans and solves problems independently and effectively.
6. Maintains motivation and focus throughout the session.	Easily distracted; disengaged.	Generally attentive with occasional lapses.	Fully engaged and self-motivated.

Comments/Examples:

ANNEX 2

STUDENT SURVEY

(To be applied after the full Minecraft intervention)

Purpose:

Determine students' perception of using Minecraft: Education Edition with the CALL approach to improve their listening and reading skills.

Instructions:

Circle the number that best represents your opinion. (1 = Strongly Disagree; 5 = Strongly Agree)

Item	1	2	3	4	5
1. Minecraft activities helped me understand English oral instructions better.					
2. Reading English texts and signs in Minecraft improved my comprehension.					
3. The game increased my motivation to learn English.					
4. The tasks helped me learn new English vocabulary.					
5. I felt confident following English instructions during the activities.					
6. Collaborating with classmates in Minecraft helped me practice English.					
7. I would like to continue learning English using Minecraft.					
8. Overall, Minecraft made English class more interesting and fun.					

Open Questions (optional)

1. What did you like the most about using Minecraft to learn English?
2. What could be improved for future classes?

ANNEX 3

SEMI-STRUCTURED STUDENT INTERVIEW GUIDE

Purpose:

Explore in depth the perception of students about the effectiveness of Minecraft + CALL for listening and reading.

Core Questions

1. Describe how Minecraft helped you understand oral instructions in English.
2. Which tasks or missions helped you improve your reading in English?
3. Was listening or reading easier for you during the activities? Why?
4. How did working with your classmates inside the game help you practice English?
5. Would you like to keep learning English using Minecraft? Explain why or why not.
6. What suggestions do you have to improve future Minecraft English lessons?

Optional Questions

- Can you give an example of a new word or phrase you learned?
- How did you feel when you first received instructions only in English?