Classcraft: English and role play in the elementary school classroom

Classcraft: inglés y juego de roles en el aula de educación primaria

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ABSTRACT

Keywords
Videogame, language, education, english, grammar, gamification

Classcraft, an online educational tool that allows the classroom to be gamified by giving a role-playing dimension to the learning experience, is the central axis of the educational proposal presented throughout this document. This, acting as a backdrop during the educational intervention, allows the students to immerse themselves in a reality of alternative learning, embodying different characters throughout an adventure while continuing their usual classroom rhythm. This proposal, although it could be applied to the set of areas, was focused on the foreign language subject English, with the aim of alleviating the disinterest and general apathy before the challenge of learning the grammar of the Anglo-Saxon language. In addition, promotes teamwork and the use of information and communication technologies in situations that require the translation and interpretation of texts.

RESUMEN

Palabras clave
Videojuego, inglés, lengua, enseñanza gramática, segundo idioma, gamificación

Classcraft, una herramienta educativa en línea que permite gamificar el aula y otorga tintes de juego de rol a la experiencia de aprendizaje, constituye el eje central de la propuesta educativa expuesta en este artículo. Esta herramienta, que actúa como una tela de fondo durante la intervención educativa, ayuda al alumnado a sumergirse en una realidad de aprendizaje alternativa y encarnar diferentes personajes a lo largo de una aventura mientras continúa su ritmo de clase habitual. Esto da como resultado un aprendizaje más significativo desde el entorno lúdico planteado. Esta propuesta, si bien podría aplicarse al conjunto de áreas, se centra en la asignatura de lengua extranjera inglés con el objetivo de paliar el desinterés y la apatía general ante el reto que supone el aprendizaje de la gramática de ese idioma. Además, potencia el trabajo en equipo y fomenta el uso de las tecnologías de la información y la comunicación en situaciones que requieran la traducción e interpretación de textos.

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INTRODUCTION

Traditionally, the teaching methods applied in Spanish classrooms have elevated the figure of the teacher as transmitter of knowledge and totem of the educational system and have relegated the student's labor to a transcriber of the educator's knowledge (Cazden, 1991). All of the above, together with the monotony generated by hundreds of mechanical exercises inexorably affect the student's learning spirit, and even more so if the knowledge to be learned is in a foreign language, e.g. English.

For many students, the learning process of a foreign language in school is unnatural and discouraging; especially when its application in real life is almost nonexistent since in their closest environment they usually speak their mother tongue. The learning of the language basic grammar becomes a tedious task that discourages students, who tend to give up on mastering English, a basic tool for their future.

Dealing with such situations, teachers must use pedagogical and ludic resources so theirstudents rise above apathy and disinterest for the English language to achieve connections between the content to be taught and their interest in order for the students to apply the English language naturally in their daily life (Ruiz, 2004; Lin, 2008; McBride, 2009). The proposal presented in this paper has to do with the gamification didactic methodology as support in teaching a foreign language subject (English).

The game activity is so relevant in every child's life that we can assert that it is the *raison d'être* of childhood. Playing is essential. It conditions a harmonious development of the body, intelligence and affectivity. A child that does not play is a sick child, body and spirit (Raabe, 1980).

Since new technologies have reached all environments and ages, we focus on the application of videogames in the classroom. Under this assumption and considering that our students are accustomed to using electronic devices, it would be an error to separate them from the reality of their use. Therefore, we chose to create a microsystem within the English class that, from a web application, allows re-creating the story of a role-playing videogame. We chose Classcraft, a tool configured as an educational instrument that allows students to immerse themselves in an alternative learning reality and to embody different characters in a great adventure that will require the collaboration between classmates and their personal skills.

While Classcraft is not a game as such, it is like a fourth wall that allows the teacher to follow a normal class rhythm but that alters the students' experience. This, together with other tools included in the application, shapes our classroom gamification proposal that, we hope, will motivate the students in not being discouraged in learning grammar, and that in addition, will help them acquire vocabulary close to their life experience.

THEORETICAL FRAMEWORK

What do we mean by game? Some definitions

Caillois (1991) describes the word *game* as "an activity which is essentially free/voluntary, separated in time and space, uncertain and non-productive governed by the rules of fantasy". This author specifies the characteristics that distinguish the game from other human practices (See Table 1).

Table 1. The Game and its Main Characteristics

Characteristic	Definition
Free	The player cannot be forced without the game losing immediately its attractive and playful entertainment nature
Separated	Restricted within limits of space and time, precise and established in advance
Uncertain	Its development cannot be determined and the result cannot be established in advance; the player is obligatorily given a certain freedom to invent
Non-productive	That does not create assets, riches or new element whatsoever and, except for transfers within the players circle, leading to a situation identical to that of the beginning of the game
Ruled	Subject to conventional rules that suspend ordinary laws and establish momentarily new and unique laws.
Fictitious	Accompanied by a specific awareness of second reality or sheer unreality in regard to ordinary life

Source: Self development.

Huizinga (2000) defines the game activity as:

> A free action or occupation developed within the boundaries of time and space according to absolutely compulsory rules although voluntarily accepted; an action that has an end in itself and is accompanied by a feeling of tension and joy and the awareness of "being outside" ordinary life (p. 53).

According to the same author, "a game oppresses and liberates, a game takes away, electrifies, bewitches. It is full of the two noblest qualities that man can encounter in things and express them: rhythm and harmony" (p. 23). One of the main characteristics of play, according to the same author, would be "the tension among qualifications that are usually applied to the game creates stress. This element plays an especially important role. Tension means uncertainty, luck. It is an offer that tends toward a solution" (Huizinga, 1987, p. 23). That same uncertainty, according to Huizinga, leads to consider the rules of the game.

In this section of rules, Piaget (2013) – one of the most important authors in the field of psychopedagogy –, in describing the game, draws a distinction between games with rules and those without, and compares the change of a game without limits to one based on rules with the development of childhood, since games based on rules require socialization.

In this regard, Raabe, about Piaget's psychogenetic theory, provides the following:

> The psychogenetic theory, founded by Jean Piaget, sees in the game both the expression and the condition of the development of the child. Every step is inextricably linked to a certain type of game, and while it can be proven from one society to the other, and from one individual to another, modifications of the rhythm or of the onset age of games, the sequence is the same for all. The game constitutes a true revelation of a child's mental evolution (1980, p. 7).

The game is inherently social and, as a result, it has evolved as society, as a whole, has done so (Elkonin and Uribe, 1980).Therefore, technological changes and progress experienced in the late 20th and early 21st Century (Seco y De Dios, 2006) have added to the history of games and have given birth to videogames.

The Technological Game: Videogames

Frasca (2001) considers that the concept of videogame "includes any form of computer entertainment software using any electronic platform and the participation of one or several players in a physical or network environment". Zyda (2005), on the other hand, considers videogame as "a mental test carried out in front of a computer according to certain rules whose purpose is entertainment or recreation. For Juul (2011), when referring to videogames, "we are talking about a game using a computer and a video viewer. It can be a computer, a mobile phone or a game console".

If we compare a traditional game and a videogame, regardless of its discipline or topic, we notice how similar concepts overlap. Freedom, uncertainty, detachment from reality and absence of boundaries constitute elements both share. According to Gil and Vida (2007), playing videogames involves activating many of our capacities and skills necessary

to reach our objective or stated goal. By delving more deeply into the concept of videogame, a series of notions emerge among which playability is essential. This concept, defined by Rouse (2001), alludes to the degree and nature of the interactivity included in the game, i.e. the player's ability to interact with the virtual world and the way in which this world reacts to the player's choices.

In short, Holopainen and Björk (2005) have described playability as "the structures of the user's interaction with the game system and other players in the game" or, in the words of Eguia, Contreras and Solano Albajés (2012), "playability allows defining the degree in which the user will get involved in virtual reality. This activity, by allowing the breakdown of social boundaries, can in certain circumstances make people spiral out of the established control and lose control" (p. 5).

Another primary concept in the world of videogames is the game experience that depends of the context in which it occurs, the presence or absence of people when playing and the affective relationship with the latter. All these factors modify the game experience. A group of players bound by affection generate a greater history of interactions than a group of strangers (Ravaja *et al.*, 2006).

Along these lines, Gómez, Espinosa and Albajes (2013) consider that

> A videogame is affected by the social context as cultural product and practice [...]. We must consider the experience as a more extensive phenomenon – that does not occur solely during the game – and consider the multiple dimensions that are part of the significance process that is established by both the fact of playing and the videogames as a product (p. 5).

Sociology has yet to thoroughly research the massive impact videogames have had on society over the last thirty years. However, Belli and López (2008) consider that videogames, at this time and age, are the gateway for children and youngsters to information and communication technologies (ICTs). In this sense, the authors point out that "through videogames, children acquire capacities and develop different skills, the most important of which are becoming familiar with new technologies, learn to appreciate them and master them. Hence, videogames are currently a decisive factor to socialize in the world of new technologies".

Videogames should also be thought of as tools of interaction and not isolation (Belli and López, 2008). Hence, we can also consider them as agents of socialization for youngsters. We play videogames in public or private spaces, at home or in a café; we share theses spaces with videogamers, understood as places for socialization of knowledge and to have the opportunity to express real emotions in a virtual context (Belli and López, 2008).

Videogames in Education

The use of videogames in classrooms is consistent with those educational theories based on competences that emphasize the constructive development of abilities, knowledge and attitudes (Gómez, Espinosa and Albajes, 2013). Therefore, the game must be considered as a classroom product and a teaching material. We can state that videogames allow increasing academic achievement and foster cognitive abilities which, in general, motivate learning and thus improve the teaching-learning process programmed in the classroom (Rosas *et al.*, 2003). Table 2 is a summary of the learning tasks in which videogames can contribute in developing.

Table 2. Learning aspects in which videogames can contribute positively

Aspect	Contributions
Personal and social development	Provides interest and motivation Maintains attention and concentration Can be worked as part of a group, which allows sharing resources
Knowledge and comprehension of the world	Knowing the events that occur Software early use and control
Language and literacy	Encourages the students to explain what is occurring Coherent use of the discourse and word to organize, sequence and clarify thoughts as well as ideas, feelings and events
Creative development	Varied responses Use of the imagination based on the graphic design, music and narrative of the stories
Physical development	Motor control as a consequence of game pad/mouse

Source: Self development.

The teaching of a foreign language (English) in elementary education and its combination with classroom game

According to a barometer recently published by the Cambridge University Press, 44% of Spaniards acknowledged that their level of English is "low" or "very low". This positions Spain as the country with the worst level of English in the European Union among the nations included in the survey (Soler, 2017).

For many students, the process of learning a foreign language at school is an unnatural and discouraging process. Given this situation, the elementary foreign language teacher is incapable of giving a relevant meaning to everything he teaches in class (Rubio and Conesa, 2013). Hence, the new curricula have developed strategies that foster the assimilation of the English language and thus, reduce the appalling academic results.
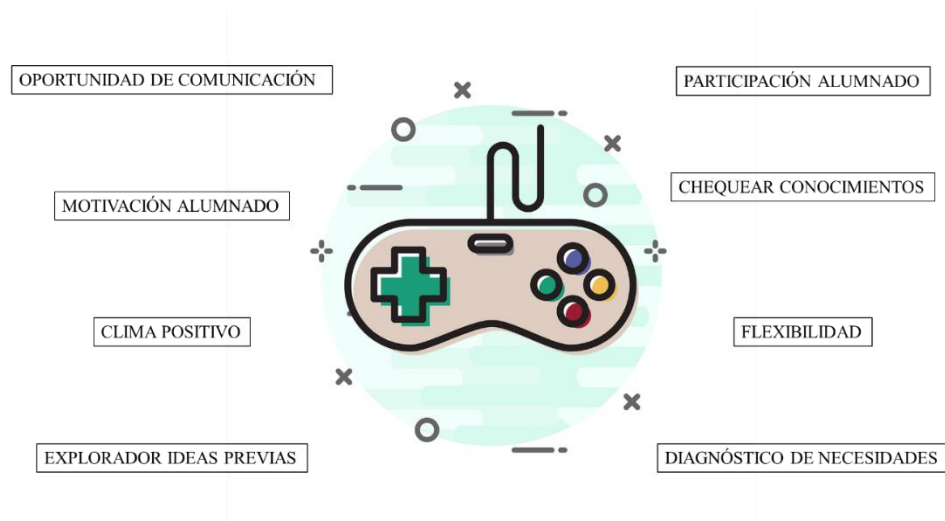
One of the main ways of achieving this objective is definitely by using game-based methodologies in regulated teaching. According to Rubio and Conesa (2013), traditionally, game has been used for amusement during leisure time; however, there are more and more scholars advocating for play as the ideal means to acquire knowledge. Furthermore, ludification in teaching a foreign language (English) is quite interesting since in general, games are an authentic source of real language. Today, it is common to play some games in English; acquiring an appropriate level of proficiency in English will be more useful and rewarding for the teacher and the student alike.

According to Genesse (1994), psychology professor at McGill University, "using games in a foreign language classroom is an essential element in the mere process of teaching-learning of a language, especially in the first stages since it introduces us to certain abilities necessary for our current world from the didactic prism" (p. 264).

As for Rubio and Conesa (2013), they point out that games are ideal for practicing vocabulary or verb forms, reviewing exams of tests, or relaxing after completing a large project and having free time. Rixon (1999), professor at the Warwick University (England), considers that games "help recruiting children, maintaining great enthusiasm in retaining the activity they are performing" (p. 84).

Likewise, when selecting games for each classroom and each didactic situation, a series of considerations proposed by Castañeda (2011) must be taken into account (See Figure 1).

OPORTUNIDAD DE COMUNICACIÓN

PARTICIPACIÓN ALUMNADO

MOTIVACIÓN ALUMNADO

CHEQUEAR CONOCIMIENTOS

CLIMA POSITIVO

FLEXIBILIDAD

EXPLORADOR IDEAS PREVIAS

DIAGNÓSTICO DE NECESIDADES

Figure 1. Considerations for the use of game in the teaching-learning process.

The methodology used in this educational innovation proposal is game-based to teach a second language (English) in the classroom. To do so, we will use the Classcraft gamification tool.

What is Classcraft?

Classcraft was created in 2013 with the intention of making the classroom more playful by means of a videogame as a web application (www.classcraft.com) allowing teachers directing a role game in which their students embody different characters and transforming the way students live teaching. While it is not a game *per se*, it acts as a backdrop that helps the teachers follow their usual class rhythm while the events that are occurring alter the students' experience, and which, in turn, is used to evaluate it.

According to Shawn Young (2013), middle school physics professor and author of this tool, this web application as learning method has three principles:

- It increases the student's motivation considerably by using real risks and rewards.

- It teaches values of collaboration when grouping the students into teams since its success does not depend exclusively on oneself.

- It makes learning enjoyable and, by gamifying the class, it improves the class behavior.

It is a free working tool (although there is a premium version that expands the application with more content) that only requires a computer and an Internet connection to function. However, the experience can be enriched if the classroom has a device for students or a projector. In addition, Classcraft contains useful tools to use in the classroom such as a sound level meter, chronometer, a random selection wheel and a many more elements that make the class more dynamic (Flexas, 2017). This motivation input can have a significant impact on the teaching-learning process in benefit of a more meaningful learning (Ryan & Deci, 2000) (Rogers, 2017).

METHODOLOGY

In order to carry out this proposal, we selected an active, participative and constructivist methodology in which the students must be the protagonist and the teacher has only to program the rhythm of learning developed in the classroom. As recipients, we chose six-graders from elementary education in order to revitalize the teaching of a second language, in this case English. We applied it on the first quarter of the course (September-December), period in which the students should have internalized grammar knowledge related to the simple present, simple present progressive, as well as the irregular verbs.

Gamification will be used as a basis of the proposal, methodology that resorts to the didactic game through the Classcraft tool, an online platform that contains role-playing games in which every student manages an avatar with the "classic" characteristics of this type of game (life, agility, experience) (See Figure 2), in which a story created by the authors of this *ex professo* proposal elapses. The final challenge is to decipher a secret message while the curricular development of the teaching of a foreign language in the classroom moves forward.

Figure 2. The Classcraft environment and some selected avatars.

Objectives

The proposal's overall objective is to facilitate the acquisition of basic English grammar using the Classcraft platform and motivate the students with gamification strategies. Moreover, we have established two specific objectives. The first is to promote teamwork through small group collaboration and make the students appreciate individual qualities. The second is to allow the use and recognition of the language in the students' everyday lives, as well as to manage ICTs for translation and interpretation purposes.

Innovation Phases

It is necessary to clarify that the tasks below do not substitute the planning and the traditional approach of the subject but rather, from these and the knowledge acquired through them, a weekly session will be dedicated to carrying out gamified activities with the object of motivating the students in putting the knowledge acquired into practice. Along these lines, we have estimated that the initial planning would last one quarter approximately, with the possibility of extending it if the results respond to the objectives established at the beginning. To do so, we have three 45-minute weekly sessions, Monday, Thursday and Friday. Table 3 shows the phases in which the proposal has been divided.

Table 3. Temporalization and phases of the proposal

Phase	Activity/task	Description / name	Sessions
Initial	Introduction to gamification	Examples of gamification tools will be presented and worked on (Kahoot, Classdojo, Plickers, etcetera)	2
	Introduction to Classcraft platform	We will work on the initial Classcraft environment in which the student will create its avatar and select workgroups.	1
Development	Task 1	The beginning of the adventure	2
	Task 2	The sanctuary of the ember link	4

|	Task 3	Won's Fortress	4
	Task 4	The King's Files	2
Evaluation		Analysis of the recognized data collected about the teacher's proposals and self-evaluation	1

Source: Self development.

In this paper, the initial phase, consisting of sessions to introduce gamification to the classroom and begin managing the said platform, does not require greater breakdown; the only thing needed is the detailed description of the development phase in which four students' tasks are being programmed in individual/group mode, as well as the last phase of the proposal assessment.

Proposal Tasks

Task 1: The beginning of the adventure

As with any story based on role-playing, it is convenient to create a story in which every player can identify immediately and that serves as a "hook" to bring to fruition the different tasks to be carried out. This is known as lore or backdrop of the game and it consists in "a set of stories, data, characters, representations, etc., that make up the universe represented in itself and give it consistency" (Mercé, 2018). Figure 3 shows the lore created in this proposal.
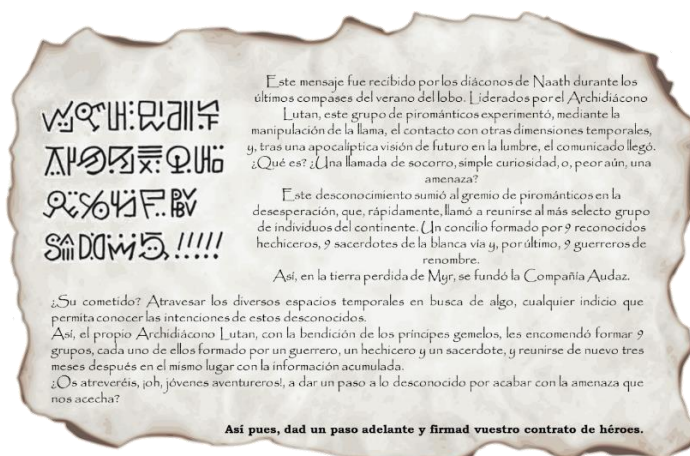
Figure 3. Story or lore proposal

This brief story constitutes the adventure that the students will cover together with learning of English. Hence, these two first extraordinary sessions are presented as preparation classes linked with the work carried out in the initial phase in which the students become familiar with the concepts that will accompany them throughout the rest of the quarter: experience points, levels, skills, life points, manna/energy, etc.

In the first session, the students will receive a book of rules (See Figure 4 left) that contains the concepts above mentioned as well as the functioning of the class for this subject during the whole quarter. In addition, we will provide a document addressed to our students' parents to inform them of this atypical educational planning to which the students will be subjected, as well as a document with a code that will enable them to participate as observers in their children's education.

During the second session, our students will have to sign a contract (See Figure 4, right) that guarantees their participation and unwavering trust in the adventure they are about to begin and that they will experience from the created lore.

Figure 4. Classcraft Book of Rules (left) and the Hero's Pact (right).

Task 2. The Sanctuary of the Ember Link

Figure 5. The Sanctuary of the Ember Link. Source: Personal source.

Hence, we begin the first real task of our planning (See Figure 5). To do so, our students, by using the grammar knowledge they acquired in ordinary sessions, will develop a group presentation that, once completed and validated by the teacher, will be recorded, edited and uploaded to YouTube (it will be uploaded privately and will be seen exclusively by those possessing the link created). To this effect, the students have four sessions of specific work in class; however, we estimate that they will need to do autonomous work to complete the task successfully.

The adequate fulfillment of each one of the steps with their corresponding deadlines will give the students +X points of experience.

Task 3: Won's Fortress

Figure 6. Won's Fortress.

The third task (See Figure 6) is designed as a series of weekly review activities to consolidate the knowledge acquired in the daily sessions and frames the exercises with tests students have to pass in order to access higher stages of the fortress. Hence, these exercises respond to the "Use of English" category and are defined as grammar exercises applied to everyday situations.

The exercises will be evaluated on an ongoing basis. The first week will deal with the simple present exclusively; the following week, with the simple present and the present progressive; the next, with the simple past only, and the last will join all the grammar forms. The students will be able to use their class notes of ordinary sessions as well as the web search engine to obtain more information.

Moreover, as part of this test mechanics along with their study in class, daily tests on irregular verbs will be carried out at random. To do so, we will use a tool included in the application: The Wheel of Fate (See Figure 7), that will allow us to choose at random a student or a team that will take the test.

La Rueda del destino

Escoge al azar

Figure 7. The Wheel of Fate.

Tarea 4: The King's files

We are aware that, *a priori,* the grammar and the vocabulary in the text of Figure 8 are more difficult than what is expected in the sixth grade of elementary school. We designed this test so our students would be able to use ICTs to translate and interpret texts and documents in English despite the level differences they may encounter. Hence, each group will have to use their web browser to translate the document presented to them, and once completed, they will respond by resorting once more to the online resources that supplement the knowledge they lack to carry out their task by themselves.
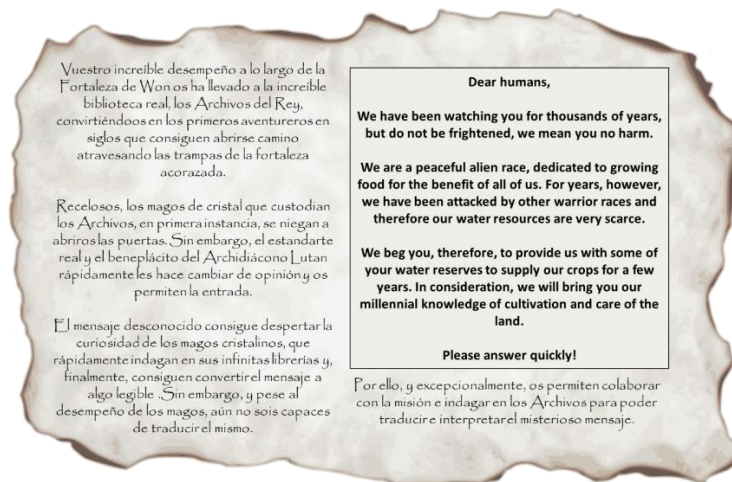
Figure 8. The King's files.

Proposal assessment

This didactic proposal is developed through four central tasks based on the Classcraft gamification tool. The first is considered as a detailed introduction to the universe that will accompany the students during the quarter and, thus, it is not evaluable; the three remaining tasks have different assessment criteria. Hence, the assessment of Task 2 will be carried out through the heading in Table 4

Table 4. Task 2 Assessment Section

Item to evaluate	Outstanding (10)	Notable (7-8)	Satisfactory (5-6)	Failed (4)
Teamwork	The students gathered on a regular basis. All of them contributed to the discussion and listened respectfully to others. All the team members contributed equally to the work.	The students gathered on a regular basis. Most of them contributed to the discussion and listen respectfully to others. All the team members contributed equally to the work.	Only a few team gatherings were held. Most of the students contributed to the discussion and listen respectfully to others. All the team members contributed equally to the work.	No gatherings were held or some of the team members did not contribute equally to the work.

Script	The script is complete and it dictates clearly what every actor is going to say and do. The entries and exits are written down as well as the important moves. The script is fairly professional.	The script is quite complete and it is clear what every actor is going to say and do. The script shows an approach	The script has some major flaws. It is not always clear what the actors have to say or do. The script shows an attempt of approach but seems incomplete.	There is no script. Actors are expected to invent what they are going to say and do.
Edition	Optimal edition work. The resources at hand were used efficiently. The guidelines for uploading to the platform were followed and were carried out in a timely manner.	The edition work is considerably good, although we can find certain flaws in the final work. Resources have been correctly used. The guidelines were followed but the students needed help in delivering the final work.	The edition work is acceptable despite evident flaws in the final result. The resources available were not capitalized. The guidelines were not followed, hence the delay in the delivery and uploading to the platform.	The final result does not respond to what is expected. The resources available were not used. The guidelines to upload the results to the platform were not followed.

Source: Self development.

The third task, which responds to the execution of the exercises based on the "Use of English" dynamics, will use an assessment method based on the percentage of correct responses obtained in the exercise. This way, considering that each round of exercises has ten answers, each correct answer will count for 10%.

The fourth and final task, based on the translation, interpretation and response to the original text, uses an assessment checklist (See Table 5)

Table 5. Task 4 Assessment Checklist

	Sí	En parte	No
La traducción al castellano del texto es correcta			
La gramática utilizada para la respuesta es apropiada			
La respuesta es correcta y tiene sentido			
El equipo ha trabajado coordinadamente para obtener el resultado final			
El equipo ha utilizado los recursos a su disposición apropiadamente			
El trabajo final se realizó y entregó a tiempo			

Source: Self development.

This proposal of innovation will be considered as inherent practices in the foreign language (English) subject. Hence, the final subject assessment will be the result of the calculation: exam (60%) + practices (20%) + HP (life points, result of the groups' behavior and achievement throughout the quarter (20%).

EXPECTED RESULTS

Given the active and participative nature of the project, the most imminent result expected is that it is well received by the students; their involvement is vital to the development and course of this educational approach. Therefore, we believe that this adventure will get the attention of our students and that they will be persuaded of using it. Moreover, part of this involvement supposed doing it together, so that their team working capacity will be greatly enhanced.

Once this educational proposal is completed, our students will achieve greater independence facing linguistic barriers and they will resort to computer tools and online resources to translate and interpret texts into a language other than their mother tongue, in this case, English.

While we cannot estimate if their grammar capacity will be affected since this proposal is a "chroma" that alters their educational experience, we do trust that our students will change their perspective in studying a language other than their own. We believe that gamification is the adequate response to the tedium the study of grammar represents, *a priori* an arduous task for our students.

Lastly, since we presented this work as an educational proposal, we do not have tangible quantitative results for the implementation of this tool in the classroom. However, when designing this proposal, we decided to test both the gamification tool and the classroom game dynamics which allowed us to obtain in a very generic mode, some qualitative results in this regard.

To do so, we selected a group of students of Didactics of Experimental Sciences in Elementary School, which is part of the curriculum of the

future trainers at this educational stage, and in a one hour and a half practice session, we taught them how to use the Classcraft tool and we proposed several tasks related to the creation of work groups, chat communication with the teacher (in this case, the authors of the proposal) and browsing through the different application screens. On completion, we gave them time to fill out a Google form in which we asked them about the application highlights, their reaction to their introduction into the classroom and the limitations encountered while using this tool in the future teaching model they wanted to develop.

As for the highlights, we identified that the Classcraft tool was motivating, that its role-like environment fostered a playful learning in a regulated setting; and that they thought that the tool was attractive and that, at the beginning, it was easy to use and implement in their future classes. Regarding the introduction in the classroom, they highlighted the facility in using many technological devices at the same time to work in a cooperative environment, being able to use different mobile devices when accessing the application and the easy handling of the chat system (tutoring).

Lastly, as limitations, they mentioned the difficulty in putting this tool into play in the classroom given the poor network connection or the computer equipment in general. These conditions are common to other work proposals due to the fundamental hardware restrictions (De Cendros and Bermudes, 2009; Moreira, 2010).

CONCLUSIONS

The first conclusion, result of the development of this didactic proposal, is that videogames and education, for years, have traveled strictly different paths when they could be considered symbiotic elements. The educational qualities of videogames are undeniable, and thanks not only to the technological progress but also to the current legislation, their incorporation and application in the classroom is a real possibility.

After overcoming the prejudices, in our opinion unfounded, created in the 90's and fruit of the boom of the videogame industry, and destroying the topics that point them out as a product addressed exclusively to a purely childish audience, videogames have started being considered as an essential tool for education in the coming years, as reflected in the bibliographical contributions in this regard.

Classcraft, as an educational application, offers the teacher an almost infinite range of possibilities. To bring this tool into the classroom does not involve great sacrifices or changes, but it can give a 180° turn to any classroom, regardless of the field being taught. However, it does require extensive dedication and great inventiveness and creative capacity. Any self-respected role-playing game bears a complex history and, without it, the game would lack interest. Hence, Classcraft needs to create a world

behind the classes so the students feel that they are truly part of an adventure.

Our educational proposal brings this dose of protagonism and interest in the story that occurs behind the ordinary English class. Thanks to it, we estimate that our students' achievement regarding languages will be enhanced and, moreover, we will work on important adjacent contents such as teamwork and ICT management.

Lastly, even though this work is still presented in an educational proposal format, we hope to implement it shortly in the schools of this area and, thus, obtain quantitative results and explore in future papers how this gamification tool improves the students' linguistic capacities and the teaching-learning process of English at this stage of elementary education.

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