English Semester 1:

Serious Games Logbook

This document is designed to help you consider your personal needs in English and analyse different Serious Games and Gamification techniques that can be applied to these goals. You will use in-class experiences as well as your own experience and research. This is an individual assignment for YOUR individual learning- any copying or plagiarism between students = 0/20. You may change the aesthetics of this document to make it more personal.

Name:

Student Number:

Teacher:

Teacher’s email:

Ce document est à rendre à votre enseignant.e au TD 10 après l’évaluation écrite.

Il sera évalué, il est donc dans votre intérêt de garder une copie de votre travail après tout avancement (photo/ PDF/ scan…) dans le but de pouvoir réimprimer les sections déjà complétées en cas de perte.



Une image contenant texte, lampe

Description générée automatiquement

Ce document est conçu pour vous aider à considérer vos besoins personnels en anglais et à analyser les différentes techniques de Serious Games et de Gamification qui peuvent être appliquées à ces objectifs. Vous utiliserez des expériences en classe ainsi que votre propre expérience et vos recherches. Il s'agit d'un travail individuel pour VOTRE apprentissage individuel - toute copie ou plagiat entre étudiants = 0/20. Vous pouvez modifier l'esthétique de ce document pour le rendre plus personnel.

Figure 1: Source https://coreaxis.com/insights/blog/key-difference-serious-games-gamification-elearning

# Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Pages | Deadline | ✓ |
| Self-evaluation |  | TD 2 |  |
| Reflections on classroom experiences #1 |  | TD 3 |  |
| Reflections on classroom experiences #2 |  | TD 4 |  |
| Reflections on classroom experiences #3 |  | TD 5 |  |
| Reflections on classroom experiences #4 |  | TD 6 |  |
| Reflections on classroom experiences #5 |  | TD 7 |  |
| Independent research + networking |  | TD 8 |  |
| Grammar revision |  | TD 9 |  |
| Logbook completed and printed |  | TD 10 |  |

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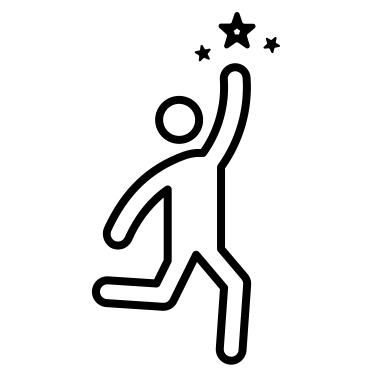
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# Part 1: Self-evaluation: English and beyond...

**Space for notes/vocabulary:**

Tick ✔️ the box that applies to you for each statement.



## Section A: les competences

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| --- | --- | --- | --- | --- |
| **Compréhension de l’anglais oral. Je trouve cette tâche…** | très difficile | difficile mais je peux faire face | assez facile | très facile |
| En classe, lors de conversations avec des natifs |  |  |  |  |
| Pour les documents vidéo et audio vus en cours / type news |  |  |  |  |
| Pour des films / séries |  |  |  |  |
| Pour des conférences type TED, ou spécialisées dans mon domaine d’étude |  |  |  |  |

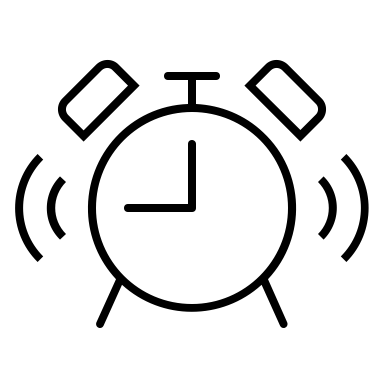
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| **Prise de notes / gestion de l’information. Je trouve cette tâche…** | très difficile | difficile mais je peux faire face | assez facile | très facile |
| Prendre des notes pendant un exposé / la diffusion d’un document audio ou vidéo |  |  |  |  |
| Organiser l’information (regrouper, trier) |  |  |  |  |
| Réutiliser l’information pendant les jeux de rôle |  |  |  |  |

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| **Expression orale. Je trouve cette tâche…** | très difficile | difficile mais je peux faire face | assez facile | très facile |
| Donner mon avis spontanément, sans préparation |  |  |  |  |
| Poser des questions spontanément, sans préparation |  |  |  |  |
| Défendre une position dans un jeu de rôle |  |  |  |  |
| Expliquer une solution technique en détail |  |  |  |  |
| Quand je ne connais pas un mot en anglais, le dire autrement |  |  |  |  |
| M’exprimer en anglais directement sans passer par la traduction du français dans ma tête |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Compréhension écrite. Je trouve cette tâche…** | très difficile | difficile mais je peux faire face | assez facile | très facile |
| Extraire l’information dont j’ai besoin dans un document long |  |  |  |  |
| Lire des articles de presse scientifique grand public dans des domaines variés |  |  |  |  |
| Comprendre les publications spécialisées dans mon domaine d’étude |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Expression écrite. Je trouve cette tâche…** | très difficile | difficile mais je peux faire face | assez facile | très facile |
| Faire un plan, utiliser les mots de liaison |  |  |  |  |
| Écrire directement en anglais sans passer par le français au préalable |  |  |  |  |
| Écrire des phrases simples mais avec une syntaxe correcte |  |  |  |  |
| Écrire un texte d’opinion de 400 mots sur un sujet simple |  |  |  |  |
| Écrire une synthèse sur un sujet maîtrisé |  |  |  |  |

**Space for notes/vocabulary:**



## Section B : les habitudes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Pas de tout | Rarement | De temps en temps | Assez souvent | Très souvent |
| Je lis des articles/livres en anglais |  |  |  |  |  |
| Je regarde des séries en VO avec des sous-titres an ANGLAIS |  |  |  |  |  |
| Je suis à l’aise pour parler anglais devant tout le monde, ça ne m’angoisse pas |  |  |  |  |  |
| J’ai un contact pour avoir des discussions avec un.e anglophone natif.ve |  |  |  |  |  |
| Je connais très bien les règles de grammaire en anglais, Je révise la grammaire… |  |  |  |  |  |
| Je suis déjà allé.e au centre de langues sur le campus Rennes 1 |  |  |  |  |  |
| Je suis abonné.e à des chaines YouTube anglophones |  |  |  |  |  |

Choisissez **deux** objectifs de chaque section à travailler cette année :

Mes objectifs de ‘Section 1’ :

1. …
2. …

Mes objectifs de ‘Section 2’ :

1. …
2. …

# Intelligence artificielle contourPart 2: Reflections on classroom experiences

**Space for notes/vocabulary:**

Can you think of occasions from your past where a classroom technique has been very beneficial?

During this semester in English, you will be making an escape game in groups and learning about gamification techniques. You will ALSO be playing short games in class! This section is to complete after each class, starting from TD 2.

Class #1 Date:

Game played

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Short description of the game, including its purpose

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Did you enjoy it? Why/Why not?

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Can any aspects of the game be used in your escape game or personal projects (including Maths/IE projects)?

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**Space for notes/vocabulary:**

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Any other relevant experiences from your English/Maths/IE classes this week?

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Class #2 Date:

Game played

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Short description of the game, including its purpose

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Did you enjoy it? Why/Why not?

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Can any aspects of the game be used in your escape game or personal projects (including Maths/IE projects)?

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Any other relevant experiences from your English/Maths/IE classes this week?

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Class #3 Date:

Game played

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Short description of the game, including its purpose

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Did you enjoy it? Why/Why not?

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**Space for notes/vocabulary:**

Can any aspects of the game be used in your escape game or personal projects (including Maths/IE projects)?

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Any other relevant experiences from your English/Maths/IE classes this week?

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Class #4 Date:

Game played

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Short description of the game, including its purpose

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Did you enjoy it? Why/Why not?

**Space for notes/vocabulary:**

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Can any aspects of the game be used in your escape game or personal projects (including Maths/IE projects)?

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Any other relevant experiences from your English/Maths/IE classes this week?

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Class #\_5 Date:

Game played

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Short description of the game, including its purpose

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Did you enjoy it? Why/Why not?

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Can any aspects of the game be used in your escape game or personal projects (including Maths/IE projects)?

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Any other relevant experiences from your English/Maths/IE classes this week?

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# Recherche de dossiers contourPart 3a: Independent research

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Games/apps/resources I can use for my English objectives (Part 1):

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Games/apps/resources I can use for Maths/IE objectives

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One article that you found interesting on learning through play

**Space for notes/vocabulary:**

Title & Link:

Description & why you like it/why it was useful

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One video that you found interesting on ‘learning through play’

Title & Link:

Description & why you like it

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# Part 3b: Networking

**Space for notes/vocabulary:**

Do **one** of the following:

* Go to the Centres De Ressources (B26-002) and ask the SCELVA librarian Lisenn Morvan/Perrine Creach for advice on how to work on your English objectives
* Book an appointment with a *lectrice*
* Go to a games workshop organised by the *lectrices*

**Write up your experience:** What happened? What did you learn? Was it beneficial or not? Will you go again in the future?

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# Création de récits contourPart 4: Grammar revision

**Space for notes/vocabulary:**

This is to help you for the final written task on your logbook. You will need to revise the following grammar points. You can use the QR codes for resource/s or find your own. We strongly recommend writing examples of each grammar point to help you during the written evaluation in TD 10. If you have any problems understanding a grammar point, you may discuss it with your teacher in class or book an appointment with the American *lectrices.*

[Past tenses](https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/talking-about-the-past)

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[Present tenses](https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/talking-about-the-present)

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[Modal verbs](https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/modal-verbs)

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[Possessives and pronouns](https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/possessives-pronouns)

**Space for notes/vocabulary:**

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[Articles and determiners](https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/specific-and-general-determiners)

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[Count](https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/count-nouns) and [uncount](https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/uncount-nouns) nouns

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