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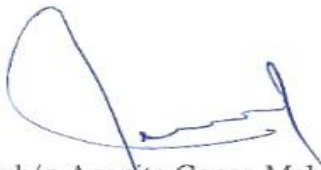
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After being appointed by the Honorable Directing Council of the Faculty of Education Science and Technology at Universidad Técnica del Norte, I have accepted to participate asThesis Advisor of the research work: **"English language learning through exposure to videogames on students from 3rd of baccalaureate at "Victor Manuel Guzman" High school in Ibarra"**. Work by Ricardo Alexander Salcedo Navarrete before obtaining of Bachelor's Degree of Science in Education Specialization English.

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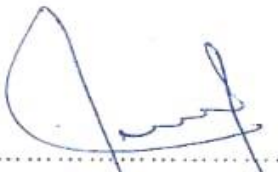It is all that I can certify in honor of the truth.

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DEDICATORY

This undergraduate work is dedicated to my mother, who was the pillar of this journey and gave me the strength to continue day by day. I would also like to dedicate to my sisters and family, who supported and illuminated me with their wisdom, and to my father who guided me from above the sky.

Ricardo Salcedo

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RESUMEN

Este trabajo de investigación se ha centrado en la exposición que los videojuegos proporcionan a las personas como potenciador del aprendizaje de idiomas en los terceros años de bachillerato "A" y "B" en la Unidad Educativa "Víctor Manuel Guzmán". Este trabajo de investigación se lo llevo a cabo mientras el investigador realizaba sus prácticas pre profesionales en la ya mencionada institución. Los videojuegos son la fuente que permite que no solo los estudiantes sino todos los jugadores aprendan un idioma en este caso Inglés, al estar expuesto cierto período en una consola como: play station. Wii o un computador. Por lo tanto, los estudiantes fueron capaces de aprender nuevo vocabulario debido a los guiones, diálogos y tareas que se muestran en un videojuego, por otro lado, la relación con el significado de ciertas palabras se volvió más fácil. Una vez que se organizó el tema y se estableció la ubicación que se utilizará como muestra, y se estableció el objetivo principal. La investigación principal comenzó compilando datos sobre investigaciones anteriores sobre el tema. Una vez que los factores que permiten que los videojuegos ayuden a las personas a aprender el idioma fueron identificados. Se usó la encuesta como herramienta para obtener la información suficiente con respecto al uso que los estudiantes le daban a los videojuegos. Los resultados de esta investigación muestran que los estudiantes consideran que los videojuegos son una herramienta importante para mejorar el aprendizaje de idiomas, más del cincuenta por ciento de las personas encuestadas han aprendido al menos tres palabras cada vez que juegan videojuegos. Por otro lado, la mayoría de los estudiantes afirmaron que el maestro no usa videojuegos en el aula; la clase solo sigue el libro sin ser interactivo.

Palabras clave: video juego, aprendizaje del lenguaje, exposición, jugadores, plataformas.

ABSTRACT

This research has focused on the exposure that video games provide to individuals as a language learning enhancer for students on 3rd of baccalaureate "A" and "B" at Victor Manuel Guzman's educational unit. Video games are the source that enables not only students but every single player to learn a language in this case English, by spending certain periods on a platform. Therefore, students were able to learn new vocabulary due to the scripts, dialogues, and tasks that are shown in a video game, on the other hand, the relation with the meaning of certain words was easier. Once the theme was organized and the location to be used as a sample settle down, and the main objective was established. The main research started by compiling data about previous research on the theme. Once the factors that allow video games to help students to learn the language were identified. The researcher used the survey as a means to get enough information regarding the use that students gave to video games. The results of this research displayed that most of the students consider video games as an important tool to enhance language learning, more than fifty percent of the surveyed people have learned at least three words each time they play video games. On the other hand, most of the students claimed that the teacher does not use video games in the classroom; the class just follows the book without being interactive.

Keywords: video game, language learning, exposure, standings, players, platform.

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INTRODUCTION

Problem background

In the last decades, the use of technology has increased in many different fields and education has not been the exception. Nowadays, teenagers tend to live on technology, for instance, playing video games, social networks, but they are not aware of its benefits due to the usage they give to it which is recreation.

However, adolescents are not conscious that they are constantly exposed to the language, which, can be considered as incidental learning. Therefore, it is important to take into account subtitles on this source; they are considered as an enhancer of second language acquisition regarding movies or TV programs. As a result, there comes the need for strategies to use video games as a tool to motivate students to keep learning by themselves, encourage the usage of the language on different platforms, and monitor their learning through any of the apps that the teacher considers necessary.

On the other hand, it is possible that video games may provide students any of the statements mentioned before which could engage the student to learn by playing, for instance, dialogues they do not appear for foreign students no matter the mother tongue of the player it will always appear in English, but for players who speak that language.

Justification

Learning goes beyond the classroom itself due to new methods and techniques that appear to improve and enhance the teaching and learning process. In this century, the use of video games as a tool for acquiring a new language as English has shown that it gives the users the opportunity to access different kinds of knowledge. There is plenty of research on this field around the globe, one of them is a study in Saudi Arabia regarding video games and the way they influence the learning process, they show that teaching vocabulary through video games actually works (Alawi A, 2017), another study from Clemson University in the U.S.A shown that massively multiplayer online role-playing games provide students a systematic understanding when reading, additionally, their findings suggest that players are able to acquire knowledge while they play video games (Li, 2019). A different point of view from the viability of different learning theories and how can video games be used with and educational use.

> The behaviorist and cognitivist perspectives are valuable for examining the narrow relation between video games and students focusing on the role of motivation. Constructionism shows us how video games can be used as a shared artifact for constructing knowledge. On a socio-cultural level, we appreciate and examine the environment that emerges around video games in negotiating and constructing knowledge (Egenfeldt, 2006, pág. 206).

 Consequently, the main objective of this research is to find out and highlight why video games are effective in the field of learning. Display the factors that contribute directly to the language acquisition process and how the constant exposure to media benefits students.

On the other hand, there is not much research on this topic in our country. Therefore, the need for information on this topic is essential to know if the users of video games increase their receptive and productive skills of the language, by playing video games naturally or learning in a systematic way in the classroom. In addition, this research is concerned with

language acquisition, not language learning. Language acquisition is spontaneous, but language learning is methodological (Krashen, 1982).

Objectives

General objective

- Identify factors that help players/students improve their language reception by playing video games.

Specific objectives

- Compile information about how video games influence language learning/acquisition in teenagers.
- Determine factors that help students who are exposed to the media to acquire the language.
- Search for strategies to motivate students to use this tool in an appropriate way either in the class or on their own.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Introduction

In the last century, video games became popular which helped students to spread all around the globe. Nowadays, it has called the attention of many groups of people such as children, teenagers, adults, and the elderly. Besides, educational researchers have focused on video games due to a thought of effectiveness from educational games and video games in many academic fields. On the other hand, video games have been improving the way they work, making them more attractive to the final target. Therefore, there is a reason why large numbers of people play video games at least once a day because of the experience, interface, playing style, motivation, and other factors that a game offer. Then, video games may help students to acquire the language because they are engaged with this source (Alawi A, 2017), not only students but thousands of millions of people around the globe all play video games (Domas Rudis, 2017). Gaming itself has become part of their life and works as a primary media, in this case, mainstream to learn. "However, the real reason game-based learning is so popular is not only because video games are extremely effective teaching tools; they are also relatively inexpensive to build and to distribute" (Shapiro, 2015, n/p).

1.2 Language learning

Language learning is defined as building up the ability to communicate in a second language systematically in a classroom (Arts, nd). This context includes:

> Language learning for specialists. This includes programs that not only teach language but also a variety of subject 'content' related to languages such as literature, culture, history, and politics at BA or MA level. This also covers programs and courses involving the teaching of translating and interpreting. Language learning for non-specialists or service languages. This includes language teaching options which are available to all interested students, some of which may have a focus on specific topics (e.g., German for Law) or on the enhancement of selected skills (e.g., effective speaking skills). Also included are programs in which language is a minor part and predominately relates to the learning of language skills rather than related 'content' studies, as outlined above (language learning for specialists). This type of language learning is often offered under an Institution Wide Language Programmed (IWLP) (Assurance, 2010, pág. n/p).

Nowadays, language learning is not communicative it is the result of the rules instructed by a teacher. However, research has shown that knowing grammar does not reflect results in speaking or writing. Being aware of that knowledge helps the student to get a great score on a standardized test, but not at the time of language production. In some other scenarios, in which there is a teacher, the work done in class is mostly grammatically oriented: tenses, rules.

1.3 Language acquisition

Language acquisition can be defined as the process every human being passes through to speak properly a certain language. According to (Carroll, 1983), "language acquisition is a window on the operation of the human mind. The patterns of language emerge not from a unique instinct but the operation of general processes of evolution and cognition".

1.4 Language acquisition theories

Language acquisition is the steps that humans follow to be able to build up and learn a language. There are some skills which are essential when people want to communicate, they are: speaking, listening, writing, reading, and communication indeed. However, acquiring a language is a unique ability that humans have whereas other animals like primates can produce vocalizations, birds can produce songs, no other forms of life on Earth can express their ideas, thoughts, or feelings as a human does (Bohren, 2018).

Three theories go over this topic according to (Bohren, 2018): The innateness theory, the input theory, and the cognitive theory.

1.4.1 The innateness theory

Language is not a self-determining system to communicate. Some elements are set in the production of a language complemented by gestures, facial expressions, and voice quality (Khalifa, 2016). Learning itself is a complex duty due to the context, also, persuaded by the learning experience and by diverse experiences a single learner has. The innateness theory states that children are born with at least some knowledge about language. This innate knowledge helps children learn the language easier than it would be. According to Clark (2018) children could be passive recipients who absorb spoken language or become active by picking and establishing whatever they have taken in so far.

Therefore, the innate knowledge or also known as the Language Acquisition Device (LAD) incorporates a common principle to all human languages which is named the Universal Grammar (UG). The language acquisition device (LAD) is a supposed organ on human beings' brains that works as a congenital device focused on learning a symbolic language (Chomsky, 2009). Language Acquisition Device justifies human language acquisition of the linguistic framework of a language.

> It encodes the major principles of a language and its grammatical structures into the child's brain and enables the children to analyze language and extract the basic rules of universal grammar or generative grammar because it is a system of rules that generate or produce sentences of the language (Khalifa, 2016, n/p).

Every single child is born with a set of bases about language in our cerebrum and children are armed with an innate template that guides them in the task of building up grammar for their language (Chomsky, 2009).

1.4.2 The input theory

The input or Motherese theory represents previous acquired linguistic skills and additional linguistic insight; it puts primary importance on the explicit input that language learners are exposed to. According to the input theory, language learning has never been addressed to children in other countries around the world; consequently, it must be possible for children to acquire the language through listening to their parents or people who surround them talking (Khalifa, 2016).

A study in the 1970s (Khalifa, 2016), shows that parents do speak differently to their children than to others of the same age. As a result, mothers are skilled enough to produce

sounds, words, or sentences with relevance to children. However, some parents might commit mistakes while speaking and that could be also learned by children, but it is not common which means that are rare cases. "Although, it is clear that the idea of child-centered "Motherese" is universal comes under the behaviorism theory because it is about children who imitate adults that their correct utterances are reinforced when they get what they want or are praised" (Khalifa, 2016, n/p). Children's input comes from their parents, but they only listen to a conversation rather than taking part in them.

1.4.3 Cognitive theory

Cognitive learning theory is a large theory that points out how individuals think and differ together with their mental processes. Also, how they are motivated by internal and external factors to assemble learning.

> Cognitivism is a general term for some influential theories that focus on the individual's construction of representations of the world. in the cognitivist approach, the learner is the center of attention. The cognitivist approach is critical of behaviorism's narrow focus on the relation between stimuli and response. The focus on behavior is seen as skewed and neglecting other important variables, namely the cognitive structures underlying perception and response (Egenfeldt, 2006, page 194).

Khalifa (2016) states that cognitivism is a theory that is based on cognitivist psychology and embraces how people think and acquire cognition and abilities. Therefore, children should be able to recognize and organize depictions of what they see, hear, touch and taste. In fact, some children may find it easy to master some aspects of a language rather than others, so, if a single child is exposed to different languages, he will be able to learn at particular parts of the ones mentioned before.

1.5   Language acquisition stages

There are four essential stages in language acquisition: the babbling stage, the holophrastic or one-word stage, the two-word stage, and the telegraphic stage (Elsac2's Blog, 2009)

1.5.1   The babbling stage

This stage goes over the 12 first months of the life of a baby; in the first weeks of being born the baby starts to recognize his mother's voice. Then, in the following months, the baby will begin to produce vocal sounds. Babies learn by imitation and so he does, he might hear sounds that he will try to reproduce with limited success. As the baby begins to babble, he will acquire more control over his vocal production, as well as physical. In essence, the babbling stage is the baby's imitating sounds and getting used to them to use verbal and non-verbal communication (Elsac2's Blog, 2009).

1.5.2   Holophrastic / One-word stage

This stage takes place from 1-2 ages. It characterizes because of the sentences babies are able to produce, they are only one-word sentences even though it is an enormous advance to children.

> The second stage of language acquisition is the holophrastic or one-word stage. This stage is characterized by one-word sentences. In this stage, nouns make up around 50% of the infants' vocabulary while verbs and modifiers make up around 30% and questions and negatives make up the rest. This one-word stage contains single-word utterances such as "play" for "I want to play now". Infants use these sentences primarily to obtain things they want or need, but sometimes they aren't that obvious (Elsac2's Blog, 2009,n/p).

Children will only be able to speak in single words, for instance, if a child wants to say I want water he will only say "water".

1.5.3 Two-word stage

This stage often occurs from 18 to 24 months. This is primarily made up of two words sentences, one word works as subject and the other as the predicate. "During this stage, we see the appearance of single modifiers e.g. "That dog", two-word questions e.g., "Mummy eat?" and the addition of the suffix ing onto words to describe something that is currently happening e.g., Baby Sleeping" (Elsac2's Blog, 2009,n/p).

1.5.4 Telegraphic stage

This is the final stage in language acquisition; it takes place when the baby is 24 to 30 months old. During this stage, the vocabulary from the child expands from 50 up to 13.000 words. Also, when the child wants to communicate, he does by stating three or four-word sentences, just enough information to make sense. "Some examples of sentences in the telegraphic stage are "Mummy eat carrot", "What her name?" and He is playing ball" (Elsac2's Blog, 2009,n/p). As this stage is finished the child may be able to recognize and use plural forms.

1.6 Second language acquisition

Second language acquisition (SLA) is the acquisition of a second language once the native language is already set up.

> For instance, a child who speaks Hindi as the mother tongue starts learning English when he starts going to school. English is learned by the process of second language acquisition. In fact, a young child can learn a second language faster than an adult can learn the same language (Bright Hub Education, 2019,n/p).

1.7 Second language acquisition stages

According to (Concordia University, 2012) there are five stages in the second language acquisition process: Silent/receptive, early production, speech emergence, intermediate fluency and, continued language development/advanced fluency.

1.7.1 Silent/receptive

This stage will last as long as the learned thinks is necessary, it might be from several hours to months. At the same time as the learners are on this stage, they will look forward to increasing their vocabulary and practicing the pronunciation of those words. Furthermore, apprentices may go over self-talk, but they will not understand or be fluent while they speak the language.

> This stage is controversial among language educators. Ana Lomba disagrees that second language learners are totally silent while they are in this first learning stage. Instead, Lomba states that "speech is fundamental in language acquisition" and learners excel in language acquisition when they apply what they learn as they learn it (Concordia University, 2012, n/p).

1.7.2 Early production

This stage lasts up to 6 months, on this period learners may have acquired the recognition of at least 1,000 words. Also, they may speak some words and form short phrases, but they might not be accurate with grammar.

1.7.3 Speech emergence

When learners are on this stage, they typically manage up to 3,000 words, they communicate by putting words into short phrases, sentences, or questions. As mentioned in the previous stages learners may not use grammar accurately, but they will gain preeminent comprehension of the language and start to read and write.

1.7.4 Intermediate fluency

This stage lasts for a year or more, learners commonly have a vocabulary of approximately 6,000 words. This is an important stage due to the incomes in the production of language from learners, they are able to communicate in a written or oral way while they use advanced structure in sentences. Finally, language learners begin to think in their second language.

1.7.5 Continued language development/advanced fluency

It may take a period of two years to reach this stage, learners may look for opportunities to interact and express themselves in order to keep and enhance fluency.

> The key to learning a new language and developing proficiency in speaking and writing that language is consistency and practice. A student must converse with others in the new language on a regular basis in order to grow their fluency and confidence. In addition, Haynes says it's important for students to continue to work with a classroom teacher on a specific content area related to the new language such as history, social studies, or writing (Concordia University, 2012, n/p).

1.8 Video games

A video game is an electronic game that requires interaction from a user and the game interface. Video games "Also called computer games or digital games, refer to a variety of interactive games played on different display platforms, for example, gaming device, television, or mobile device" (Li, 2019, page 497). Therefore, there are many types of video games, for instance, adventure, action, role-playing, simulation, etc. All the mentioned before are played by standings/players that control images through buttons on a device.

1.9 Types of video games

Video games can be classified by its genre and by the number of players it requires.

1.10. Genre

The video games genre is a special category of a game that has characteristics that are related to a specific gameplay frame, this is not defined by its difficulty but by the way players cooperate into the game.

1.10.1 Educational video games

Educational video games or serious games are electronic games to provide a learning environment that targets the curriculum to help in learning (Victoria State Government, 2017).

1.10.2 Sport video games

A sports video game is a game that recreates or in some cases simulates the practice of a sport. In this kind of video game, you can find people who know a lot about sports, it might

be a good choice to try these games due to the fact that in every single school you will come to see the topic of sports. In order to use the vocabulary and get to know more about physical activities sports games are a good option.

1.10.3 Sensorimotor video games

Sensorimotor games encompass games that require standing hand-eye coordination, for instance, action games, fighting, and shooting games, driving, and racing simulation games. "Sensorimotor skills involve the process of receiving sensory messages (sensory input) and producing a response (motor output)" (North Shore Pediatric Therapy, 2019, n/p).

1.10.4 Strategy

Strategy video games are games that ask the standing to use skillful thinking besides a plan to complete a series of tasks to win.

1.11 Number of players

Video games will always be meant to be by a certain number of players, at the same time it defines the gameplay and the experience the player will have.

1.11.1 Single-player

Single-player games are electronic games where only one player is needed to begin a game; it can be played on a single device or platform. By the way, most of these games connect standing to play versus the computer and its Artificial Intelligence (Doolan, Tabirca, & Yang, 2008).

1.11.2 Multiplayer

A multiplayer game is a type of game that requires two or more than two-player to play against or in a cooperative way to achieve a set of goals to win a game. Players can play on different platforms through an internet connection or in-house among other players.

> This form of game may involve two or more players that compete with each other, as players are competing with one another it brings an extra level of excitement to the game, that a single-player game with some artificial intelligence could not achieve. Such games usually require some form of computer networking to connect the systems (Doolan, Tabirca, & Yang, 2008, n/p)

1.12 Video games and language learning

In the beginning, when video games were 2 dimensional most people thought they were only meant for entertainment and certain groups of people. Nowadays, as technology advances, new frames of games appear in the market which can be considered as a potential tool to acquire a language. Most of the video games display scripts, dialogues, and conversations in English; they do not appear for foreign learners but their general target population.

Video games are indeed a virtual world where users take the role of different characters to complete tasks, destroy enemies, discover secrets, reach the maximum level, and complete the game until the end. Gee (2005) claims that learning as entertainment would be more effective than acquiring the facts without practicing them. Therefore, standings will find more interesting video games as a means to acquire a new language as English due to some factors

that the game offers.

1.12.1 Commitment

There cannot be learning if there is no commitment from the learner. Video games engage standings all along with the background of the game so they will be able to live with their new identity. "Either way, players become committed to the new virtual world in which they will live, learn, or act through their commitment to their new identity" (Gee, 2005, n/p).

1.12.2 Interaction

As well as school, video games offer user interaction it can be with other users or with artificial intelligence from the game. For instance, a player cannot go forward in a game if he doesn't interact with the characters that appear in a game, so when a standing interacts, he receives essential information that can be considered as feedback.

> In a good game, words and deeds are all placed in the context of an interactive relationship between the player and the world. So, too, in school, texts and textbooks need to be put in contexts of interaction where the world and other people talk back (Gee, 2005, n/p).

1.12.3 Production

In this huge world of games, the only purpose is to be the winner it doesn't matter if it is a single-player or multiplayer game. The user will have to communicate with his mattes if he wants to achieve the game goals. Then, standings need to write or speak in order to send a message looking for advice, support, or a similar target.

1.12.4. Motivation

Motivation in video games appears as a different challenge to the users as they move through the game. Standing needs to face several problems in order to get going in the game sometimes they might have to think and rethink a solution so they can master the game puzzle or boss. As users solve a problem, they can find it easy to solve an incoming one, this knowledge is strengthened by repeating a challenge with increased levels of difficulty. It is the way anyone becomes expert at anything worth being an expert in.

 "In school, sometimes the poorer students do not get enough opportunities to consolidate, and the good students do not get enough real challenges to their school-based mastery" (Gee, 2005, pág. np)

CHAPTER 2: METHODOLOGY

2.1 Research question

To carry this research project out, the following question was stated: Which are some of the most significant factors from video games that help students in language learning?

2.2 General objective

- Identify the factors that help players/students to improve their language reception by playing video games.

2.3 Type of investigation

This is a Quantitative study. "Quantitative research is used to quantify behaviors, opinions, attitudes, and other variables and make generalizations from a larger population. quantitative research uses quantifiable data to articulate facts and reveal patterns in research." (Formplus, 2021, pág. np) The main goal in this study is to create a balance, in order to get outcomes from this research, which will prove that there is language learning while students play video games. On the other hand, this research type involves the usage of mathematical and statistical tools to get an outcome. Therefore, at the time of quantifying a problem, the quantified data provides a conclusion to the researcher to understand the purpose of the research and see how the results can be projected to a larger population (Formplus, 2021). The researcher chose the Quantitative type of investigation because it is more scientific, objective, fast, focused, and acceptable. Additionally, according to Formplus (2021) is it more structured because it allows the researcher to use tools such as questionnaires or surveys to collect numerical data.

This approach has as an objective to examine and explain collected data from a phenomenon through a survey. Furthermore, the researcher chose the survey because its purpose is to understand the statistical results by making generalizations, "Quantitative data is a value of data to answer questions that ask "how." For example, the main questions your survey will answer relate to "how often," "how many?" or "how much?"" (Surveyplanet, 2020, pág. np). The kind of survey used in this research was a face-to-face paper survey; the first draft of this survey was given to a group familiarized with the research then reviewed by an expert in question construction, ensuring that the survey does not have confusing or ambiguous questions. Besides, this research instrument was validated by the expert on question construction the tutor of this research, and first applied a pilot test in Spanish to a specific group of people.

Finally, survey the sample in their mother tongue Spanish to continue with the research. Additionally, it is useful due to the aims of this research and its contribution to its development besides its basics. Madrigal & McClain (UXmatters, 2012, pág. 2) "Statistical analysis lets us derive important facts from research data, including preference trends, differences between groups, and demographics".

The descriptive focus is correctly aimed because it looks for specific information that will be used by the time surveys are applied. This method is helpful due to its techniques and focus, which supports educational research (Voxco, 2021). Furthermore, this research method is targeted on the what of the subject matter rather than the why due to the aim of it that is describe circumstances or phenomenon.

2.4 Research tools and techniques

As the researcher took into account one approach, there was used with one technique. The survey was used as a technique to identify if players/students consider video games as a language enhancer or if they rely upon this kind of media to learn without intention. The survey is useful when a researcher attempts to describe the characteristics of a large/short population. Therefore, no other research method can provide such a capability that assures a solid sample. On the other hand, surveys can be easily administered in many models "online surveys, email surveys, social media surveys, paper surveys, mobile surveys, telephone surveys, and face-to-face interview surveys." (DeFranzo, 2021).

2.5 Sample

As the population for this research is considerably small the researcher decided not to use a formula so the whole population will be taken into account. The samples for this research were the students on third of baccalaureate "A" and "B" from "Victor Manuel Guzman" High school in Ibarra.

There were 75 students on two courses who were taken into account as the sample, 38 were women and 37 men, 65 of the students were mixed-race, 5 Afro-Ecuadorian, and 5 indigenous. The average age on the courses was 17 and only 10 people were above the average with a length age that reached to 20 years old. A hundred percent of the sample claimed to have an internet connection and at least one console, for instance, computer, x-box, play station, Wii, or a cellphone that enables them to play a video game.

They have already been through elementary education. That means students can be considered a research sample due to the knowledge they have already received; in addition, most of them are used to technology and have played a video game at least once. The intent is to observe students and survey them for information required for this research.

2.6 Procedure

The researcher considered three stages to achieve the main objective. The 1st stage consisted of data gathering from players/students inquiring about them while classes were held, also, get information from previous research through literature review. Then, the 2nd stage was where the researcher went over the survey in order to know if there was any reliance on video games from players/students.

The last stage consisted of preparing the info to be presented in the institution where data was collected. Finally, suggest strategies to be used in the classroom under the monitoring of a teacher so the learning can reach the goal that was planted by the teacher himself.

CHAPTER III ANALYSIS AND RESULTS

The analysis and data collected from the surveys are presented in this chapter. The instrument was applied at "Victor Manuel Guzman" High school; the analysis of data goes over the quantitative analysis which consists of the interpretation of the obtained results on the survey. Statistical tables and graphs were used in each of the questions in order to display data appropriately.

3.1 Uso de video juegos en actividades académicas.

Question 1: ¿Qué tipo de video juegos usa tu profesor en la clase?
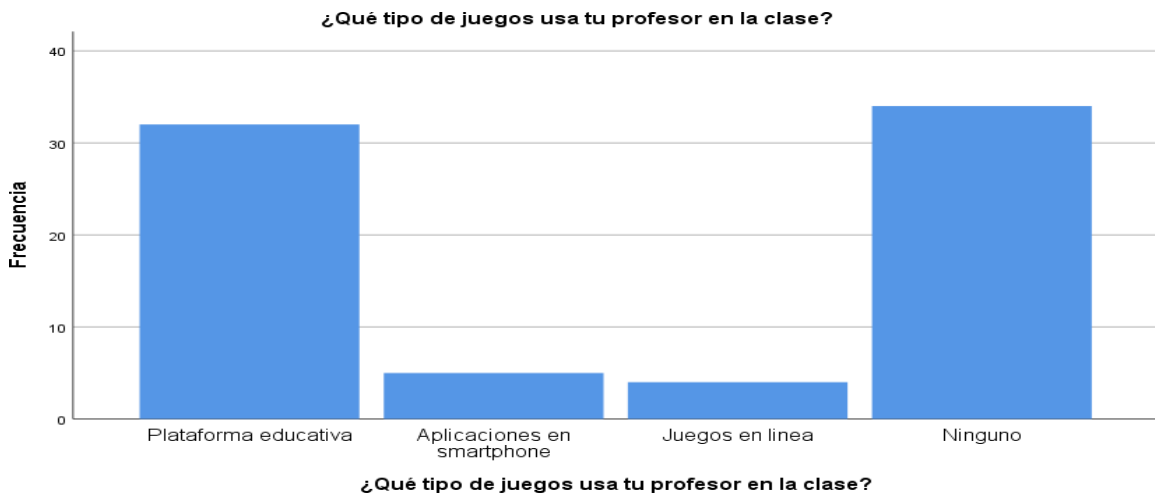
Graph 1. Uso de video juegos en actividades académicas.

3.2 Frecuencia de uso de video juegos en actividades académicas.

Question 2: ¿Con qué frecuencia tu profesor usa video juegos en la clase?
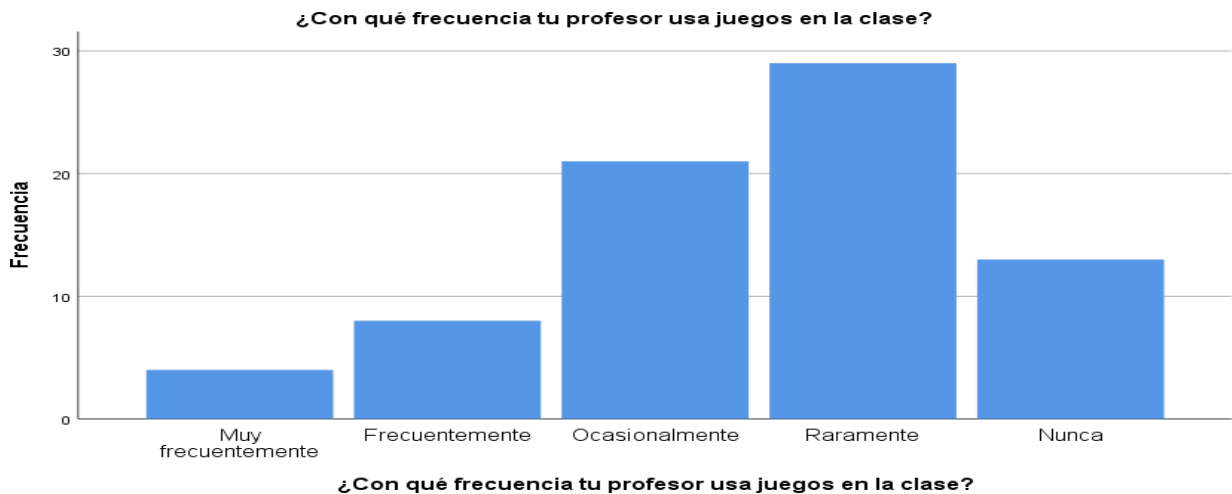
Graph 2. Frecuencia de uso de video juegos en actividades académicas.

Interpretation

As it can be seen in graph 1 and 2, most of the students claimed that the teacher doesn't use video games in the classroom as a learning tool. The frequency of usage is also negative; the teacher seldom uses video games. These factors can make the students selfless in the subject because the class relies only upon the book. It can become a routine for the students due to the lack of interaction among the teacher and students.

3.3 Frecuencia de uso de video juegos.

Question 3: ¿Con qué frecuencia juegas video juegos como un hobby?

Table 1. Frecuencia de uso de video juegos.

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Muy frecuentemente	8	10,7	10,7	10,7
	Frecuentemente	14	18,7	18,7	29,3
	Ocasionalmente	24	32,0	32,0	61,3
	Raramente	24	32,0	32,0	93,3
	Nunca	5	6,7	6,7	100,0
	Total	75	100,0	100,0	

Note: Own elaboration February 2020
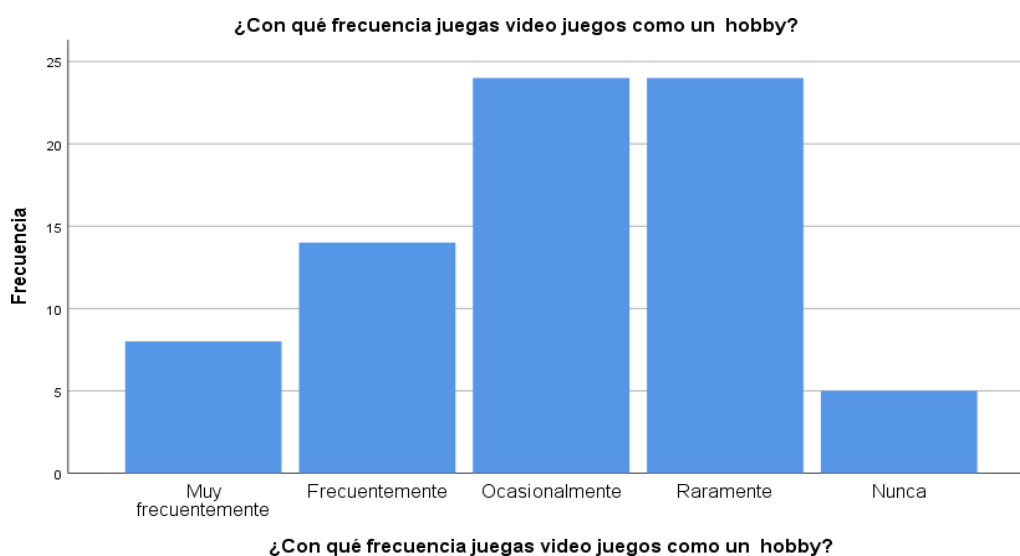
Graph 3. Frecuencia de uso de video juegos.

Interpretation

As can be seen, graph 3 shows that students occasionally and rarely use video games as a hobby. Exposure is an important factor in the language learning process, students should receive accurate and prolonged exposure from the teacher through many tools like audios, videos, or in this case video games. They could help to establish the basis of their language production and the relationship with meaning.

3.4 Lapso de tiempo de juego por día.

Question 4: ¿Cuantas horas al día dedicas a un video juego?

Table 2. Lapso de tiempo de juego por día.

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	De 0 a 1 hora	35	46,7	46,7	46,7
	De 1 a 2 horas	20	26,7	26,7	73,3
	De 2 a 3 horas	9	12,0	12,0	85,3
	Más de 3 horas	11	14,7	14,7	100,0
	Total	75	100,0	100,0	

Note: Own elaboration February 2020

Graph 4. Lapso de tiempo de juego por día.

Interpretation

As it can be seen in graph 4 most of the students claimed that they spend at least one hour per day in a video game. The exposure time per week is 7 hours, which means that students will unconsciously read and listen to words in the English language while playing, so the relationship of meaning with vocabulary could be easier since they were already exposed to that vocabulary.

3.5 Preferencias en la experiencia de juego.

Question 5: ¿Cómo prefieres jugar?

Table 3. Preferencias en la experiencia de juego.

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Solo	23	30,7	30,7	30,7
	Multijugador con amigos conocidos	30	40,0	40,0	70,7
	Multijugador en línea	22	29,3	29,3	100,0
	Total	75	100,0	100,0	

Note: Own elaboration February 2020
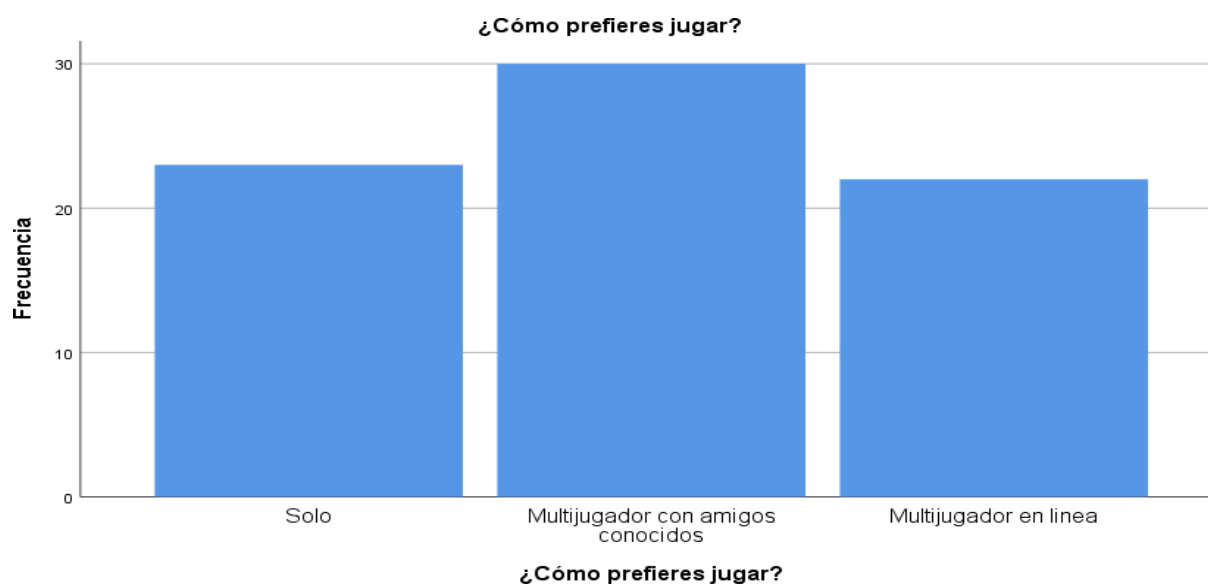
Graph 5. Preferencias en la experiencia de juego.

Interpretation

As can be seen graph 5 shows that most of the students prefer to play a video game with people they know. It can't be considered as a benefit for English language learning because in that way they won't be able to use the language among them. On the other hand, students who play alone or online can be exposed to the language, consequently, these students could be in the need to use the language because in a video game is imperative to communicate with other players in order to achieve the main goal which is, be the winner.

3.6 Aprendizaje del idioma.

Question 6: ¿Las palabras que aprendiste en video juegos las usas en la vida diaria?

Table 4. Aprendizaje del idioma.

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Muy frecuentemente	6	8,0	8,0	8,0
	Frecuentemente	8	10,7	10,7	18,7
	Ocasionalmente	24	32,0	32,0	50,7
	Raramente	25	33,3	33,3	84,0
	Nuca	12	16,0	16,0	100,0
	Total	75	100,0	100,0	

Note: Own elaboration February 2020

Graph 6. Aprendizaje del idioma.

Interpretation

As can be seen graph 6 shows that the students don't use the words that were learned in a video game in daily activities, for instance, buy food or when attending classes. The context in which students use those words is in the video game indeed, when playing with other users who know the vocabulary from certain video games with the only purpose to communicate an idea, a request, or a need to another player on his team.

3.7 Aprendizaje autónomo.

Question 7: Escribe 3 palabras en Ingles que hayas aprendido en video juegos.

Table 5. Aprendizaje autònomo.

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Si	57	76,0	76,0	76,0
	No	18	24,0	24,0	100,0
	Total	75	100,0	100,0	

Note: Own elaboration February 2020

Escribe 3 palabras en Ingles que has aprendido en video juegos
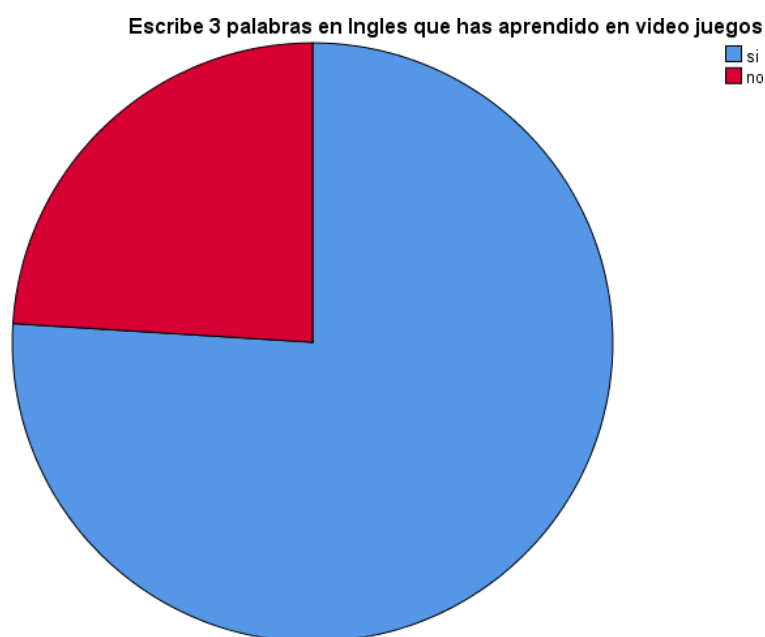
Graph 7. Aprendizaje autonomo.

Interpretation

As can be seen the chart shows that most of the students internalized at least 3 words in English each time they played a video game. This only means that students can effectively learn on their own while playing a video game, not only when playing video games. There are many tools that can be used to learn but it needs to contain meaningful content in English and need to call students attention.

3.8 Rol de los subtítulos.

Question 8: ¿Los subtítulos sobre los diálogos que aparecen en la mayoría de video juegos han servido a aprender el Idioma Inglés?

Table 6. Rol de los subtítulos

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Mucho	12	16,0	16,0	16,0
	Bastante	15	20,0	20,0	36,0
	Algo	30	40,0	40,0	76,0
	Poco	13	17,3	17,3	93,3
	Nada	5	6,7	6,7	100,0
	Total	75	100,0	100,0	

Note: Own elaboration February 2020

Graph 8. Rol de los subtitulos.

Interpretation

As can be seen in graph 8 most of the students answered positively when referring to characters' dialogues in video games. They consider that dialogues have helped them to learn the language; this is not systematical learning but meaningful for students due to the written and spoken exposure they get from a video game. It helps them to create a relationship with meaning easier than when they have not seen that word before.

3.9 Producción lingüística.

Question 9: ¿Cómo te comunicas con los jugadores cuando juegas en línea?

Table 7 Producción linguistica.

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Ingles escrito	31	41,3	41,3	41,3
	Ingles hablado	17	22,7	22,7	64,0
	Ingles escrito y hablado	27	36,0	36,0	100,0
	Total	75	100,0	100,0	

Note: Own elaboration February 2020
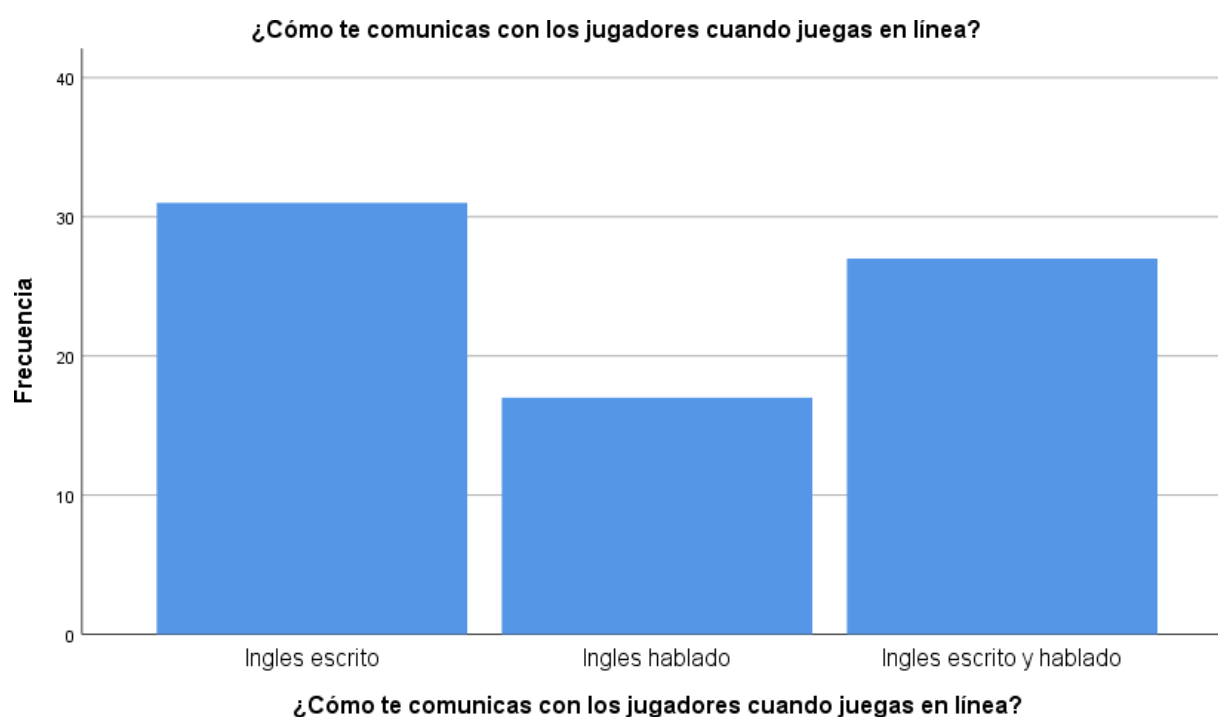
Graph 9. Producción linguistica.

Interpretation

As can be seen in graph 9 most of the students prefer to communicate either in a written or a written and spoken way while they play a video game. In the previous questions was mentioned that players or students find themselves in the need to communicate with the other users, this makes them write or talk using the English language. They may use expressions and slang that help them to share action, a feeling, an emotion, or an idea when running a game.

3.10 Experiencia del video juego en línea.

Question 10: ¿Cómo te sentiste cuando lograste comunicarte en un video juego usando el Idioma Inglés?

Table 8. Experiencia del video juego en lìnea.

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Muy satisfecho	17	22,7	22,7	22,7
	Satisfecho	35	46,7	46,7	69,3
	Indiferente	16	21,3	21,3	90,7
	Insatisfecho	6	8,0	8,0	98,7
	Muy insatisfecho	1	1,3	1,3	100,0
	Total	75	100,0	100,0	

Note: Own elaboration February 2020
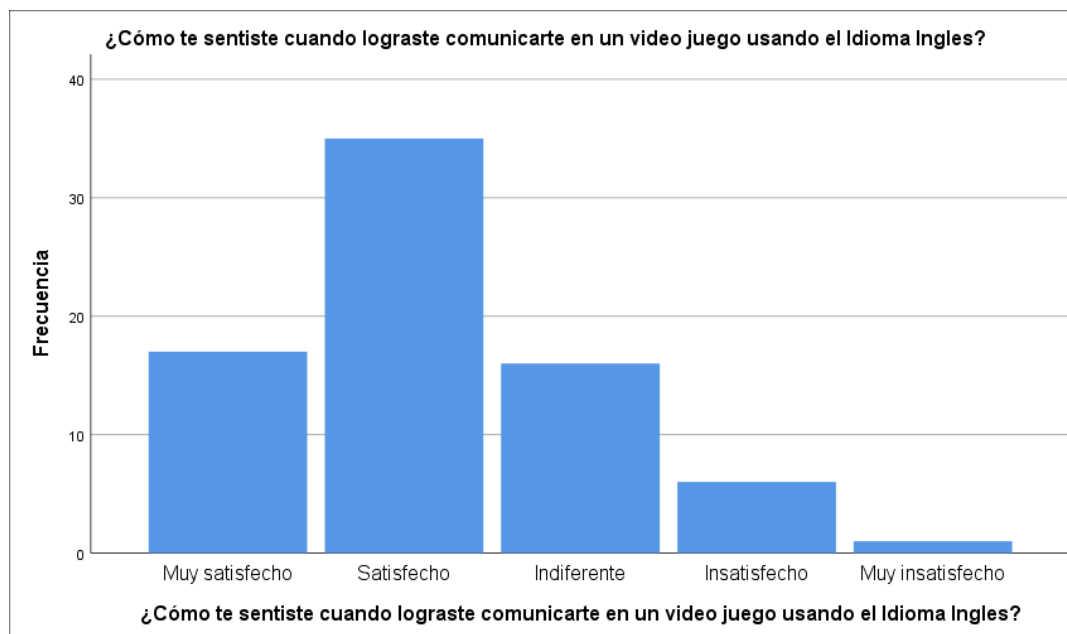
Graph 10. Experiencia del video juego en línea.

Interpretation

As can be seen graph 10 shows that the levels of self-confidence that students get when they communicate successfully with other users who speak English is high. This motivates students to continue using the language while they play, at the same time it supports them not to be afraid to use the language. It is relevant to mention that if a student feels dissatisfied with their language production, the student could lose interest in learning the language.

CHAPTER IV: PROPOSAL

4.1 Tittle
Strategies to get teaching-learning insights through video games.

4.2 Objectives
4.2.1 General objective
- Highlight the reasons why video games should be considered in the English learning process as a foreign language.

4.2.2 Specific objectives

- Identify video games that contain the most relevant material to enhance the reading skill.
- Implement extra activities to manage the learning process of the students.

4.3 Importance of the proposal
The elaboration of these strategies is necessary indeed since video games are not usually considered at the time of teaching a language. It is relevant because in this way teachers can create brand new assignments to catch students' interest for a long period of time, but for students who like self-learning will be a fun challenge to go through.

UNIT 1 MOTIVATION	
Description	Students may find it hard to be motivated when learning ENGLISH in a classroom, but video games come with a certain factor that engages them and can be perceived by the students as "fun" or "entertainment". This is where video games take part providing a non-classroom incidental learning experience being exposed to the language in different ways at once. On the other hand, motivation in the class may be given as an additional grade, reward, or a motivational speech. The teacher is the one who can present a game in the classroom not a specific one but can choose from games that ask the player to complete series of task to succeed in a level or move to the next one single player or co-operative with other players "Criticisms ignore the strengths and potential of the video game world, including its ability to engage young people in complex and challenging tasks." (Senechal, 2021). Motivation must be given by the teacher encouraging students to learn not only in the classroom but outside of it; promoting collaborative and competitive work in the class so they will find the same aid in video games as a result the players may become independent and self-determined learners (Stenger, 2013). Additionally, video games can facilitate the development of self-monitoring and coping mechanisms.
Objectives	Share with the students different ways of being motivated in the class or outside of it.

	• Promote collaborative and competitive work in the classroom.
	• Encourage students to learn outside the classroom.
	• Suggest students to play video games with monitored task.
	• Engage the student to find the meaning of new words when needed.
Resources	https://read.bookcreator.com/Q5Z5KbydJbMvLgO4sloXGlFQGSE2/yeOvIperTlylzpJIrDIOFQ
Activity	• Hand in to students big pieces of paper so they can work in groups, they can be asked to draw a character from a video game, series, movie that inspires them to learn more about the language.
	• Divide the class in two so they can share ideas, for instance, advantages and disadvantages about learning through video games to debate about the topic.
	• Ask students to search about video games that they would consider in their independent learning.
Conclusions	• Motivation plays a proper role in the learning process.
	• Students find video games stimulating.
	• Short tasks will aid the student to give self-feedback about his learning.

UNIT 2 **CRITICAL THINKING AND PROBLEM SOLVING**	
Description	Traditional teaching implies a classroom and interaction with levels to overcome, the same scenario takes place in video games, but both activities require a certain critical thinking level to succeed. Problem-solving is the trigger that helps the student to defeat the wisdom walls and unlock new knowledge. Now, Silent hill franchise is a video game that contains lots of puzzles that compels the player to inquire himself and create a hypothesis, for instance, guess the location of a key or manage to get the combination for a door's lock to continue with the story, also, deduct the possible solution to the puzzle by reading instructions or tracks. Silent Hill is a survival horror game that can be played offline on a computer or play station console, additionally; this is a single-player game. All the games from this franchise have an immense map where the main character travels from one place to another, most of the time walking through a foggy environment that characterizes the city where the story takes part. As long as the main feature advances over the map he/she will find items such as pipes, katanas, sticks, guns, or even the own hands of the protagonist that will help to defeat common terrifying creatures. On the other hand, it is important to be aware of the health of our character so that we will be given items like health drinks, first aid kits, and ampoules.

	How can a video game aid a student to develop critical thinking? "Critical thinking involves understanding concepts rather than memorizing facts" (Palmer, 2013) It is mandatory specifically in this sort of game to find solutions to puzzles or to make crucial decisions due to the fact that players encounter complicated problems. Some of the most frequent puzzles the player will have to face are, for instance, search quest; here the players need to read clues find a series of specific objects in order to obtain a key or information to move to the next level, dials-turning riddle; here the player needs to move, change the position or even rotate a specific object or figure in order to open doors, get main articles or face a boss. To conclude, the importance of critical thinking is remarkable nowadays students can develop it by themselves, but with tasks monitored by a teacher plus the guide he/she is able to provide can take their wisdom level beyond the expectations.
Objectives	• Introduce what critical thinking is and why should students be aware of it. • Aid the student to develop critical thinking. • Monitor students' development regarding solving problem tasks. • Teach the student about learning from mistakes.
Resources	https://read.bookcreator.com/Q5Z5KbydJbMvLgO4sloXGlFQGSE2/yeOvIperTlylzpJIrDIOFQ
Activity	**Non-classroom activity** • Ask students to play from 20 to 40 min any game from this franchise or another which has a similar structure. • Prepare a presentation or debate on a remarkable topic from the video game which can be found in real life as well. • Ask the student to compile information about the most difficult task in the game and read it to his classmates **Classroom activity** • Ask students about what the most remarkable topic is and decide which is going to be considered. • Have the students divided into two groups to hold a debate/ ask student to share their presentation on the topic they chose from the game. • Ask a bunch of students to share their experiences regarding the most difficult task found in the game.
Conclusions	• It is important to introduce critical thinking to the classroom. • Video games aid students to develop and enhance different skills

UNIT 3 **PRACTICE AND GOAL FORMATION**	
Descripti on	It is essential to set goals and practice when we want to learn a new language, some games and platforms offer the same, for instance, reach a certain point, gain a certain amount of gold, or experience. If the player wants to achieve those goals he has to practice or complete tasks that are the case of DOTA 2(Defense Of The Ancients), DOTA 2 is a MOBA (Multiple Online Battle Arena) it can be played online as offline, but it is better to play it online so the player can have interaction with other players. Additionally, it is played in matches with 5 members, each team. Is better suited for adolescents and adults but not for children. Firstly, this is a huge game that contains lots of knowledge in terms of vocabulary, spoken language model, and an important factor regarding specifically to this game is that an enormous number of players are English native speakers. Therefore, in order to succeed in this game, it is necessary to have good tactics and strategies, players have to run plenty of interactions with their allies throughout the duration of the game. By interacting the player can acquire relevant language skills or pieces of it. Secondly, as communication is highly important in a team the player will find the need to share his intentions, ideas, or plan to his party which can be done in a written way through the chat or spoken through the microphone. Furthermore, the game also offers the player exposure to vocabulary because there are items meant to be bought depending on the situation and role of the chosen character in order to know what the ingredients are to complete the recipe to get an ultimate item. The player can find, for instance, items that will increase the strength, intelligence, agility, movement speed, status resistance, magical damage, mana regeneration, health points regeneration among others. All those mentioned before have a basic vocabulary like boots, gloves, and mango, also, intermediate, and advanced such as tome of knowledge, spirit vessel, blink dagger, refresher orb, and others. It is important to mention that DOTA 2 is not designed to be a language learning enhancer but as a game to have fun. Finally, the researcher considers this one as a great tool to learn and practice the language while having fun and developing other skills, by the way, shares his own experience regarding learned vocabulary, language exposure, free interaction with native speakers and, the ability to work as a team.

Objectives	• Introduce students' different ways to learn the language. • Share insights about the usage of varied platforms. • Talk to students about the fact that language learning not only comes to happen in the classroom. • Promote the usage of diverse strategies to practice written and spoken language. • Encourage students to use the language in non-classroom situations. • Aid the student with meaning and contexts when necessary. • Ask the student to share his/her non-classroom language experience with the class.
Resources	https://read.bookcreator.com/Q5Z5KbydJbMvLgO4sloXGlFQGSE2/yeOvIperTl ylzpJIrDIOFQ
Activity	**Non-classroom activity** • Try one match solo or party with members of the class to use English while playing. • Share the new vocabulary to the class in an app, for instance, padlet where will be able to witness and enquire for definition in the next class. This activity can be done twice a week depending on the number of classes in a week. **Classroom activity** • Share the meaning and context of the new vocabulary which was asked by a member of the class in the app or blog. • Share the experience of the non-classroom language experience with the class. • Provide feedback on the advantages and disadvantages if needed, from the match and the experience with the team.
Conclusions	• Some videogames contain different kinds of vocabulary from the low, mid, and upper level. • The students may need help to understand the intention of why playing a video game with a short task, as homework. • The teacher needs to manage the progress of the class due to the different learning levels that students have.

UNIT 4 **ROLE OF READING COMPREHENSION**	
Descripti on	Whenever we read a huge process takes place in our brain in order to know the meaning of a word and its role in a sentence. It is a fact that a student needs to be exposed to a word at least 15 times to completely internalize it. Most video games tend to repeat the same commands or dialogues more than one time, the player will be exposed to the scripts and be able to read them any time they appear. The player's memory fills in an important role here because he will be able to remember it and use it in spoken or written language whenever he needs it. God Of War or Silent Hill franchise, are suitable games for students because they have meaningful inquiry task that requires the player to travel a certain place to fill into the gaps of the game's lore and complete activities which includes short extensive readings to analyze. Those games are aimed for adolescents and adults because of the difficulty in the vocabulary that will be displayed on them. In each game the player will be able to find medical records from patients in hospitals, written thoughts from sanatorium patients in Silent Hill to pieces of Greek or Nordic history, stories related to gods, heroes, mythical creatures, and distinguished characters. In both cases the level of passages that will be found through the gameplay can go be varied from intermediate to advanced, however, the player will find himself in the need to read for detail, main ideas, or scan to find specific information. The readings will not be presented once or twice, but several times through the game.
Objective s	- Introduce students reading techniques; detailed, main ideas, and scanning. - Provide background and practice each technique. - Enhance the student's reading comprehension. - Give feedback on new words.
Resources	https://read.bookcreator.com/Q5Z5KbydJbMvLgO4sloXGlFQGSE2/yeOvIperTl ylzpJIrDIOFQ
Activity	**Non-classroom** - Ask the students to play from 20 to 40 min any of the games from each franchise or any which fits into the purpose of the activity. - Ask the students to write a journal with the main ideas of one of the readings he went through while playing. - Create vocabulary meant to add unknown words or expressions from the video game characters or readings.

	Classroom activity • Enquire students about something unusual from a reading found in the game. • Ask the students to share with the class the main ideas from a reading written in their journal. • Ask the student to rewrite a short passage from the video game, create questions about the reading. • Share new expressions with meaning and context to the class.
Conclusions	• A vocabulary enricher activity may be necessary before the students face the videogame. • Teachers need no monitor students' progress and aid with translation when needed.

UNIVERSIDAD TECNICA DEL NORTE

FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA

LICENCIATURA EN INGLES

Strategies to get teaching-learning insights through videogames

BY RICARDO SALCEDO 2021

INTRODUCTION

The elaboration of these activities are necessary indeed since video games are not usually considered at the time of teaching a language. It is relevant because in this way teachers can create brand new assignments to catch students' interest for a long period of time, but for students who like self-learning will be a fun challenge to go through

PURPOSE

The following activities are meant to be used in the classroom monitored by a teacher, so there can be a meaningful learning considering video games as an important source to motivate students, promote critical thinking and highlight the role of reading comprehention to solve puzzles in a game.

Taken from
www.pinterest.com

STRATEGIES TO PROMOTE READING

Inferring

The teacher can aid in bringing together what is written in the text, what is unwritten in the text, and what is already known by the student in order to extract and construct meaning from the text.

Monitoring-Clarifying

Here the teacher has an important role in thinking about how and what every student is reading, both during and after the act of reading. For purposes of determining if each of them is comprehending the text, combined with the ability to clarify and fix up any misunderstanding.

Questioning

Enquire the students every time they complete a reading activity with the intention to engage them in learning dialogues with peers or the whole class at once through self-questioning, question generation, and question answering.

Summarizing

Ask students to share their opinion about the reading, then to restate the meaning of the text in one's own words — different words from those used in the original text.

ACTIVITY 1

READING

1. Watch the picture and answer the questions.

    1. What do you think the woman is doing?
    2. What feelings do you think she has at that moment?

2. Preparing to read.
Look at the following words taken from the reading talk with
a classmate about their meaning. Use dictionary if necessary.

  Gallery
  Treasure
  Consequences
  Rebuff
  Extremely
  Light
3. What kind of text do you think is it?

_____

4. Scan for specific facts asked for the teacher.

  Numbers
  Names
  Locations
5. Discuss about a memorable video game experience you ha

  What was the name of the video game you played?
  How many times have you played that game?
  Share your personal experience to a partner

Taken from
www.pinterest.com

FENDERS
FINE
ART
&
APPRAISALS

October 3rd

Dear Mr. Rice,

The DeLalla painting in your collection needs to be
in a public gallery, not the private home of an
eccentric recluse who selfishly hordes such
treasures for his sole enjoyment. I have tried
repeatedly to get you to accept my generous offers
to purchase the painting, but once again you rebuff
me, leaving me no choice but to take drastic
measures.

It would be extremely unfortunate if certain details
regarding your son's suicide were made public. Give
me the painting, and I'll assure you that these
allegations will never see the light of day. Refuse
me, and face the consequences.

Sincerely,

Melissa Matlan

218 MAIN STREET, Phone 580-7334, SILENT HILL

ACTIVITY 2

READING

1. Read the text about a hero from DOTA 2.

His nature always leads him into trouble.
Monkey King was born to be naughty ...

For five hundred years he had to endure the pressure of the mountain, a stone jail that the ancient gods had invoked to stop his childish rebellion. But, according to what is said, Monkey King cannot die. So I wait. He endured until the gods came to offer him a chance at redemption, and accepted his commission to protect a young mortal on an arduous journey as a price for his freedom. Released from confinement, Wukong honorably fulfilled his oath and came to win the favor of the gods. But these would soon discover that not all souls are inclined to divine meditation: Monkey King craves adventure and glory, and it is time for new stories to be told.

SKIMMING

Read the article quickly to get the main idea of the entire article before answering the following detail questions.

2. Answer the questions.

* What do you think the text is about?
* Who is Wukong?
* How many time has the Monkey King waited in the mountain?

3. The following pictures appear in DOTA 2 can you guess the name?

_____

4. Create a short story about the Monkey King with the previous items. Use them all.

_____
_____
_____
_____

ACTIVITY 3

READING

1. Look at the picture. What can you think about it? Share your ideas with a partner.

2. Group work. On a piece of paper describe the picture in a sentence and pass it to the classmate in front of you so he can write whether he agrees or disagrees with yours.

3. Make an overall about your ideas and your classmate's. Check which idea was mentioned the most.

> **T**he Blades of Chaos.
>
> Kratos stared at them, a whirlwind of terrible memories flooding into his mind.
>
> *Locked deep inside of you, Kratos, is hope*, a soft feminine voice whispered inside his head, from a life he had buried away so long ago. *Hope is what makes us strong. It is why we are here.*
>
> Jarring memories of his tortured past flashed across his mind: splayed on a stone floor, motionless and bleeding from a self-inflicted wound, Kratos came to realize the gods would never allow him death by his own hand. So, to spite them, he collected up his blades, determined to find a way to free himself of their terrible curse. He watched a veritable menagerie of creatures fall to his indestructible weapons.

4. Read silently the extract about "The Blades of Chaos" from God of war. Read again use a chronometer to check how much time you take to complete the reading. Read again, try to improve your time.

5. Pay attention to the highlighted sentence in the reading. What do you think about it?

_____

6. Vocabulary. <u>Underline</u> the words you don't know. Write them in the space below and look for their meaning.

_____
_____
_____
_____

Taken from
www.pinterest.com

STRATEGIES TO ENCOURAGE SPEAKING

Who talks first?

When students turn and talk, decide who talks first. The person on the right? The person whose birthday is coming soonest? The person with the longest hair? Without this direction, some students dominate partner talk time.

Write, pair, share

Promote writing while silent thinking to improve the quality of the conversation and the number of students who contribute. As students write, I walk around, reading over their shoulders and writing things like, "That's good. Say that!" on the papers of quieter or less confident students.

Talking piece

For some small group discussions, you can use a ball as a talking piece that students pass around, only the person holding the ball can speak. Every student gets the ball once before anyone gets it a second time.

Musical shares

Put on a song, and students walk or dance around the room. When the music stops, they talk to the person closest to them about their ideas about the topic set by the teacher. I use a timer to ensure equity of sharing here each person speaks for one minute.

ACTIVITY 4

SPEAKING

1. Poster creator.

2. Join in groups of 4. Check you have enough materials to fulfill the task.

3. As a group, think of a video game and decide which character you will draw.

4. As a group, think about the qualities of the character you chose. Write them on a piece of paper.

5. As a group, choose the best ideas to describe the qualities from the character your gro chose.

6. Assign roles to each member of the group and get ready to make your presentation.

7. Write a brief draft of your presentation to hand in to your teacher. Here

_____

_____

_____

_____

_____

_____

_____

_____

Taken from www.pinterest.com

ACTIVITY 5

SPEAKING
Promoting critical thinking.

1. Debate.

2. Introduce the topic to the class. Do you think you can learn ENGLISH while video games?

3. Provide some insights about the topic so students can have an idea of how is it going to be like.

4. Divide the class into two groups randomly.

5. Set a leader for each group. He/she is going to be the one who gives word on each of their groups.

6. Give each group 5 to 10 minutes time to think about the pros/cons of the topic, organize, and assign roles.

7. Set a limit of time for the duration of the debate and the time each speaker will have to talk.

DEBATE

RUBRIC TO GRADE STUDENTS' SPEAKING PRODUCTION

Name:_____

	1	2	3	4	SCORE
QUALITY OF PRESENTATION	The presentation was not well organized and there were incomplete ideas.	The presentation was organized but there were some incomplete details.	The presentation was well organized and everything was complete in some way.	The presentation was very well organized and everything was complete in detail.	
VOICE PRONUNCIATION	The voice and pronunciation were not well rehearsed and was not enthusiasm.	The voice and pronunciation were not well rehearsed, but there was some enthusiasm.	The voice and pronunciation were well rehearsed, but there was not much enthusiasm.	The voice and pronunciation were well rehearsed and there was plenty of enthusiasm.	
EYE-CONTACT	The student/group looked at their notes most of the time and never looked to their classmates.	The student/group looked at their notes some of the time and made little eye-contact with their classmates.	The student/ group looked at their notes but mostly made eye-contact with their classmates.	The student/group looked at their classmates most of the time and rarely looked to their notes.	
PREPARATION	The student/group was not prepared.	The student/group was somehow prepared.	The student/group seemed mostly prepared.	The student/group was completely prepared.	
TOTAL OUT OF 16					

Own elaboration October 2021

CRITICAL THINKING

K-W-L Chart

Assessing What We Know/What We would like to Learn/What I have learned.
On this kind of chart, the student will have to write what he knows, what he would like to learn, and at the end of the lesson what he has learned about a specific topic.
This chart is used to promote self-reflection and to create critical thinking in the student.
It can be used in the classroom and outside of it to evaluate learning as the student plays a video game.

K	W	L
On this space write what you know about the topic	On this space write what you would like to know about the topic.	On this space write at the end of the lesson what you have learned about the topic.

Own elaboration October 2021

CRITICAL THINKING

The T-chart

The T-Chart is a graphic organizer students can use to compare and contrast ideas in a visual representation. T-Charts can also be used in any content area or genre, such as with books or book characters, scientific phenomena, or social studies events.
This organizer can be used in the classroom or outside of it to self-reflect in the learning as the student plays a video game.

Positive (+)	Negative (-)
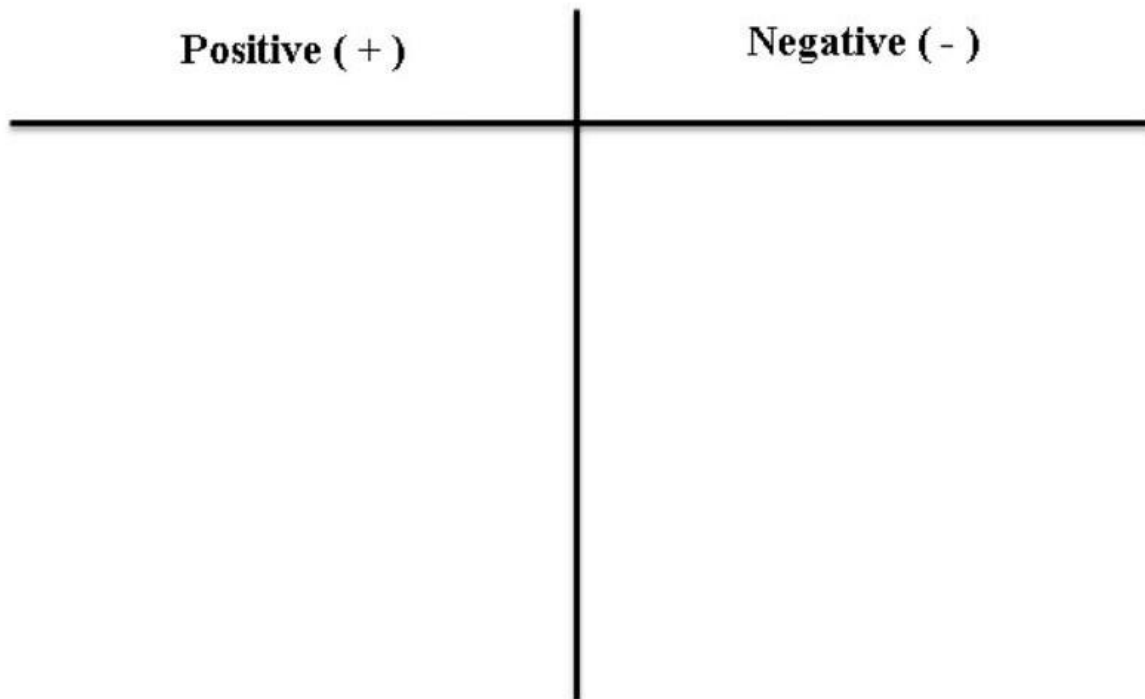
Own elaboration October 2021

MOTIVATING STUDENTS

Develop meaningful and respectful relationships

We need to know their interests and hobbies, who they hang out with, their family situations, and what gets them excited. Each student is going to require different motivational strategies, and we have to know them to be able to predict what strategies might work.

Grow a community of learners in your classroom

Students need a classroom environment that is safe, where they are willing to take risks and struggle. To achieve this goal, the students and teacher must work together towards common collective goals. Students must be willing to work with and assist other students in class. The struggle should be acceptable and encouraged as a part of the learning process

Be inspirational

Most adults can recall a specific teacher from their childhood who had a lasting impact. These are the teachers that have inspired, challenged, and motivated students enough to be memorable years later

Establish high expectations and establish clear goals

Setting high expectations and supporting students as they struggle allows learners to rise to meet those expectations. When expectations are transparent, students know where their learning is headed and are motivated to get there because it seems possible.

CONCLUSIONS

This research was focused on identifying the factors that help student-players to enhance receptive skills by playing video games. Therefore, the conclusions of this research are the following:

- According to the research English language learning not only takes place in the classroom, but it can also occur as informal learning outside of it, for instance, when playing video games, listening to music, or watching movies.
- Motivation fills in an important gap in the learning process. Video games offer a brand-new motivation through challenges that keep the student engaged and exposed to it. The teacher needs to provide different kind of it and additionally teach students that learning not always come to happen in the classroom
- Students hardly ever used video games in the classroom to create knowledge from interactive media, but for entertainment, by the way they were also exposed to the language having a written and spoken sample of it.
- Most of the students who were taken as the sample in this research claimed that they were able to internalize at least 3 words from video games every time they played.
- Video games should be considered at the time of assigning homework which needs to be carefully monitored applying some of the activities in order to promote the language production in the classroom and outside of it.
- Students may be in the need to use the language in non-classroom situations due to the new way of socializing or because of communication when playing a game as a group.
- Some video games offer different ways of the language some of them enables the students to develop solving problem skills or critical thinking due to the puzzles or riddles they have.

RECOMMENDATIONS

Some recommendations are based on the outcomes of the research. These recommendations are:

- Video games should be considered as a tool to enhance the student's listening, speaking, and reading skills.
- Students should be motivated so they can engage with the learning process.
- Teachers should use more interactive media in their classes to help the students acquire the language.
- Teachers and students should apply different techniques to learn and manage how much vocabulary the students can internalize, when using them, for instance, Dota 2 is a game in which most of its community speaks English this game can be recommended for students who want to learn more or to students who have a high level of production and reception of the language. Mobile games are the ones we can find on our cellphones, most of those are structured in the English language all of them can work to encourage students to learn more vocabulary.
- Teachers should assign homework using technological tools and platforms so the students can be exposed more time to English, as a result, students could enhance their listening reception and reading comprehension in order to promote motivation and self-learning.
- Teach students to use the language in non-classroom situations or activities so they can train their productive and receptive skills.
- Plan classes directed to train listening or reading skills by using activities like poster creator or a debate over any topic in order to promote the usage of the language in the classroom.

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