UCUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

The Influence of Video Games on the Acquisition of the English Language in an EFL Classroom

Trabajo de titulación previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés

Autores:

Gabriela Jazmín Benavides Angamarca

C.I: 0302054093

Correo: gabysjasmin@hotmail.com

Samantha Micaella Sánchez Rueda

C.I: 1718830563

Correo: kmika09@hotmail.com

Director:

Lcda. Juanita Catalina Argudo Serrano, PhD

C.I: 0102810249

Cuenca – Ecuador

30-08-2022

Resumen: El uso de los video juegos como herramienta para enseñar inglés es un tema que se ha venido estudiando en la última década debido al interés por mejorar la adquisición de este idioma. Se ha observado que la mayor parte de estudios se enfocan en métodos que pueden ser usados dentro de un aula para adquirir vocabulario; tales como, el uso de redes sociales o la música; sin embargo, se ha prestado poca atención al uso de video juegos como una herramienta útil para el aprendizaje de vocabulario en inglés. Los objetivos de esta síntesis de investigación son analizar los efectos de los video juegos en la adquisición del vocabulario en inglés y las percepciones de profesores y estudiantes sobre su en un aula de inglés como lengua extranjera. Los resultados indican que la motivación y la edad son de mayor influencia en la adquisición de vocabulario. Se encontraron puntos de vista positivos y negativos tanto de profesores como de estudiantes. Estas percepciones pueden ser consideradas para mejorar las estrategias de enseñanza y aprendizaje a través de esta herramienta dentro del aula.

Palabras claves: Video juegos. Influencia. Adquisición. Lengua extranjera. Aulas de clase.

Abstract: The use of video games as a tool to teach English is a subject that has been studied in the last decade due to the interest in improving the acquisition of this language. It has been observed that most studies focus on methods that can be used in a classroom to acquire vocabulary; such as the use of social networks or music; however, little attention has been paid to the use of video games as a useful tool for learning English vocabulary. The objectives of this research synthesis are to analyze the effects of video games on the acquisition of vocabulary in English and the perceptions of teachers and students about its use in an English as a foreign language classroom. The results indicate that motivation and age are more influential in vocabulary acquisition. Positive and negative views were found from both teachers and students. These perceptions can be considered to improve teaching and learning strategies through this tool in the classroom.

Keywords: Video games. Influence. Acquisition. EFL. Classrooms.

UCUENCA

Índice del Trabajo

UCUENCA

UCUENCA

UCUENCA

Cláusula de licencia y autorización para publicación en el Repositorio Institucional

UCUENCA

Cláusula de Propiedad Intelectual

Gabriela Jazmín Benavides Angamarca autor/a del trabajo de titulación "The Influence of Video Games on the Acquisition of the English Language in an EFL Classroom", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor/a.

Cuenca, 30 de agosto del 2022

_____

Gabriela Jazmín Benavides Angamarca

C.I: 0302054093

Cláusula de Propiedad Intelectual

Samantha Micaella Sánchez Rueda autor/a del trabajo de titulación "The Influence of Video Games on the Acquisition of the English Language in an EFL Classroom", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor/a.

Cuenca, 30 de agosto del 2022

_____

Samantha Micaella Sánchez Rueda

C.I: 1817830563

Acknowledgements

First of all, we thank God for giving us health and life to carry out this project. We cannot be more grateful to our family who was a fundamental support during this process. To our tutor, Lcda. Juanita Argudo Ph.D., we offer her our most sincere gratitude for giving us her trust and support throughout this work. Likewise, we would like to thank the University of Cuenca for providing us with learning opportunities.

Gabriela and Samantha

Dedicatory

This work is dedicated to my family, especially my mom, Esperanza who supported me during this trajectory teaching me that with effort we can always achieve our goals. Without her, it would not have been possible.

Gabriela

My special appreciation to my dear family; my mommy, my daddy, and my brothers, especially for my parents who have been the engine and my inspiration to achieve this. To God because without his blessing and love this wouldn't have been possible. Finally, to my love Erick with whom I have shared beautiful moments during this journey.

Samantha

Introduction

The acquisition of English through the use of video games can be considered an emerging topic in the educational system. Studies regarding the use of videogames in educational environments are novelties but researchers, teachers, and parents recognized that games can use these to develop some valuable skills and insights (Kirriemuir & MacFarlane, 2004). According to Ovalle and Vasquez (2019), there is a link between the use of video games and an increased uptake in vocabulary. Video games, and games in general, seem to lower the affective filter, and as a result enable students' language acquisition since in the virtual environment students work in a context without pressure**.** Therefore, Vásquez and Ovalle (2019) explain that video game users feel comfortable sharing their experiences, and even more, they learn vocabulary unconsciously.

This research synthesis aims to analyze the influence of video games on the acquisition of the English language in an EFL classroom by analyzing the different factors that influence the learning of English vocabulary through video games and teachers' and students' perceptions about the use of video games to acquire vocabulary in English in an EFL classroom. To reach these goals, this research synthesis will analyze several studies which will contribute to obtaining the necessary information for the understanding of the topic.

This research wants to explore different factors that influence the acquisition of the English language through video games. According to Krashen (1985), non-linguistic variables, like motivation and confidence, may have influenced learning. In conclusion, this topic is relevant in our educational field since it can help teachers to think about this tool to acquire the English language to be implemented in an EFL classroom in order to innovate their classes and improve students' learning in an interesting way.

Background

A videogame is a game that we play thanks to an audiovisual apparatus and which can be based on a story (Esposito 2005). Bergonse (2017) states that a video game is a kind of interaction between a player, a machine with an electronic visual display, and possibly other players, that is mediated by a meaningful fictional context, and sustained by an emotional attachment between the player and the outcomes of her actions within this fictional context.

The research on computer game-based language learning focuses on computer games as a virtual environment that supports language learning on its own and computer games as a tool or medium to facilitate collaborative learning (Ang & Zaphiris, 2008). Researchers Rudis and Poštić (2018) highlight that video games have a profound impact on language learning. The areas of most benefit are vocabulary and pronunciation. Derakshan and Khatir (2015) affirm that as a form of highly desirable entertainment, video games provide a positive and motivating atmosphere, which is perfect for adopting a foreign language. This has made students able to learn the language unconsciously since many of these video games are made in English. Computer games have advantages for education in general, and language learning in particular. They bring, for instance, dynamic features such as curiosity, fantasy, and challenge to the learning context, which could increase learners' motivation (Wang & Tahir, 2020). Ranalli (2008) also suggested that further exploration would be needed to find the potential of video games in developing the English vocabulary knowledge of Second Language (L2) learners.

Through the years, many studies have been conducted to analyze the possible effects of playing video games when learning English. The effect of playing an educational adventure video game, for example, Trace Effects, was examined by Bado and Franklin (2014). This adventure video game has been designed by a team of English as a Foreign Language (EFL)

professionals and aims at teaching American English. The results of quantitative and qualitative analyses indicated that playing the game contributed to improving the vocabulary knowledge, comprehension, and motivation of the EFL students. In a more recent study, Hwang et al. (2016) examined the effect of educational digital game-based learning activities on EFL speaking and listening skills. Results of their analyses revealed that while such games could not significantly affect the listening skill of the students, they could enhance their speaking ability. More specifically, the results showed that the students who used digital games could speak more frequently, accurately, and confidently.

Based on all of the above mentioned, it is necessary to analyzed the reported effects that video games have on EFL vocabulary acquisition.

Problem Statement

Video games have long been considered a distraction or hobby for students or teenagers. For many teachers, the use of video games is not related to learning, being considered as an ineffective or inappropriate method to acquire the English language (Prot, et al., 2012). Vásquez and Ovalle (2019) say that multimedia (including video games) has been related more to leisure activities with no or little relationship to learning; therefore, some people usually have the idea that video games are not useful at all. It has prevented some teachers from seeing video games as an effective tool that can be included in the learning process.

Furthermore, Shirazi, Ahmadi, and Mehrdad (2016) agree that video games can have quite negative effects on students' academic performance and on the learning process to acquire the English language. Chiong (2019) affirms that video games seem to be highly addictive and have a natural capability to engage players. Characteristics, such as visuals, music, storyline, gameplay, and characters, make them attractive to a considerable amount of people. However, nowadays technology has developed new techniques and new methods, so

now they are considered an effective tool that can be used in an EFL classroom (Moayad, 2012). Despite the negative effects, video games have demonstrated that they can be part of this (Serafin, 2016). Clark (2000) states that video games and cartoons engage learners' attention, create a non-threatening atmosphere in presenting information and have the potential to encourage the thinking process and discussion skills. Vásquez and Ovalle (2019) also explain that video game users feel comfortable sharing their experiences, and even more, they learn vocabulary unconsciously. In other words, they increased their vocabulary and felt more motivated to learn. Musa (2015) developed a case study using games like Minecraft (Mojang) and Candy Crush (King.com) and he concluded that the participants developed new groups of vocabulary when they played these games and that vocabulary acquisition occurred if the words were directly exposed to the player. Therefore, video games, despite being seen as a useful tool when learning and teaching English, are also considered a distraction for students, which could have negative effects on the learning process. Therefore, we intend to explain the effects of the use of video games in EFL learners by analyzing different research works.

Rationale

Over the years, the influence of video games on the acquisition of the English Language has been discussed. Some empirical evidence exists that games can be effective tools for enhancing learning and understanding of complex subject matter (Cordova & Lepper, 1996). Likewise, Gee (2005) alleges that learning by doing, in an entertaining way, is more effective than simply acquiring the facts without practicing them, and video games involve the gamer in practicing certain skills to reach new horizons in the game while the gamer's enjoyment is at its heights.

Furthermore, in a semi-ethnographic study carried out by Steinkuehler (2010) on a young adult student known by his online nickname "Julio", it was found that Julio's digital reading literacy acquired from video games, and video game fan-based online sites were as high as that of advanced-level reading texts.

Based on what has been presented in this section, analyzing the influence of video games on the acquisition of the English language is important for teachers to know how this tool of learning English such as video games could be implemented in an EFL classroom efficiently. Therefore, we consider this research synthesis as a useful type of investigation work to collect the most relevant information about the influence of video games on the acquisition of the English language as well as the perceptions of English teachers about this instrument to acquire a language.

Research questions

- What are the effects of learning English vocabulary through video games?

- What are EFL teachers' and students' perceptions about the use of video games to acquire the English language?

Objectives

General objective

- To examine the influence of playing English video games on the acquisition of the English vocabulary

Specific objectives

- To analyze the effect of video games on the acquisition of English vocabulary in an EFL classroom.

- To analyze EFL teachers and students' perceptions about the use of video games to acquire the English vocabulary in an EFL classroom.

Theoretical framework

Within the context of language learning, 'game-based learning,' sometimes called 'gamification,' refers to the borrowing of certain gaming principles and applying them to real-life settings to engage users (Trybus, 2015). Game-based learning has appeared as one of the innovative trends applied to education, more specifically, to English language learning settings (Pho & Dinscore, 2015). Many researchers and educators have started to employ a variety of game-based technologies to teach English to their students. However, Pho and Dinscore (2015) emphasize that game-based learning is not just creating games for students to play, rather it is designing learning activities that can increasingly introduce concepts, and guide users towards an end goal.

Likewise, it is important to define what 'the surplus theory' refers to. The APA Dictionary defines 'the surplus energy theory' or 'the energy surplus theory' as the hypothesis that children engage in locomotor play because they have excess energy that needs to be expended. Spencer (1973) also sustains that play is the result of surplus energy that exists because young learners are freed from the business of self-preservation through the activities of their parents, and so energy finds its release in the aimless exuberant activities of play.

The game-based learning methodology and the surplus energy theory are; therefore, the foundations of understanding how video games can impact learners' learning process and assimilation of the English language in English as a Foreign Language (EFL) contexts.

Game-based learning in an EFL classroom

Certainly, combining the use of video games with the assimilation of language patterns such as grammar patterns, vocabulary, idiomatic expressions, collocations, and the like is something worthy of analyzing. Language games are not activities mainly aimed to break the ice between students or killing time. Byrne (1995) defined games as a form of play governed by rules. They should be enjoyable. They are not just a diversion or a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun" (p. 1). Video games certainly have systematic sets of rules that learners follow. According to Carrier (1990), teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not to make the most out of a video game. They should also consider when in the class the game should be used. In addition, according to Richard-Amato (1996), even though games are often

associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. EFL teachers should then exploit all the language richness that can be found in most video games when applied to the field of language learning.

As stated by the authors above, understanding the mechanics of this type of learning methodology and some relevant considerations such as its potential benefits and drawbacks is of high importance for EFL instructors and learners to analyze whether this methodology is worth using for their educational purposes. EFL instructors must also analyze how to suit video games to their pupils' language learning needs.

The energy surplus theory

Friedrich von Schiller, an 18th-century poet, and philosopher was who first suggested that play was essentially the aimless expenditure of surplus energy (Rubin et al., 1983). He suggested that play resulted from the superfluous energy that remained after the primary needs were satisfied. When applied to the school context (Pellegrini & Smith, 1993), the energy surplus theory suggests that when children sit for prolonged periods in class, they accumulate surplus energy. Thus, physical activity at break time is necessary to blow off, or use up, this superfluous; energy so that they can then concentrate on the more sedentary tasks back in the classroom. Teachers in the USA believe that break time or recess enables children to fulfill their need to exercise, and playing video games qualify as a type of exercise; a mental exercise (King, 1987). They believe children can return to the classroom refreshed and ready for more work only after this surplus energy is dissipated. (King, 1987).

As evidence, the energy surplus theory completely endorses the idea that integrating video games into language learning has other benefits too. As explained previously, young learners and children often accumulate some excess energy that could perfectly be used upon playing this kind of game and learning language patterns. It is then up to EFL instructors to

find the most suitable ways to take advantage of the great energy young learners can put into performing activities such as language learning video games that combine entertainment and meaningful learning.

Motivation in the second language

In the words of Avedon and Brian (1971), the main reason why video games are considered effective learning aids is that they spur motivation and students get very absorbed in the competitive aspects of these games; moreover, they try harder at video games than in other courses or classroom activities. Besides, the use of innovative educational video games in the classroom can increase enthusiasm and reinforce previously presented didactic information. It is also a positive, interactive alternative method of teaching and information sharing. In addition, team learning and active peer-to-peer instruction are strongly reinforced by educational video games (Bailey, et al., 2006). Undoubtedly, video games increase students' involvement, motivation, and interest in the material and allow the instructor to be creative and original when presenting topics. (Odenweller, et al. 1998). Interactive video games also challenge students to apply the information learned in real-life situations or contexts, thus allowing them to evaluate their critical thinking skills. Overall, video games for learning English create a challenging constructively competitive atmosphere that facilitates interaction among students in a friendly and fun environment. Besides, through playing, students can learn English the way children learn their mother tongue without being aware they are studying; thus, without stress, they can learn a lot, as well as even shy students can participate positively and consequently elevate their motivation levels meaningfully (Odenweller, et al.1998).

As shown by evidence, not only do games create a rich environment full of interaction and stimulation for the students but they also increase students' attention and motivation significantly. It is because of all the components and features of a video game that children

feel excited about playing them, and sometimes without even realizing it, they are learning many new words and phrases in English that would help them improve their overall language proficiency.

Vocabulary acquisition

According to Nation and Beglar (2001), three general processes lead to successful vocabulary acquisition for subsequent retention and use (1) noticing, (2) retrieval, and (3) creative generative use. Noticing is a private experience necessary for converting input into the intake. Negotiation of meaning, brief explanations, simple definitions, and first language translations help to notice. If a word is retrieved from memory for subsequent use, it is more likely to be remembered later. Repetition, for example, is an effective activity in promoting retrieval (Nation & Beglar, 2001). Creative or generative use is utilizing the learned vocabulary in different contexts/ways. For example, generative use of vocabulary in a retelling task, the vocabulary used in separate directions as a kind of generativity, the vocabulary used in discussions in different contexts, and picture generative use of vocabulary have all resulted in better vocabulary learning (Thorne, et al., 2009). Consider a gamer who interacts (i.e., repeats, analyzes, and uses) with certain items to achieve a goal at different stages. These interactions provide many repeated encounters in different contexts. Also, the existence of visual cues (e.g., thumbnails, color codes, visual effects) helps the learners strengthen what they code into their memory regarding that item. Thus, interactivity promotes meaning-making among players (Thorne, et al., 2009).

Thus, acquiring vocabulary in a foreign language depends on these three processes (noticing, retrieval, and creative generative use) that the authors stated above have mentioned. Reaching learners' meaning-making activities could be a connected exercise that

will only be successful if those processes take place when learning new words, phrases, structures, and more vocabulary-related components of the English language.

Technology in EFL classes

Computer technology is identified to have the power of generating effective learning activities in a second or a foreign language. The development of computer networking results in an expansion of the range of computer-mediated communication to help students participate in the negotiation of meanings (Kern, et al., 2008). This is relevant to the need for interaction as the basic requirement of second and foreign language learning. Most writers on educational technology argue that computer technology in English language learning has created environments for promoting student participation, as well as generating authentic contexts for interaction and the negotiation of meaning. Computer technology has given facilities to English as a Second Language/English as a Foreign Language (ESL/EFL) teachers to present individualized instructions. Computer-assisted language learning (CALL) has been utilized for presenting self-contained, programmed applications such as tutorials, drills, simulations, instructional games, test practice, and so on (Hwang, et al., 2012). Some ESL/EFL teachers have also tried to use such general applications as word processors and presentation programs. Plus, game-based learning, a methodology that accounts for the use of technology applied to learning, can stimulate the active involvement of students in their language learning activities by promoting students' cognitive and affective development (Hwang, et al. 2012).

As aforementioned by Kern, et al. (2008) and Hwang, et al. (2012), all the technological aids applied to language learning introduced above (and many others) have been proven to be of great help for EFL learners. Therefore, this suggests that integrating the

use of proper technological resources into English language lessons yields satisfactory

language learning outcomes for English language learners in general.

Literature Review

"Video games are a legitimate medium of expression; they recruit important digital

literacy practices" (Steinkuehler, 2010, p. 63). Despite the traditional belief that video games

are unproductive and non-utilitarian tools, some scholars have opposed this view and

attempted to take a different approach to this issue (Ang & Zaphiris, 2008). Research has

proven that playing video games may have many benefits for education, more specifically for

the field of language learning.

The literature that has supported this project has been divided into three categories.

First, video games' influence on English as a foreign language (EFL) acquisition; second,

learners' academic development by using video games; third, vocabulary acquisition when

playing video games. Many investigators have described the influence of video games on the

acquisition of the English language in an EFL classroom.

Video games' influence on EFL acquisition

In the first place, several researchers have discussed various ideas explaining how

video games influence EFL acquisition. Some of the most relevant ideas were highlighted

from the analysis of the literature that responds to this category.

To begin with, research suggests that games have the potential to improve learning

outcomes and motivation in education (Bado & Franklin, 2014). Also, some empirical

evidence exists that games can be effective tools for enhancing learning, understanding, and

acquisition of complex subject matter (Cordova & Lepper, 1996). Likewise, Gee (2005)

alleged that learning by doing, in an entertaining way, is more effective than simply acquiring

the facts without practicing them, and video games involve the gamer in practicing certain skills to reach new horizons in the game while the gamer's enjoyment is at its heights. Gee (2005) also stated that "appropriate video games incorporate good learning principles, principles supported by current research in cognitive science that are proven to lead to language acquisition through several of their features" (p. 35). Besides, according to Moayad (2012), "in order to facilitate language acquisition, video games ought to be at the heart of teaching foreign languages; video games should be used at all the stages of the lesson, provided that they are suitable and carefully chosen" (p. 4).

Learners' academic development by using video games

This part of the literature is focused on describing some of the impacts that video games have on EFL learners' academic development and performance when their learning is combined with the use of video games.

Video games and especially educational video games are some of the techniques and procedures that the teacher may use in teaching a foreign language (Moayad, 2012). In Clark's words (2000), "many educators believe that students should construct knowledge through inquiry rather than receiving it passively through textbooks or lectures" (p. 13). In recent years, Digital game-based learning has been widely employed in learning and has revealed positive effects on motivation promotion and knowledge construction, as well as the acquisition of high-order abilities (Hwang et al. 2016). Prot et al. (2012) supported this claim by stating that, "video games have been successfully used to teach children and adolescents a variety of topics, such as reading skills" (p. 652). Similarly, several other components of the English language like vocabulary and pronunciation can be enriched and broadened while playing computer games, as a student is provided with authentic language (Serafin, 2016). Furthermore, a study done by Shirazi et al. (2016) found that playing video games has a significant effect on EFL learners' acquisition of speech acts of apology and request. Another

study on the use of Kahoot! Game proved that with high engagement, perception, motivation, and positive attitude from students, this game can influence students' reading comprehension achievement. What is more, the Kahoot! Game affects classroom dynamics, including the improved teacher-student interaction and student-student interaction, more favorable active participation in class, improved classroom atmosphere, and ease of question-answering in class (Wang & Tahir, 2020).

Vocabulary acquisition when playing video games

In this section, the literature is focused on the process of vocabulary acquisition when playing video games. Several authors explain how video games help vocabulary acquisition in EFL students. Some theories and annotations are worthy of consideration in this context.

The findings of a study focused on determining whether video games are useful to increase English language learners' vocabulary conducted by Musa (2015) reported that "all participants showed that they had added new words in their own dictionary" (p. 446). In addition, Ranalli (2008) in a study that analyzed the impact of playing *The Sims* also reported that playing this game in pairs contributed to improving vocabulary acquisition among English as a Second Language (ESL) learners.

Additionally, Ranalli expressed that "activities which involve learners in thinking about the words, like using games allow learners to remember the target words more easily" (p. 448). Therefore, video games have quite a few advantages in learning a language. The most obvious example is how video games provide visual cues alongside words to tell the player the name of an object which is not something one can find in a movie or a book. (Rudis & Poštić, 2018). Interactivity is another important feature of video games that helps with language acquisition since the proper understanding of what is going on and how to achieve objectives is crucial; this circumstance encourages the player to figure out what the

game is saying. As a result of this encouragement, the player will start actively learning the unfamiliar words and phrases (Rudis & Poštić, 2018).

Moreover, Vásquez and Ovalle (2019) sustained that, "video games seem to offer several opportunities to practice vocabulary in contexts and a teacher can use this type of technological resources to refine the skills acquired during the gameplay" (p. 186).

Finally, it can be concluded that video games may be a great pedagogical tool that teachers and students can exploit in order to learn all the concepts regarding EFL.

Methodology

Gülmezoglu (2005) states that a research synthesis is a process through which two or more research studies are assessed to summarize the evidence related to a particular question. To get the needed information and sources for this investigation work, an intensive research synthesis was developed. The data was collected by using Google Scholar to obtain different and appropriate articles related to our topic. The terms that were used for the search are 1. Vocabulary Acquisition, 2. Video games, 3. Influence, 4. Perceptions, 5. Learning. Likewise, the methodology considered for this research work has been bibliographic analysis, so we collected the reported information related to our topic from different investigation works.

We selected the articles that meet the following criteria. Firstly, the articles were empirical studies thus we could know in a specific way the influence of video games on EFL students. Second, the articles had to be related to the effects of English video games on EFL vocabulary acquisition. Third, we made a deeper focus on the research works based on the studies developed in EFL classrooms, for that reason, we considered publications written only in English. Finally, the studies that we analyzed were developed a maximum of 10 years ago, in this way we could examine more recent studies.

In order to obtain relevant information for our research, we revised the following journals: Journal of Foreign Language Education and Technology, Education and Learning Research Journal, Journal of Applied Linguistics and Language Research, and others.

Data Analysis and Results

In order to answer the research questions of this synthesis, 20 studies were collected and analyzed. These studies were classified into the following categories: factors that influence the acquisition of the English Language through video games, teachers' perceptions about the use of video games to acquire the English language, and the students' perceptions about the use of video games to acquire the English language. Data were organized in tables with their corresponding analysis and discussion.

Factors that influence the acquisition of the English Language through video games

This category analyzes the factors that influence the acquisition of the English language through video games. For this category, 14 studies were selected as they are focused on students' motivation and age.

Table 1

Factors that influence the acquisition of the English Language through video games		
Factors	**Nº of Studies**	**Author/Year**
Students' motivation.	**14**	Ang & Zaphiris (2008); Bado & Franklin (2014); Cordova & Lepper (1996); Hwang, Wu, & Chen (2012); Hwang, Chiu, & Chen (2016); Moayad (2012); Pho & Dinscore (2015); Rudis & Poštić (2018); Sánchez, Martí, & Aldás (2017); Serafin (2016); Shirazi, Ahmadi, &

		Mehrdad (2016); Trybus (2015); Vásquez & Ovalle (2019); Wang & Tahir (2020)
Students' age.	**2**	*Sánchez, Martí, & Aldás (2017); *Shirazi, Ahmadi, & Mehrdad (2016)

N= 14

*Studies are counted in more than one category

Students' motivation.

According to the analysis, some authors stated that students' motivation is vital for their acquisition of the English language through the use of video games since motivation is linked to the interest and input they show when learning English, (Ang & Zaphiris, 2008; Bado & Franklin, 2014; Cordova & Lepper, 1996; Hwang, et al., 2012; Hwang, et al., 2016; Moayad, 2012; Pho & Dinscore, 2015; Rudis & Poštić, 2018). Overall results suggested that students' intrinsic and extrinsic motivation are boosted when video games are combined with study sessions focused on acquiring the English language as their interest in learning is combined with the excitement of the video game itself.

Furthermore, based on the analysis of the studies, it can also be concluded that video games provide some solutions to certain aspects of language learning, especially in generating motivation and pleasure in the learners as they study English, (Sánchez, et al., 2017; Serafin, 2016; Shirazi, et al., 2016; Trybus, 2015; Vásquez & Ovalle, 2019; Wang & Tahir, 2020). With more motivated students, it is much easier for them to perform well in the

English language classroom and achieve their learning goals; as a result, teachers and students benefit significantly from these positive outcomes.

Students' age.

Another factor that influences students' acquisition of the English Language through video games is their age. According to Shirazi, et al. (2016), "different learning outcomes are obtained depending on students' cognitive development, which in most cases, is determined by their age, no matter the video game they pick" (pp. 1023-1024). However, students' age has been also important when selecting the video game to be used for learning the language as it determines the kind of content and input students will be exposed to (Sánchez, et al., 2017). Thus, after the analysis of the articles, it was possible to conclude that the student's English language acquisition process of different group ages, in most cases, wa expected to occur under their cognitive development and that the role of video games is to fulfill their need for entertainment.

Therefore, it can be concluded that students' age is generally an important factor that greatly influences the way students acquire the English language since it dictates what video-game students will choose and how they will make the most out of it when learning English.

Teachers' perceptions about the use of video games to acquire the English language

This category analyzes teachers' perceptions about the use of video games to acquire the English language. For this category, 6 studies were chosen as they go over the positive and negative perceptions that teachers have about using video games for acquiring the English language.

Table 2

Teachers' perceptions about the use of video games to acquire the English language		
Perceptions	**Nº of Studies**	**Author/Year**
Positive.	**4**	Prot, McDonald, Anderson, & Gentile (2012); Sánchez, Martí, & Aldás (2017); Taghizadeh & Hasani (2019); Wang & Tahir (2020)
Negative.	**3**	Moayad (2012); *Prot, McDonald, Anderson, & Gentile (2012); Steinkuehler (2010)

N= 6

*Studies are counted in more than one category

Teachers' positive perceptions.

Even though the idea of using games to improve the learning process in varied aspects of life is not new, it has been recently that teachers have started using video games for their class due to the proliferation of the Internet and multiple sorts of digital devices. Thanks to the spread of a motivating discipline named "gamification," video games have been used more in different educational methods. Within the overall analysis, many authors considered that it is necessary to examine how teachers perceive the use of video games for acquiring the English language, (Moayad, 2012; Prot, et al., 2012; Sánchez, et al., 2017; Taghizadeh & Hasani, 2019; Wang & Tahir, 2020).

Thus, the majority of authors of the analyzed articles have reported that teachers approved of the incorporation of video games into the acquisition process of the English language, (Prot, et al., 2012; Sánchez, et al., 2017; Taghizadeh & Hasani, 2019; Wang & Tahir, 2020). For example, Taghizadeh and Hasani (2019) mentioned that teachers "find it convenient to integrate all the advantages of video games (fun, thrill, dynamics, etc.) into the learning process" (p. 12). Given this example, it is worth mentioning that video games have emerged as didactic pedagogical resources that teachers can exploit to engage their students in the acquisition process of the English language.

Teachers' negative perceptions.

On the other hand, some teachers do not see video games as potential resources that can be suited to their lessons. Instead, they have considered them to be a source of distraction that would not contribute at all to the acquisition process of the English language, (Moayad, 2012; Prot, et al., 2012; Steinkuehler, 2010). Furthermore, some teachers also claim that it would be too complex to include video games as part of students' study plans without them becoming addicted or dependent on them (Steinkuehler, 2010).

In this way, it can be appreciated that some teachers consider video games to have more drawbacks than benefits. Interestingly, some of these teachers have highlighted the complexity of keeping a balance between their students' hours of play and study within a study plan. Teachers have mentioned that this lack of balance of time in a study plan is what makes most teachers consider video games as a nuisance rather than an aid, (Moayad, 2012). Moreover, the lack of focus students can develop with video games as part of their study is also a concern for them. However, the role of teachers in this process should be redefined because not all teachers favor the use of video games within English language classrooms and

their concerns must also be addressed, especially if they feel they cannot play a significant role in the adoption of video games in classroom learning.

Students' perceptions about the use of video games to acquire the English language

Finally, this category analyzes students' perceptions about the use of video games to acquire the English language. For this category, 11 studies were selected since they detail the positive and negative perceptions that students have when using video games for acquiring the English language.

Table 3

Students' perceptions about the use of video games to acquire the English language		
Perceptions	Nº of Studies	Author/Year
Positive	11	Bado & Franklin (2014); Cordova & Lepper (1996); Gee (2005); Hwang, Wu, & Chen (2012); Hwang, Chiu, & Chen (2016); Moayad (2012); Ranalli (2008); Rudis & Poštić (2018); Serafin (2016); Thorne, Black, & Sykes (2009); Wang & Tahir (2020)
Negative	2	*Rudis & Poštić (2018); *Serafin (2016)

N= 11

*Studies are counted in more than one category

Students' positive perceptions.

In the analyzed articles it was explained that most English language students have had positive attitudes toward the use of video games to learn English because they have had good experiences of both having fun and learning English while playing video games**,** (Bado & Franklin, 2014; Cordova & Lepper, 1996; Gee, 2005; Hwang, et al., 2012; Hwang, et al., 2016; Moayad, 2012; Ranalli, 2008; Rudis & Poštić, 2018; Serafin, 2016).

In several studies (Thorne, et al., 2009; Wang & Tahir, 2020), English language students have reported that their increase in motivation levels, the reduction of accumulated stress during class time, and therefore their intensity of involvement in the learning process, are good reasons that justify per se the introduction of video games as an ordinary educational tool and students' acceptance. Furthermore, most English language students may often lack the kind of excitement and motivation that video games offer in comparison to learning the language in traditional classrooms.

Students' negative perceptions.

In contrast, it is not very common to hear from students that video games are not good for learning English; however, there are some articles that prove that some students do, indeed, feel that video games should not be used to promote English language learning, (Rudis & Poštić, 2018). This can be due to factors related to these students' learning styles. For example, in Serafin's study (2016), students explained that they are very used to learning not only English but any other subject the traditional way. Consequently, this aspect of "habituation" in students' learning styles could not make them feel comfortable switching their way of studying and learning new things.

Undoubtedly, not many students would relate to this claim, but still, it has to be considered. Although it may not be a good idea to force students to learn in a certain way,

"teachers and students themselves, have to be aware and promote the belief that trying new things can open new possibilities to do something better" (Rudis & Poštić, 2018, p. 120). This is not an exception in the case of the use of video games to learn English; teachers should encourage their students to experiment with new methodologies of studying so they can avoid forming negative habituation of learning.

Conclusions

The main purpose of this research synthesis was to analyze the influence of video games on the acquisition of the English language in EFL classrooms by describing the effects of learning English vocabulary through video games and EFL teachers' and students' perceptions about the use of video games to acquire the English language. To do so, data was collected from research articles and studies focused on the use of video games applied to acquiring the English language. The findings of the data analysis were based on the research questions which were the basis for the conclusion section. Furthermore, important concepts from the theoretical framework were taken into consideration for writing the conclusions. The objectives of this study have been accomplished, and the conclusions will be further developed.

With regards to the first research question about the effects of learning English vocabulary through video games, it can be concluded that the use and application of video games in EFL classrooms have a strong impact on learners' capacity to retain words and chunks of language. This is because video games are built around realistic contexts that appeal to learners' interest to keep on learning vocabulary as they advance through the game and the different virtual settings (Vásquez & Ovalle, 2019). Furthermore, these learning outcomes are closely related to the factors that influence the acquisition of the English language through video games. These factors include students' motivation and age.

As revealed by the data collected, students' intrinsic and extrinsic motivation is key when acquiring any language. If learners are not motivated to first learn and then acquire a language, they would fail in doing so no matter how fun or entertaining a video game can be. However, as most video games positively influence students' motivation to learn most of the

time, video games were found to be great tools that contribute to learners' acquisition of the English language.

Students' age also played an important role in the acquisition process of the English language. In the studies analyzed, it was found that it is easier for young learners (5-8 years old) to learn and acquire the English language through video games since their brains retain information more easily and video games continuously expose them to new words, sounds, phrases, and more necessary information to learn and later acquire this language; therefore, the younger learners are, the better their brains will assimilate a language, and this assimilation will be even greater if learners use video games to do so (Sánchez et al, 2017).

In relation to the second research question concerning EFL teachers' and students' perceptions about the use of video games to acquire the English language, the data gathered led to the conclusion that the majority of English language teachers and students agreed on the fact that the use of video games in EFL classrooms is useful to learn and afterward acquire the English language due to the many benefits video games offer like developing students' motivation and capacity to acquire the main skills of the English language. Thus, it can be concluded that most English teachers and students positively accepted the application of video games in EFL classrooms to acquire the English language.

Nevertheless, a few English language teachers and learners did not consider video games as good tools to be implemented in EFL classrooms to acquire the English language since those teachers and learners claimed that video games can have more negative than positive outcomes when applied in EFL classrooms. For example, some teachers argued that video games can interfere with students' formal instruction by distracting them, and as a consequence students would not be able to meet their learning goals (Steinkuehler, 2010). Similarly, some students mentioned that the use of video games in EFL classrooms can affect

their capacity to concentrate on the content they are supposed to learn since some video games may pose a distraction to them (Rudis & Poštić 2018; Serafin 2016).

Finally, although it may be important to consider and analyze the negative effects video games could have on students' acquisition of the English language, in this research synthesis the advantages of the use of video games in EFL classrooms outweigh the disadvantages. Thus, as analyzed and explained throughout this research synthesis, it has been demonstrated that video games are indeed great tools that positively influence the acquisition of the English language in EFL classrooms.

Recommendations

After reviewing and analyzing some articles related to the use of video games and their influence on the acquisition of the English language in EFL classrooms, it has been noticed that there is a lack of research about this topic in the Latin American context, especially in Ecuador. There were only a few studies that took place in this region; therefore, more research needs to be developed. By doing so, English language learners and instructors can be conscious of the different ways in which video games can aid learners' acquisition of the English language by effectively combining formal language instruction with the application of video games in EFL classrooms.

Likewise, it is recommended for English language teachers to be constantly trained and prepared to effectively implement the use of video games to enhance English language instruction in their classrooms at least once in an academic term. Thus, pep talks, lectures, and seminars about the use of video games in EFL classrooms could be given in schools and English language institutes as part of English language teachers' training.

UCUENCA

References

Ang, S., & Zaphiris, P. (2008). Computer games and language learning. *Handbook of Research on Instructional Systems & Technology*, 449–462. https://doi.org/10.4018/9781599048659.ch032

APA. (n.d.). Surplus energy theory. In *dictionary.apa.org.* Retrieved January 10, 2022, from https://dictionary.apa.org/surplus-energy-theory

Avedon, M.E. & Brian, B.S. (1971). Learning through Games. The Study of Games. New York: John Wiley & Sons, Inc: pp. 315-321

Bado, N., & Franklin, T. (2014). Cooperative game-based learning in the English as a foreign language classroom. *Issues and Trends in Educational Technology*, *2*(2), 1–17. https://doi.org/10.2458/azu_itet_v2i2_bado

Bailey, C., Pearson, E., Gkatzidou, S. & Green, S. (2006). Using Video Games to Develop Social, Collaborative and Communication Skills. In E. Pearson & P. Bohman (Eds.), *Proceedings of ED-MEDIA 2006--World Conference on Educational Multimedia, Hypermedia & Telecommunications* (pp. 1154-1161). Orlando, FL USA: Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/23149/

Byrne, D. (1995). Games. *Teaching Oral English*. Harlow: Longman Group UK Limited: pp. 101-103

Carrier, M. (1990). Take 5: Games and Activities for the Language Learner, UK: np. pp. 6-11

Clark, C. (2000). Innovative strategy: Concept cartoons. *Instructional and Learning Strategies.*

https://media.gradebuddy.com/documents/2763091/6884e542-e198-40ca-94a1- 599b0c8e563e.pdf

Cordova, D. I., & Lepper, M. R. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of Educational Psychology*, *8*(4), 715–730. https://doi.org/doi:10.1037/0022-0663.88.4.715

Gee, J. P. (2005). Good video games and good learning. *PHI KAPPA PHI FORUM*, *85*(2), 33–37. https://gamesandimpact.org/wpcontent/uploads/2012/02/GoodVideoGamesLearning.pdf

Gülmezoglu, A. (2005). Research synthesis. From Research to Practice Postgraduate Training in Reproductive Health, Geneva

Hadfield, J. (1990). A Collection of Games and Activities for Low to Mid-Intermediate students of English. Intermediate Communication Games. Hong Kong: Thomus and Nelson and Nelson and Sons Ltd.

Hwang, G.-J., Chiu, L.-Y., & Chen, C.-H. (2016). A contextual game-based learning approach to improving students' inquiry-based learning performance in social studies courses. *Computers & Education*, *81*, 13–25. https://doi.org/10.1016/j.compedu.2014.09.006

Hwang, G.-J., Wu, P.-H., & Chen, C.-C. (2012). An online game approach for improving students' learning performance in web-based problem-solving activities. *Computers & Education, 59*(4), 1246–1256. https://doi.org/10.1016/j.compedu.2012.05.00

Kern, R., Ware, P., & Warschauer, M. (2008). Network-based language teaching Encyclopedia of language and education (pp. 1374-1385): Springer

King, N. (1987). Researching play in schools, in: G. FINE (Ed.) Meaningful Play, Playful Meaning (Illinois, Human Kinetics)

Kirriemuir, J., & MacFarlane, A. (2004). Report 8: Literature Review in Games and Learning. *Bristol: Futurelab*, (1-40). https://www.researchgate.net/profile/John-Kirriemuir/publication/32231341_Literature_Review_in_Games_and_Learning/links/566fce2108aecdcd23573c69/Literature-Review-in-Games-and-Learning.pdf?origin=publication_detail

Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The modern language journal, 73(4),* 440-464. https://doi.org/10.1111/j.1540-4781.1989.tb05325.

Moayad, M (2012). The effect of using educational games on the Students' Achievement in English Language for the primary stage. https://files.eric.ed.gov/fulltext/ED529467.pdf

Musa, J. (2015). Adding new vocabulary while playing casual games: young people in Brunei as a case study. *Sultan Hassanal Bolkiah Institute of Education (SHBIE)*, *7*(2), 442–450. https://doi.org/doi:10.5296/jmr.v7i2.6939

Nation, P., & Beglar, D. (2007). A vocabulary size test. *The Language Teacher, 31*, 9-13. https://www.sciencedirect.com/science/article/abs/pii/S1747938X19302155

Odenweller, C. M., Hsu, C. T., & DiCarlo, S. E. (1998). Educational card games for understanding gastrointestinal physiology. *Advances in Physiology Education, 275*(6), S78.

http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.419.3964&rep=rep1&type
=pdf

Pellegrini, A. & Smith, P. (1993). School recess: Implications for education and

development. *Review of Educational Research, 63*, pp. 51-67.

https://journals.sagepub.com/doi/10.3102/00346543063001051

Pho, A. & Dinscore, A. (2015). Game-based learning. *Tips and Trends, Instructional*

Technologies Committee. https://acrl.ala.org/IS/wp-

content/uploads/2014/05/spring2015.pdf

Prot, S., McDonald, K., Anderson, C., & Gentile, D. (2012). Video games: Good,

bad, or other? *Pediatric Clinics of North America, 59* (3), 2-14.

https://doi.org/10.1016/j.pcl.2012.03.016

Ranalli, J. (2008). Learning English with The Sims: Exploiting authentic computer simulation

games for L2 learning. *Computer Assisted Language Learning*, *21*(5), 441-455.

https://doi.org/10.1080/09588220802447859

Richard-Amato, P., A. (1996). Making it happen. New York: AddisonWesley Publishing

Group. pp. 192-199

Rubin, K., Fein, G. & Vandenberg, B. (1983). Play, in: E. Hetherington (Ed.) Handbook of

Child Psychology, Vol. 4 (New York, Wiley)

Rudis, D., & Poštić, S. (2018). Influence of video games on the acquisition of the

English language. *Research Gate*, *8*, 112–128.

https://doi.org/10.15388/Verb.2017.8.11354

Spencer, H. (1973). The Principles of Psychology, Vol. 2 (New York, Appleton)

Serafin, M. (2016). The influence of computer games on second language

    acquisition. *EDUTAINMENT*, (01), 79–86.

    https://doi.org/10.15503/edut.2016.1.79.86

Shirazi, M., Ahmadi, S. D., & Mehrdad, A. G. (2016). The effect of using video

    games on EFL Learners' acquisition of Speech acts of apology and

    request. *Theory and Practice in Language Studies*, *6*(5), 1019.

    https://doi.org/10.17507/tpls.0605.16

Steinkuehler, C. (2010). Video games and digital literacies. *Journal of*

    Adolescent & Adult Literacy, *54*(1), 61–63.

    https://doi.org/doi:10.1598/JAAL.54.1.7

Thorne, S.L., Black, R.W., Sykes, J.M. (2009). Second language use, socialization, and

    learning in internet interest communities and online gaming. *The Modern Language*

    Journal, 93, 802-821. https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-

    4781.2009.00974.x

Trybus, J. (2015). Game-based learning: What it is, why it works, and where it's going." *New*

    Media Institute, 56(3), 6-11. http://www.newmedia.org /game-based-learning--what-

    it-is-why-it -works-and-where-its-going.html

Vásquez, G. C., & Ovalle, J. C. (2019). The Influence of video games on vocabulary

    acquisition in a group of students from the BA in English teaching. *GIST*

    Education and Learning Research Journal, *19*, 172– 192.

    https://doi.org/https://doi.org/10.26817/16925777.707

Wang, A., & Tahir, R. (2020). The effect of using Kahoot for learning. *Computers*

    and Education, 9, 1-22. https://doi.org/10.1016/j.compedu.2020.103818

UCUENCA

Annexes

Appendix 1

List of primary studies for analysis

Ang, S., & Zaphiris, P. (2008). Computer games and language learning. *Handbook of Research on Instructional Systems & Technology*, 449–462. https://doi.org/10.4018/9781599048659.ch032

APA. (n.d.). Surplus energy theory. In *dictionary.apa.org.* Retrieved January 10, 2022, from https://dictionary.apa.org/surplus-energy-theory

Avedon, M.E. & Brian, B.S. (1971). Learning through Games. The Study of Games. New York: John Wiley & Sons, Inc: pp. 315-321

Bado, N., & Franklin, T. (2014). Cooperative game-based learning in the English as a foreign language classroom. *Issues and Trends in Educational Technology*, *2*(2), 1–17. https://doi.org/10.2458/azu_itet_v2i2_bado

Bailey, C., Pearson, E., Gkatzidou, S. & Green, S. (2006). Using Video Games to Develop Social, Collaborative and Communication Skills. In E. Pearson & P. Bohman (Eds.), *Proceedings of ED-MEDIA 2006--World Conference on Educational Multimedia, Hypermedia & Telecommunications* (pp. 1154-1161). Orlando, FL USA: Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/23149/

Byrne, D. (1995). Games. *Teaching Oral English*. Harlow: Longman Group UK Limited: pp. 101-103

Carrier, M. (1990). Take 5: Games and Activities for the Language Learner, UK: np. pp. 6-11

Clark, C. (2000). Innovative strategy: Concept cartoons. *Instructional and Learning Strategies.* https://media.gradebuddy.com/documents/2763091/6884e542-e198-40ca-94a1- 599b0c8e563e.pdf

Cordova, D. I., & Lepper, M. R. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of Educational Psychology*, *8*(4), 715–730. https://doi.org/doi:10.1037/0022-0663.88.4.715

Gee, J. P. (2005). Good video games and good learning. *PHI KAPPA PHI FORUM*, *85*(2), 33–37. https://gamesandimpact.org/wpcontent/uploads/2012/02/GoodVideoGamesLearning.pdf

Gülmezoglu, A. (2005). Research synthesis. From Research to Practice Postgraduate Training in Reproductive Health, Geneva

Hadfield, J. (1990). A Collection of Games and Activities for Low to Mid-Intermediate students of English. Intermediate Communication Games. Hong Kong: Thomus and Nelson and Nelson and Sons Ltd.

Hwang, G.-J., Chiu, L.-Y., & Chen, C.-H. (2016). A contextual game-based learning approach to improving students' inquiry-based learning performance in social studies courses. *Computers & Education*, *81*, 13–25. https://doi.org/10.1016/j.compedu.2014.09.006

Hwang, G.-J., Wu, P.-H., & Chen, C.-C. (2012). An online game approach for improving students' learning performance in web-based problem-solving activities. *Computers & Education, 59*(4), 1246–1256. https://doi.org/10.1016/j.compedu.2012.05.00

Kern, R., Ware, P., & Warschauer, M. (2008). Network-based language teaching Encyclopedia of language and education (pp. 1374-1385): Springer

King, N. (1987). Researching play in schools, in: G. FINE (Ed.) Meaningful Play, Playful Meaning (Illinois, Human Kinetics)

Kirriemuir, J., & MacFarlane, A. (2004). Report 8: Literature Review in Games and Learning. *Bristol: Futurelab*, (1-40). https://www.researchgate.net/profile/John-Kirriemuir/publication/32231341_Literature_Review_in_Games_and_Learning/links/566fce2108aecdcd23573c69/Literature-Review-in-Games-and-Learning.pdf?origin=publication_detail

Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The modern language journal, 73(4),* 440-464. https://doi.org/10.1111/j.1540-4781.1989.tb05325.

Moayad, M (2012). The effect of using educational games on the Students' Achievement in English Language for the primary stage. https://files.eric.ed.gov/fulltext/ED529467.pdf

Musa, J. (2015). Adding new vocabulary while playing casual games: young people in Brunei as a case study. *Sultan Hassanal Bolkiah Institute of Education (SHBIE)*, *7*(2), 442–450. https://doi.org/doi:10.5296/jmr.v7i2.6939

Nation, P., & Beglar, D. (2007). A vocabulary size test. *The Language Teacher, 31*, 9-13. https://www.sciencedirect.com/science/article/abs/pii/S1747938X19302155

Odenweller, C. M., Hsu, C. T., & DiCarlo, S. E. (1998). Educational card games for understanding gastrointestinal physiology. *Advances in Physiology Education, 275*(6), S78. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.419.3964&rep=rep1&type=pdf

Pellegrini, A. & Smith, P. (1993). School recess: Implications for education and development. *Review of Educational Research, 63*, pp. 51-67. https://journals.sagepub.com/doi/10.3102/00346543063001051

Pho, A. & Dinscore, A. (2015). Game-based learning. *Tips and Trends, Instructional Technologies Committee*. https://acrl.ala.org/IS/wp-content/uploads/2014/05/spring2015.pdf

Prot, S., McDonald, K., Anderson, C., & Gentile, D. (2012). Video games: Good, bad, or other? *Pediatric Clinics of North America, 59* (3), 2-14. https://doi.org/10.1016/j.pcl.2012.03.016

Ranalli, J. (2008). Learning English with The Sims: Exploiting authentic computer simulation games for L2 learning. *Computer Assisted Language Learning*, *21*(5), 441-455. https://doi.org/10.1080/09588220802447859

Richard-Amato, P., A. (1996). Making it happen. New York: AddisonWesley Publishing Group. pp. 192-199

Rubin, K., Fein, G. & Vandenberg, B. (1983). Play, in: E. Hetherington (Ed.) Handbook of Child Psychology, Vol. 4 (New York, Wiley)

Rudis, D., & Poštić, S. (2018). Influence of video games on the acquisition of the

    English language. *Research Gate*, *8*, 112–128.

    https://doi.org/10.15388/Verb.2017.8.11354

Spencer, H. (1973). The Principles of Psychology, Vol. 2 (New York, Appleton)

Serafin, M. (2016). The influence of computer games on second language

    acquisition. *EDUTAINMENT*, (01), 79–86.

    https://doi.org/10.15503/edut.2016.1.79.86

Shirazi, M., Ahmadi, S. D., & Mehrdad, A. G. (2016). The effect of using video

    games on EFL Learners' acquisition of Speech acts of apology and

    request. *Theory and Practice in Language Studies*, *6*(5), 1019.

    https://doi.org/10.17507/tpls.0605.16

Steinkuehler, C. (2010). Video games and digital literacies. *Journal of*

    Adolescent & Adult Literacy, *54*(1), 61–63.

    https://doi.org/doi:10.1598/JAAL.54.1.7

Thorne, S.L., Black, R.W., Sykes, J.M. (2009). Second language use, socialization, and

    learning in internet interest communities and online gaming. *The Modern Language*

    Journal, 93, 802-821. https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-

    4781.2009.00974.x

Trybus, J. (2015). Game-based learning: What it is, why it works, and where it's going." *New*

    Media Institute, 56(3), 6-11. http://www.newmedia.org /game-based-learning--what-

    it-is-why-it -works-and-where-its-going.html

Vásquez, G. C., & Ovalle, J. C. (2019). The Influence of video games on vocabulary

acquisition in a group of students from the BA in English teaching. *GIST

Education and Learning Research Journal*, *19*, 172– 192.

https://doi.org/https://doi.org/10.26817/16925777.707

Wang, A., & Tahir, R. (2020). The effect of using Kahoot for learning. *Computers

and Education, 9,* 1-22. https://doi.org/10.1016/j.compedu.2020.103818