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Educación Mención: INGLÉS**

TEMA:

**“VIDEOGAMES AND THE DEVELOPMENT ON ENGLISH LANGUAGE BACHELOR
STUDENTS FROM FIFTH LEVEL A AND B OF UNIDAD EDUCATIVA PICAIHUA,
FROM AMBATO CITY, PROVINCE OF TUNGURAHUA”**

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“Videogames and the development on English language bachelor students from fifth level A and B of Unidad Educativa Picaihua, from Ambato city, province of Tungurahua” investigated by Mr. Renato Emanuel Bautista Ullauri with I.D No. 180460605-9, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



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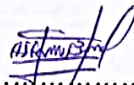
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V. TO

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IX. Abstract

AMBATO TECHNICAL UNIVERSITY
FACULTY OF HUMAN SCIENCES AND EDUCATION
LANGUAGES CAREER

THEME: “VIDEOGAMES AND THE DEVELOPMENT ON ENGLISH LANGUAGE BACHELOR STUDENTS FROM FIFTH LEVEL A AND B OF UNIDAD EDUCATIVA PICAIHUA, FROM AMBATO CITY, PROVINCE OF TUNGURAHUA”.

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Abstract

The following investigative work was conducted at “Unidad Educativa Picaihua”, the main objective of the study was to estimate the value of using videogames and it’s develop on English language learning. This research was carried out using a qualitative-quantitative methodological approach. The original data for the project was collected through the application of structured surveys, given to 50 bachelor students from the fifth level A and B and three language teachers belonging to the aforementioned institute. The research was then validated by collecting and analyzing results that came from specific surveys, which then enabled the numerical verification of the hypothesis. The information obtained was verified by the Correlation coefficient statistical calculation tool, which corroborated the infrequent use of different educational tools within classes. Therefore, this work concludes that videogames can contribute significantly on the development of English language. Thanks to games dynamism, students can improve fluency in a language as they move around in a free environment where they can use their language skills more spontaneously and without fear of making mistakes. In short, in a Spanish-speaking country, where the English language needs to reach higher academic levels, this may be the best way to expose students to the foreign language.

B. INTRODUCTION

This investigation aims at to estimate the value of the use of “videogames and its development on learning of the English language bachelor students from fifth level A and B of Unidad Educativa Picaihua”. Given that, videogames encourage the construction of knowledge and the improvement of skills through exposure to different cases or real problems. These environments allow both the simulation of experiences that students might have in the real world as well as the creation of compelling experiences that cannot normally be experienced directly (Winn, 2002). For this reason, the use of videogames is proposed as an educational tool to enhance the learning process of the English language of “bachelor students from fifth level A and B of Unidad Educativa Picaihua”. Undoubtedly, one of the causes that hinders the correct development of linguistic skills in English learners is the fear of being judged when they are expressed in the language they are learning, this directly affects the correct development of the English language.

The present investigation shows a structure divided into five chapters outlined below.

CHAPTER I: This chapter raises the problem of study, which makes reference to the adequate use of videogames in the development of the English language, contextualizing the problem, delimiting the research objective, justifying the study of it and, in turn, focuses on the objectives subject to the study of videogames and the development on English language learners.

CHAPTER II: This chapter focuses in a detailed way on the theoretical framework, the research antecedents, the fundamental categories of the variables, the hypothesis for the verification of the investigation, and the pointing of the variables.

CHAPTER III: This chapter details the methodology to be used, the basic modality of the investigation, the level or type of study, the description of the population, as well as the collection and processing of information.

CHAPTER IV: This chapter presents the analysis and interpretation of the results obtained through the application of surveys conducted by means of tabulations to arrive at the verification of the hypothesis applying the Correlation coefficient statistical calculation tool.

CHAPTER V: This chapter determines the conclusions and recommendations based on the results obtained as well as the objectives.

CHAPTER I. THE PROBLEM

1.1 Theme

“Videogames and the development on English language bachelor students from fifth level A and B of Unidad Educativa Picaihua, from Ambato city, province of Tungurahua”.

1.2 Problem statement

1.2.1 Contextualization

Cronquist and Fiszbein (2017) state that English language learning has become a relevant topic in Latin America. Countries have developed national strategies, creating educational programs and making large investments to expand access to English language learning opportunities. However, we live in a digital age where new methods and teaching tools that co-work with technology have been created. Though, there are still some teachers who make use of the traditional methods of teaching.

Although, Latin America is influenced by the United States an English-speaking country, the level of English in the South American region is still weak. According to the sixth edition of the world ranking of English language, Argentina was the only country in the region placed on the list of countries with high proficiency and only the Dominican Republic reached the moderate aptitude column. The remaining countries for which data are available were classified as low proficiency and very low proficiency (EF, 2016). Thus, certain countries decided to implement strategic plans to promote the development of the English language. Such is the case of Argentina that establishes that teaching of at least one foreign language in all primary and secondary schools of the country is mandatory (Ley Educación Nacional Argentina Art. 87, 2006).

In Colombia, the national strategy "Colombia Bilingüe" aims to foster the students' English skills and thus have a greater range of sociability and access to better job opportunities (Programa de Educación Colombia Bilingüe, 2014).

In Chile, the "National English Strategy" seeks to strengthen the command of that language to accelerate the integration of the country into the global world and, consequently, improve its competitiveness (Ministerio de Economía, Fomento y Turismo, 2014). Despite the great efforts of governments to promote English learning, the vast majority of teachers are still not able to handle new technologies, which presents an obstacle in improving the foreign language.

Videogames have great potential for teaching languages, mainly English. These are capable of inducing the learner to autonomous and pleasurable learning (Wright, 1984). Being motivated is essential in the process of assimilating a new language; the student to be immersed in these virtual worlds is encouraged in a fun way to make use of their cognitive and linguistic skills. However, most institutions in the country do not have the necessary equipment to implement this kind of teaching; in addition to that, the teachers are ignorant in the subject or they know it but they are not qualified in the management of technological tools. In this way, they do not encourage students to use video games, without knowing the great potential that these digital tools can have in the process of learning English.

Nowadays, English language is present throughout the world and it is considered the main element of communication between diverse cultures that share few or no common trait (Gaercés, 2014). In fact, Fishman (2002) argues that English knowledge is almost an indispensable condition for professional success. However, in our country, the students' lag in the English language is evident, the hours allocated to their teaching are irrelevant and although it is part of the traditional educational network, it is very few or almost nothing what is achieved with the workload which is assigned to the English subject. In addition, in the country, only 1.000 of the 15.000 public schools had a professional team of English teachers (El Telégrafo, 2014).

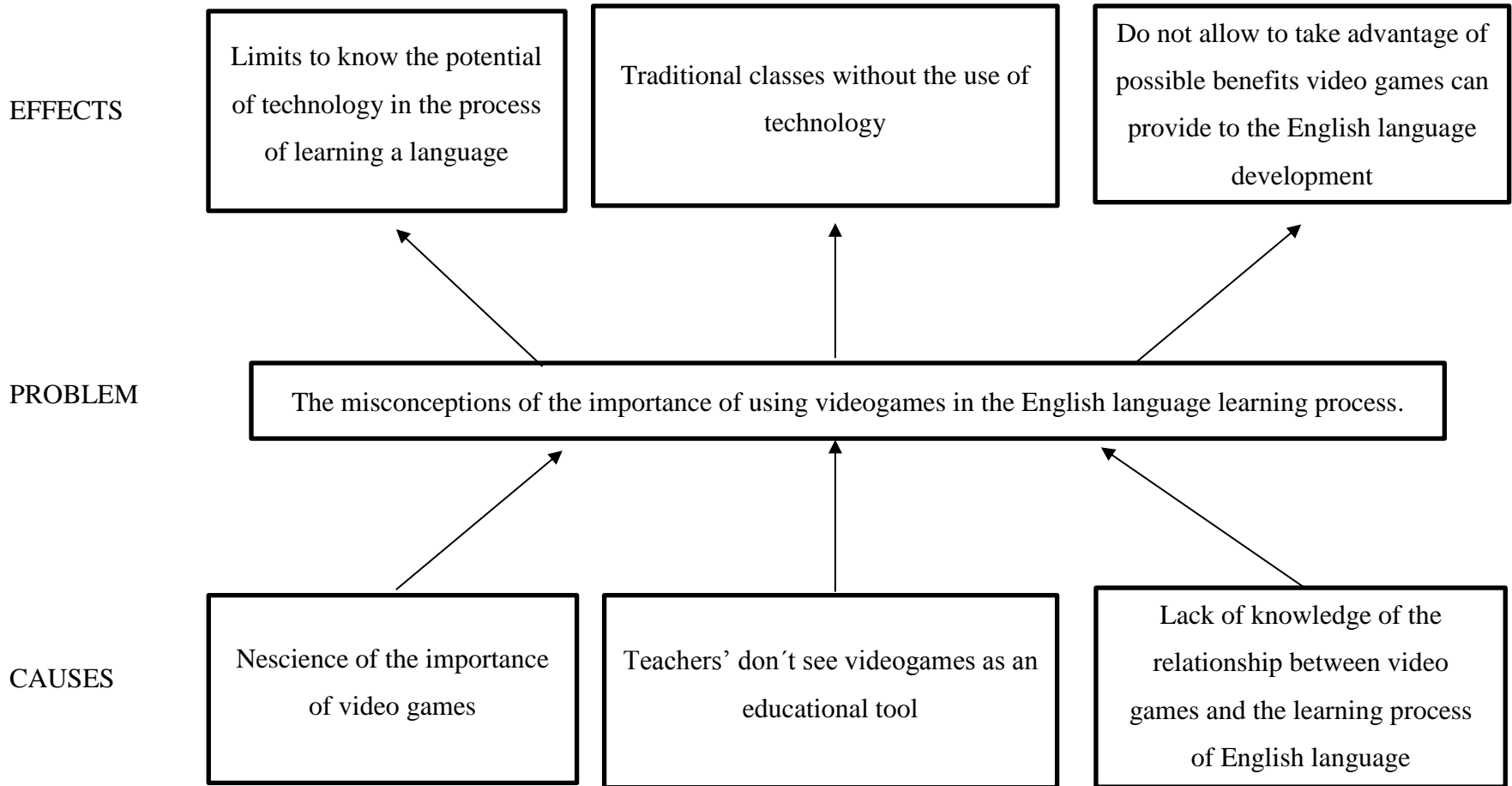
On the other hand, the curricular reforms implemented by the government into schools and high school education lacks of technical and pedagogical failures, which caused damage to the education system (Segovia, 2015). When the government tried to improve education by reducing the amount of time that teachers had to work, its position became administrative, which hindered the full delivery of their classes. In addition, very conventional books were introduced to the educational system and they ended up creating disinterest in the apprentices. Thus, Minister of Education (2014) through the Ecuadorian government in order to improve academic, social and economic opportunities for students, established agreement N.052, which authorized that teaching English must be compulsory in all public institutions in the country. Unfortunately, the lack of technological resources and humanistic training in new technological tools continues to be an obstacle to the development of the English language.

Unidad Educativa Picaihua, located in Ambato, in the province of Tungurahua, offers training leaders in their life projects, holistic training, secular empowering their knowledge, being, know-how, to meet the challenges of the new millennium (UEP Vision, 2014). Nonetheless, the prejudices that have arisen in this educative community around the videogames have promoted lack of information and misuse of these technological tools. Thus, teachers and parents are unaware of the great potential that these digital tools could have in English language learning. This presents a problem at the moment of using videogames as an instrument to enhance the cognitive and linguistics skills of English students, so the English language learning today results still tedious and outdated. Besides, since the government implemented into the Ministry of Education the districts and zonal departments, which are the committee's in charge of regulating public institutions, educational centers have ceased to be autonomous organizations and as a result, the work within the institutions is affected. In the same way, the government provided free books to all students of public institutions as a unique didactic resource, these are very simple and conventional, so they neither cope with the learner's needs nor do they promote the development of meaningful learning.

This is why the correct implementation of the new technological tools is indispensable to enhance the teaching of the English language in this educative community.

1.2.2 Critical analysis

Graphic 1 Problem tree



Elaborated by: Bautista, R. (2017)

Source: Direct research

The misconceptions of the importance of videogames influence the English language learning process of the “fifth level A and B bachelor students of Unidad Educativa Picaihua”, and they have transcended in the learning results.

Before implementing videogames in the classroom, it is important to know how to educate parents, teachers and students about the potential benefits that videogames can provide to the process of learning English, when they are used as educational tools. Otherwise, if we ignore the importance of videogames, the people who are part of this educative community will continue being limited to common classes’ style. Wasting in this way, all the potential that this technological instrument can offers to the process of learning a second language.

Many prejudices that ignorant people have created about videogames do nothing but blind them with apathy. Mainly teachers, who by do not see the potential and the positive effects that videogames can bring if they are used as an educational instrument. As a consequence, professors overlook the value of videogames in teaching, so they continue making use of traditional teaching manner that is the main cause of tedium classes and students boredom.

The lack of knowledge about the great connection there is between videogames and the learning process of English language, does not allow nor teachers neither students to take advantage of possible aids videogames can furnish to the better development of English language, particularly in today youths who love technology. As long as they are used properly and under the direction of an adult, videogames can have an interesting role in the process of encouraging the use of English as second language.

1.2.3 Prognosis

Videogames are bad for you? That's what they said about Rock 'n' Roll (Miyamoto, 2009).

The ignorance about digital educational tools creates routine learning processes of the English language, which is a cause of useless teaching. In the same way, the lack of using new technological tools in the process of learning a second language does not favor the construction of knowledge and reflection on the part of the learner. In turn, the acquisition of vocabulary and the assimilation of English grammatical structures are perceived as threatened. In addition, the linguistic and cognitive skills will be unproductive, creating demotivation in the student when learning the language. Also, the lack of understanding of the importance of the use of videogames as educational tools, make classes less practical and novel for learners when assimilating the English language. Is important to mention that having to pay or buy these tools weakens their implementation in the process of teaching the English language (Cordero, 2014). It is important to mention that, if the necessary forces were provided in the use of digital tools such as videogames, the progress and improvement of the language would be clearly visible. At the same time, the student will be exposed in a longer time to the English language. They will also have the opportunity to increase their language repertoire and boost up the development of language and cognitive skills, too. There are plenty of skills that can be learned by playing videogames. It is more interactive than watching TV, because there are problems to solve as you are using your brain (White, 2017).

1.2.4 Formulation of the problem

How the use of videogames impact on the English language learning process?

1.2.5 Research questions

- What is the importance of videogames?
- What is the theoretical support of the English language learning in relation to videogames?
- What is the relationship between videogames and English language learning?

1.2.6 Delimitation of the research object

Field: Education.

Area: English language training.

Appearance: Videogames and English language development.

Spatial delimitation: “Bachelor students from fifth level A and B of Unidad Educativa Picaihua, from Ambato city, province of Tungurahua”.

Temporal delimitation: October 2017- march 2018.

1.3 Justification

The following investigation is of remarkable **importance** since it will allow analyzing in detail the importance of using videogames in the classroom, the dimension of its influence, the effects on the personal learning process, and academic results in real context. The data of the respective inquiry will empower to the authorities, teachers and parents for taking of decisions and measures of control of the use of video games in after-school hours.

This research was carried out due to the great **interest** generated by videogames in current generations, so the need arises for teachers to master the new technological tools to bring their classes to life and be at the same level of technology knowledge that apprentices who participate in the learning process require.

This research is **innovative** since it awakens the interest of teachers and students get to know the real results of the effects of videogames in the language learning process. At the same time, it supports and encourages the implementation of new technological tools within the class plan in order to refresh, energize and motivate students learning.

The **feasibility** of this investigative work is supported by the collaboration of the authorities of the institution, teachers, and students who investigate the problem, its utility, in turn, will benefit all the people who are part of this educational community, especially English students within their academic performance.

The main **beneficiaries** of this work research will be students who dared to experiment with English language learning in an entertaining way, in addition, to improve its performance in academic and their motivation to learn the language. On the other hand, the results of this research could lead to teachers for implementation of new technology within the class plan strategies.

1.4 Objectives

1.4.1 General

To determine the effects of the use of “videogames and it´s development in the learning of the English language in fifth level A and B bachelor students of Unidad Educativa Picaihua, from Ambato city, province of Tungurahua”.

1.4.2 Specific

1. Define the importance of the videogames in the English learning process.
2. Evidence in a theoretical way that the use of videogames has an impact in the English language learning process.
3. Determine the advantages of using videogames in the English language learning process.

CHAPTER II. THEORETICAL FRAMEWORK

2.1 Investigative background

After having thoroughly inquired about previous research in the different universities inside and outside the country, the following topics were found based on what was expected of the development of the present research.

Chalá (2015) in his investigation carried out in the Honduras School of Ambato city, about “online games as the strategy for the cognitive development of the students”, has as the main objective to define the appreciation of teachers and students about the role that play videogames in the development of the cognitive process and its synthesis. In this work, the quantitative-qualitative methodology was used through the application of surveys to 59 students and 3 teachers in the fourth and fifth year of basic general education. After the respective analysis it was concluded that videogames can be a very useful mechanism in the learning a language due to the various benefits that these encompass and that are sometimes not found in the classroom. In the same way, the research modality used in this work presents a report of a direct research and bibliographic-documentary research. However, this research does not clearly identify the effect that the use of videogames has on learning the second language.

Ortega (2016) in his work developed in the province of Pastaza investigates “the magnitude of the influence of videogames on the development of auditory skills in the English language”. This research project was carried out with a qualitative-quantitative approach as real data obtained from surveys and observation processes applied to 120 first-year high school students and 4 English language teachers from Unidad Educativa San Vicente Ferrer, located in Puyo city during the academic period April - September 2016. The results showed that teachers consider that videogames for educational purposes are not only good, but also innovative and indispensable to enrich the learning process and at the same time motivates students to practice the language. Equally, this investigative work displays a modality guided on a field research and bibliographic-documentary research. However, the present investigation is irrelevant since it does not clarify the impact of videogames on the development of the four language skills of students.

Vosburg (2017) in his article published by CALICO JOURNAL, VOL 34, N°1 deals with “the effects of group dynamics on the learning and use of language in a massively multiplayer online game (MMOG)”. The investigation was made in Germany and was experimented with a group of students of the German language with the purpose of determining the collective interaction in the production of language of a participant in real time and the desire to communicate. The project lasted eight weeks in which two groups of students play World of Warcraft as an extracurricular activity. To verify the effects, some participants were interviewed while others wrote essays detailing their opinions. The results obtained evidenced several benefits particularly for language students (Godwin and Jones, 2014). In the same way, the research modality that was employed in this investigation shows information of a direct research and bibliographic-documentary research. However, the data obtained are irrelevant since they do not reflect our reality since the analysis was carried out outside the country.

Chen and Yang (2011) studied “the effects that adventure videogames have on second language learning”. The research was carried out with a group of 35 students of the English language of the National University of Taiwan. Participants were asked to install the videogame on their computers and to play it after school. Participants' appreciation of the game was measured by the use of surveys and written reports in which participants detailed their experience with the videogame.

The results were positive as they showed a significant advance in language skills and motivation to learn the language. Finally, the findings of this study conclude that adventure videogames such as Bone can encourage students to perfect their English language skills in addition to stimulating their learning. It's worth to say, this investigation presents a modality conducted by a direct research and bibliographic-documentary research, too. Although the collected data evidenced an advance in the development of the linguistic abilities of the students, these lack interest because this research was carried out outside our socio-cultural context.

Zhao and Linaza (2015) in their article named “the children process of learning is analyzed in a completely new videogame”. The research was conducted during 11 weeks with 50 children of 2nd, 4th and 6th grades of primary school. Students from 2nd, 4th, and 6th grades of basic classes were assembled to divide them into groups of 4 players with 2 boys and 2 girls in each group and were invited to play a newly launched game. The playing sessions were carried out,

in the months of March, April and May of 2012, in the Computer Lab of Principe de Asturias Public School of Madrid, located in the campus of Universidad Autónoma de Madrid, in Cantoblanco Spain. The obtained data evidenced a development of the capacity of autonomous learning between all the participants in this study. In addition, they strengthened their ability to resolve conflicts, cooperation and their ability to create meanings in a virtual world of the game, characters or concrete actions. In the same way, the research modality employed in this investigation shows a field research and bibliographic-documentary research. Finally, the growth of complex and important capacities during the interaction-learning process of the children: leadership, companionship, process control, among others was evidenced. Although the results collected are concrete, this study is not important since it does not clarify the effect of videogames in the development of the four skills of students of the English language.

2.2 Philosophical foundations

The present research was oriented by the critical-propositive approach since the researchers participated and collaborated actively in the process of social change from the research. It's critical because it seeks the understanding of a socio-educational phenomenon within the methodology as it is the use of videogames to strengthen the linguistic skills of students of the English language, and it's propositive since it seeks to propose alternative solutions to the problem investigated to satisfy the needs of society which is the medium in where the student develops.

When you learn something new, you incorporate it into your experiences and into your own mental structures. Each new piece of information is assimilated and deposited in a network of previous knowledge and experiences. The process is subjective since each person is changing according to his or her experiences. Experience leads to the creation of mental schemas that we stored in our minds and positively grew and became more complex through two complementary processes: assimilation and accommodation (Piaget, 1955).

The present research is based on the constructivist theories of Jean Piaget, Lev Vygotsky and David Ausubel that focus on learning as an internal and self-structuring constructive process. Understanding the language of others is not enough to understand words, you need to understand your thinking (Vygotsky, 1934). Vygotsky considers knowledge as the result of the interaction between the subject and the social and cultural media.

If I had to reduce all educational psychology to a single principle, I would state this: the most important factor influencing learning is what the student already knows. Find this out and teach yourself accordingly (Ausubel, 1983). Thus, the author expresses a true statement that is reflected in the motivation of the learner when assimilating new knowledge, thus achieving significant learning.

2.2.1 Ontological foundations

Within education, it is of utmost importance the development and development of man for the adaptation of any medium. That is why the implementation of videogames in the process of teaching the English language will help students in the improvement as a social entity since, videogames and the English language alliance the man to reach high levels of sociability in diverse means and social levels.

2.2.2 Epistemological foundations

The development of knowledge is conceived through different guidelines, but there is no doubt that, technological tools play a decisive role in this cognitive process. Through the present investigation, this will be possible since the study raises as one of its objectives to define the importance of videogames in the process of learning English.

2.2.3 Axiological foundations

For the development of this research the values practiced by the students will be taken into account, as well as those of the researcher; since each individual is unique and unrepeatable and that both his style and way of life vary from person to person. Thus, certain values such as respect, honesty, responsibility, patience, perseverance, teamwork among others are indispensable for the proper execution of the research.

2.3 Legal basis

The present investigation is endorsed in legal part by the laws established in the Constitution of the Republic of Ecuador (2008), the Organic Law of Intercultural Education (2012), and the National Plan for Good Living (2013- 2017).

La Constitución de la República del Ecuador establece:

Art. 26. - Educación

La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 80.- De la ciencia y tecnología

El Estado fomentará la ciencia y la tecnología, especialmente en todos los niveles educativos, dirigidas a mejorar la productividad, la competitividad, el manejo sustentable de los recursos naturales, y a satisfacer las necesidades básicas de la población. Garantizará la libertad de las actividades científicas y tecnológicas y la protección legal de sus resultados, así como el conocimiento ancestral colectivo.

La Ley Orgánica de Educación Intercultural (LOEI) constituye:

Art. 2.- Principios Generales

h) **Ínter aprendizaje y multiaprendizaje.** - Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo.

q) **“Motivación.** - Se promueve el esfuerzo individual y la motivación a las personas para el aprendizaje, así como el reconocimiento y valoración del profesorado, la garantía del cumplimiento de sus derechos y el apoyo a su tarea, como factor esencial de calidad de la educación.”

Art. 10. – Derechos

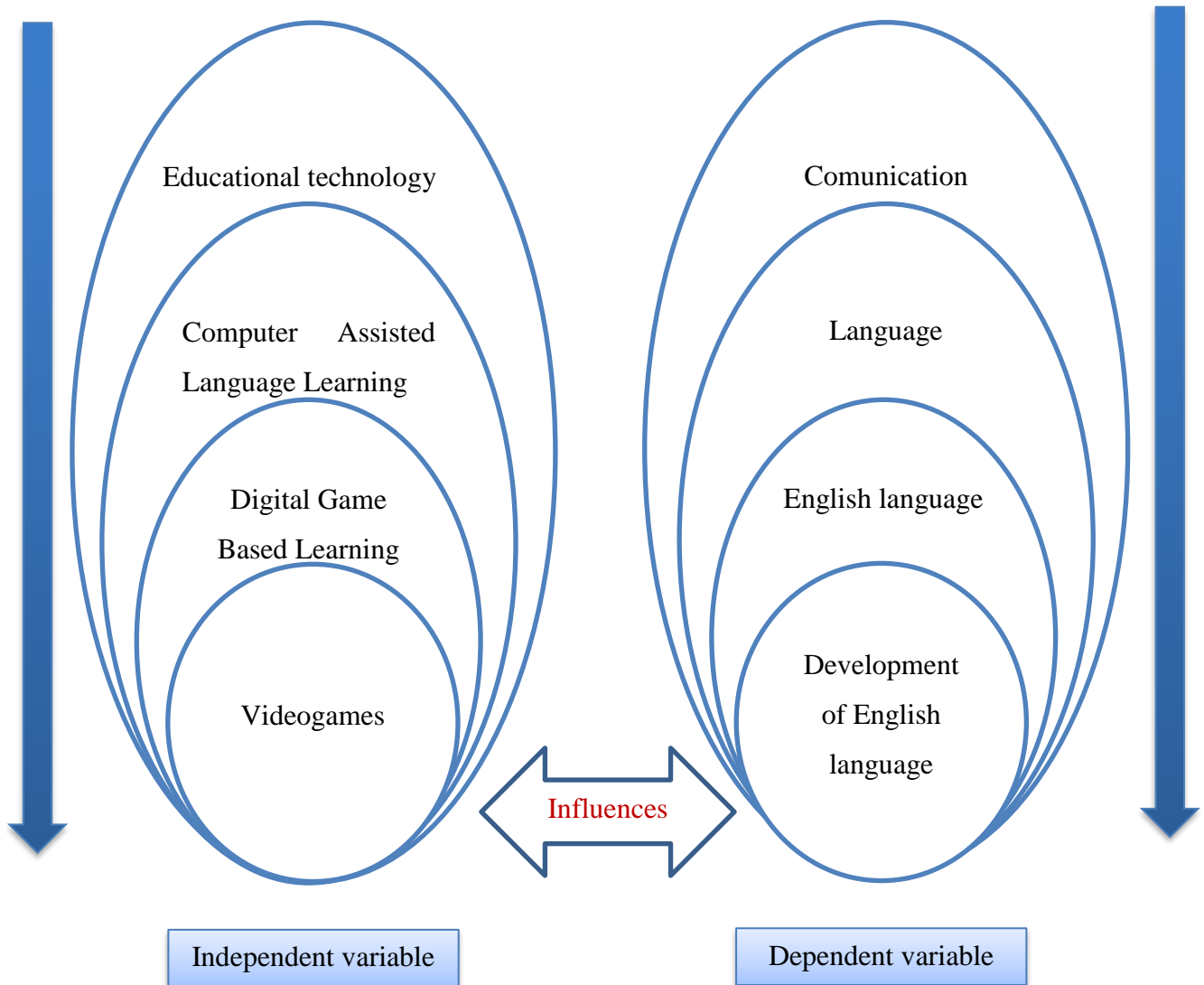
Las y los docentes del sector público deben:

- a) Acceder gratuitamente a procesos de desarrollo profesional, capacitación, actualización, formación continua, mejoramiento pedagógico y académico en todos los niveles y modalidades, según sus necesidades y las del Sistema Nacional de Educación".

El Plan Nacional para el Buen Vivir indica:

Lineamiento i: Promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior.

2.4 Main categories



Graphic 2. Main categories

Elaborated by: Bautista, R. (2017)

Source: Direct research

2.4.1 Dependent variable

2.4.1.1 Educational technology

Definition

Bravo (1993) describes Educational technology as the creative application of techniques and procedures, for the improvement of the educational system and for the prevention and solution of problems in which the systemic approach plays an important role. In other words, it is considered as the science, applications, and artifacts that make possible the practice and management of technological tools within the educational field. All this not only in order to meet the needs of educators and learners, in addition to enhancing the teaching-learning processes with the use of information and communication technology better known as ICT.

E. T. development on communicative means.

The invention of the abacus in 3000 BC originated the birth of technology. That was the moment that marked the beginning of computers (Saettler, 1989). For the first time, people had a calculator to do math operations. Technology continues to evolve day by day, so it has gone from being a peripheral factor to being more central in all forms of teaching (Area, 2000). However, Moreira (2009) arguments about the role of technology in education go back at least 2.500 years. To better understand the role and influence of technology in teaching, we must understand its historical foundations. These devices were created with the aim of helping people learn easier, faster, more practical and independent. In this way, the development of E. T. has been classified according to the main modes of communication.

For oral communication

Since ancient time's oral communication has been one of the first means by which our aborigines shared their knowledge. Through oral expression, there is an exchange of experiences, tales and stories between different people (Lengua y Literatura, 2016). With the use of spoken ability, stories were told, learned and discussed about certain facts.

For the ancient Greeks, speech was the means by which people learned and transmitted knowledge. Such is the case of *The Iliad* and *the Odyssey* of Homer that were poems of recitation and public interpretation. To be learned, they had to be memorized by listening, not reading or writing (Moreira, 2009). The first slate boards emerged in India in the twelfth century, however in schools they were implemented at the last of the XVIII century.

Educational Technology appeared in the USA at the end of World War II. A large number of citizens and military were instructed in the new technological tools to perform different tasks

(López, 2008). It is noticeable that most of the technologies used in education were not only developed for educational purposes but rather primarily business plans. Although the telephone system appeared in 1870, it never established itself as a relevant educational tool due to the high cost of telephone calls (Gutiérrez, 2003). Similarly, video conferencing is implemented as a compliment to other media since the 1970s but it was used since the 1980s (Garrido, 2003). In 1990, the electronic presentation tools and presentation software emerged. This induced to the development of visual technology and low-cost servers in the early 2000s. Subsequently, the realization of conference capture systems to record and transmit lectures in the classroom would entail what is now known as web seminars or online learning conferences.

For written communication

Writing in education also has a long history. Although Socrates criticized the use of writing, it is notable that written forms of communication originate analytical chains of reasoning and argument much more concrete, reproducible and distorting, that is, more open to analysis and criticism (Bates, 2014). With the creation of the printing press in Europe in the 15th century, doors were opened to make written knowledge more available to the public.

The advances of transportation in the nineteenth century, and particularly the creation of an economic and secure postal system in the 1840s, led to the development of the first formal education by correspondence, with the University of London offering an external degree program by correspondence since 1858 (Bates, 2014). This first formal program of distance studies is still part of the curriculum offered by the International program of the University of London.

Through the development of web learning management systems in the 1990s, textual communication, although digitized, became, at least for a short time, the main means of communication for Internet-based learning (Alarcon, 2010). In spite of this, at present, the capture of conferences has transformed the digital communication and therefore the teaching.

Broadcast and video

The British Broadcasting Corporation (BBC) began broadcasting educational radio programs for schools in the 1920s. The first adult education broadcast of the BBC in 1924 was a talk on insects in relation to man. In the same year, JC Stobart, the new Director of Education at the BBC, reflected on a radio broadcasting university in the Radio Times magazine (Robinson, 1982). Television as an educational medium appears for the first time in 1960, being one of its purposes to promote education and learning.

In 1969, the British government instituted the Open University (OU), this was associated with the BBC in order to create university programs open to the public, these focused on the explicit use of printed materials that were designed by the OU team, and radio and TV programs made by the BBC (The Telegraph, 2016). Although, radio programs mainly included oral communication, television programs focused more on common formats of television, such as documentaries, demonstration of processes and cases (Bates, 1985). In other words, the BBC focused on television's attributes.

Over the time, as new technologies were introduced, such as audio and video tapes live broadcasting, especially radio, OU programs and BBC were relegated. However, there are still some educational channels that are currently broadcast as History Channel and the Discovery Channel. Gerbner and Gross (1976) argue that as some sociological and educational studies have shown, the influence of television on children is undoubted. Being sometimes, even, greater than the one that the family or school exercises on them (Postman, 1991). Children and young people are continually being bombarded by a large amount of audiovisual information. However, they are not capable of categorizing and discerning it.

By 1970, television for education was already known all over the world. International agencies such as the World Bank and UNESCO saw it as a revulsive to education in developing countries, but their hopes quickly faded when they touched the reality. The lack of electricity, the cost of equipment, training for teachers and local language and cultural issues presented obvious problems. Satellite broadcasting began to be available in the 1980s. In India, the INSAT satellite, launched in 1983, was initially used to offer locally produced television educational programs throughout the country, in several indigenous languages, using recipients and Indian design televisions in local community centers, as well as schools (Bates, 2014). Today satellites are still used for tele-education in the poorest areas of the country.

In the 1990s, the cost of producing videos decreased dramatically due to the digitization of technological devices and access to high-speed Internet. The decrease in costs led to the development of conference capture systems, the same ones that allow students to see videoconferences at any time and place just with an internet connection. Massachusetts Institute of Technology (MIT) began making their recorded lectures available to the public, free of charge, through their Open Course Ware project, in 2002 (Garcia, 2011). YouTube started in 2005 and was purchased by Google a year later (Prieto 2012). YouTube offers video clips that can be downloaded and integrated into online courses for brief and autonomous education to present educational videos for students who had difficulties with math the Khan Academy started using YouTube in 2006 (Fort, 2012). Apple Inc. in 2007 created iTunes, a

portal where students can play audio or video classes, read books, watch presentations and participate in debates (Apple Inc., 2014). It can clearly be seen that the audiovisual media has become so strongly consolidated in education that it would be essential to use it in the teaching process.

Computer networks

Arpanet in United States was the first network to use Internet protocol in 1982. In the late 1970s, Murray Turoff and Roxanne Hiltz at the New Jersey Institute of Technology were experimenting with blended learning, using the computer network internal of NJIT. They combined teaching in the classroom with online discussion forums and called it computer-mediated communication (CMC) (Hiltz and Turoff, 1978).

In the 1980s at the University of Guelph in Canada, a commercial software system called "cozy" was developed. This allowed online group discussion forums. In 1988, the Open University in the United Kingdom offered the first mass online course, DT200, which in addition to the traditional means used by the OU of printed texts, television programs, and audio cassettes, also included an online discussion component that used cozy (Bates, 2014). From here emerges the programmed learning that makes use of computer networks to favor communication between students and teachers.

Before the Web, long and slow methods were required to load text and search for material on the Internet. In 1991 Berners Lee created the World Wide Web, which is an application that runs on the Internet that allows users to create and link documents, videos or other digital media, without the need for the user to transcribe everything in the form of computer code (Lozada, 2014). The first web browser, Mosaic, was made available in 1993. Since then several search engines have been developed on the Internet, such as Google, created in 1999, which became one of the most important search engines in the current world.

Online learning environments

In 1995, the Web enabled the development of the first learning management systems (LMSs), such as WebCT (which later became Blackboard). LMSs provide an online teaching environment, where content can be loaded and organized; as well as providing spaces for learning objectives, student activities, assignment questions, and discussion forums. The first fully online courses started to appear in 1995, some using LMSs, others just loading text as PDFs or slides (Bates, 2018). The materials were mainly text and graphics LMSs became the

main means by which online learning was offered until lecture capture systems arrived around 2008.

By 2008, George Siemens, Stephen Downes, and Dave Cormier in Canada were using web technology to create the first connective Massive Open Online Course (MOOC), a community of practice that linked webinar presentations and/or blog posts by experts to participants' blogs and tweets, with just over 2.000 enrollments (Vázquez, 2014). The courses were open to anyone and had no formal assessment.

In 2012, two Stanford University professors launched a lecture-capture based MOOC on artificial intelligence, attracting more than 100.000 students, and since then MOOCs have expanded rapidly around the world (Vázquez, 2014). Students growing up in this digital age have extensive exposure to a variety of media. As result companies such as Google, Verizon, Microsoft are funding schools to have created programs that train students to teach through technology, which may lead improve their academic performance.

Social media

Social media is a sub-category of computer technology, even though its development deserves a section of its own in the history in the educational technology. Particularly, social media consist of a group of Internet-based applications that allow the creation and exchange of user-generated content, focusing on interactions among people in which they create, share or exchange information and ideas in virtual communities and networks (Kaplan and Haenlein, 2010). In other words, social media includes all the different technologies, including blogs, wikis, You-Tube videos, mobile devices such as phones and tablets, and networks such as Twitter, Skype and Facebook.

Social media goes hand in hand with the young's generation. When writing in social media guys just being integrated into formal education, and to date; their main educational value has been in non-formal education, such as fostering online communities of practice, or around the edges of classroom teaching, such as 'tweets' during lectures. Despite this is very noticeable the great potential social media has on learning.

Means of teaching or teaching materials

The means of teaching or better known in the educational field as teaching materials are a particular type of physical objects that store information and foster the intellectual and integral development of apprentices (Sonnile, Phiri, and Nkosha; 2000). Therefore, teaching materials are essential tools for academic formation as they facilitate tangible information that guides the

learning process. Likewise, it should be emphasized that this model of educational tools is designed and elaborated explicitly to facilitate and enhance the process of teaching-learning at any level or modality of education. In addition, they contribute with a solid basis for conceptual thinking, besides contributing to the increase of the individual lexicon (Ogalde and Bardavid, 2007). Each teacher requires a range of tools in order to assist and support student learning. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways.

Types of educational teaching materials

At the present time there are several means and didactic materials of which a teacher can make use to strengthen the teaching-learning process. Among the main ones we have:	
Manipulative means	Are characterized by being real elements of the environment that favor mainly the psychomotor development, for example, animals, plants or toys.
Printed media	Materials produced by some artifact of printing like books, texts among other textual means.
Audio-visual means	They use audio and sound at the same time as: projectors, computers, videos, among others.
Auditory media	Are all the artifacts that use sound as a mechanism of communication, music, CDs, and radio are part of them.
Digital media	They are distinguished by their contents of audio, video and images that have been digitally compressed and can be manipulated and reproduced in computers or computer networks, such as video games, web panels, WMA files or MP3, among others.

Table 1. Types of educational teaching materials

Elaborated by: Bautista, R. (2017)

Source: Direct research

The means, the processes of design and development of the curriculum.

Technology does not guarantee effective learning and the inappropriate use of it can even hinder it (Branford, Brown, and Cocking; 2000). Curricular materials are a key strategy for the dissemination and development of educational innovations since curricular materials not only influence what students can learn. It also refers to the processes of formulation and implementation of curricula, which is through the teaching materials how it is transmitted to teachers in what the philosophy and pedagogical content of a curricular program or project, so that its influence. Gimeno (1988) mentions that it is imperative in the development or implementation of the curriculum in the classroom and it consequently, any curricular material will adopt very different characteristics, formats, and functions depending on the model of curriculum that is used. These can be a technical conception or a practical conception.

The media have gone from being conceived as elements attached to the curriculum to associating them with objectives, contents, educational strategies, attending to their objective, a practice of improving the educational process (Cabero et al., 1999). There are multiple factors that may favor, either hinder or distort the development of a new curriculum. Among the set of factors and conditions, material resources to support innovation play an important mediating role between the goals, philosophy, and content of change and teachers and their pedagogical practices.

Technological literacy

More recently, it was stated in the official curriculum that, technological literacy is what every person needs in order to be an informed and contributing citizen for the world of today and tomorrow (ITEA, 2003). One of the substantive functions that justify schooling is literacy, thus, the process of training a subject so that he can access and understand the contents and symbolic forms through which knowledge and culture are transmitted. Master the tools and codes that allow him to express himself and communicate socially. During the last two centuries, literacy was taught to read and write through textual codes in printed materials.

The processes of integration of TICs in schools are very complex and the changes in the organization that is involved are one of the keys to address its complexity (Gargallo et al, 2004). It is evident that today the concept of literacy includes the good use of new sources of access to information, as well as mastering the skills of decoding and understanding systems and multimedia symbolic forms of knowledge representation. Therefore, it is necessary to educate in the mass media, and offer students and teachers knowledge, even if basic, of the technology that sustains them (Gómez, 1999). In this way, we can talk about multiple literacies, that is,

auditory or musical, visual, audiovisual, digital, informational, since the contexts, channels and forms of communication are diverse. That implies the need to train individuals and communities in the interpretation of the signs, icons, and texts of each of those forms of communication.

There is in our context an important theoretical production on new literacies, especially those known as information literacy or ALFIN, and the so-called technological or digital literacy (Gutiérrez, 2003). In other words, literacy in digital culture involves learning to use the devices, the software linked to them, the development of cognitive skills or abilities related to obtaining, understanding and elaborating information and with communication and social interaction through the technologies. To these training areas, we will add the cultivation and development of attitudes and values that give meaning and moral, ideological and political significance to the actions developed with technology.

2.4.1.2 Computer Assisted Language Learning

Definition

CALL is a technological tool used in the educational field that in recent years has generated great expectation among several language teachers, it investigates and study of applications of the computer in language teaching and learning (Levy, 1997). It is seen as an approach to the learning process in which the computer is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a substantial interactive element. The computer revolution is more than just technological advances; it can change the world and our society just as the Industrial Revolution did (Ahmad et. al, 1985). The new technologies have not only contributed and promoted the development of today's society, but also provide innovative experiences in the teaching-learning processes.

CALL **ideology** is based on didactic instruments aimed at the autonomous motivation of the learner. The same ones that are designed taking into account the principles of autonomous and interactive learning, are also based on different theories of learning (Behaviorism, cognitivism or constructivism) such as that constitutes interaction and dialogue as an essential part of the intrapersonal functions that originate the acquisition of language (Brunner, 1960). Specifically, CALL use computer technologies that promote educational learning, including word processing, presentation packages, guided drill and practice, tutor, simulation, problem solving, games, multimedia CD-ROM, and internet applications such as e-mail, chat and the World Wide Web (WWW) strictly for academic purposes.

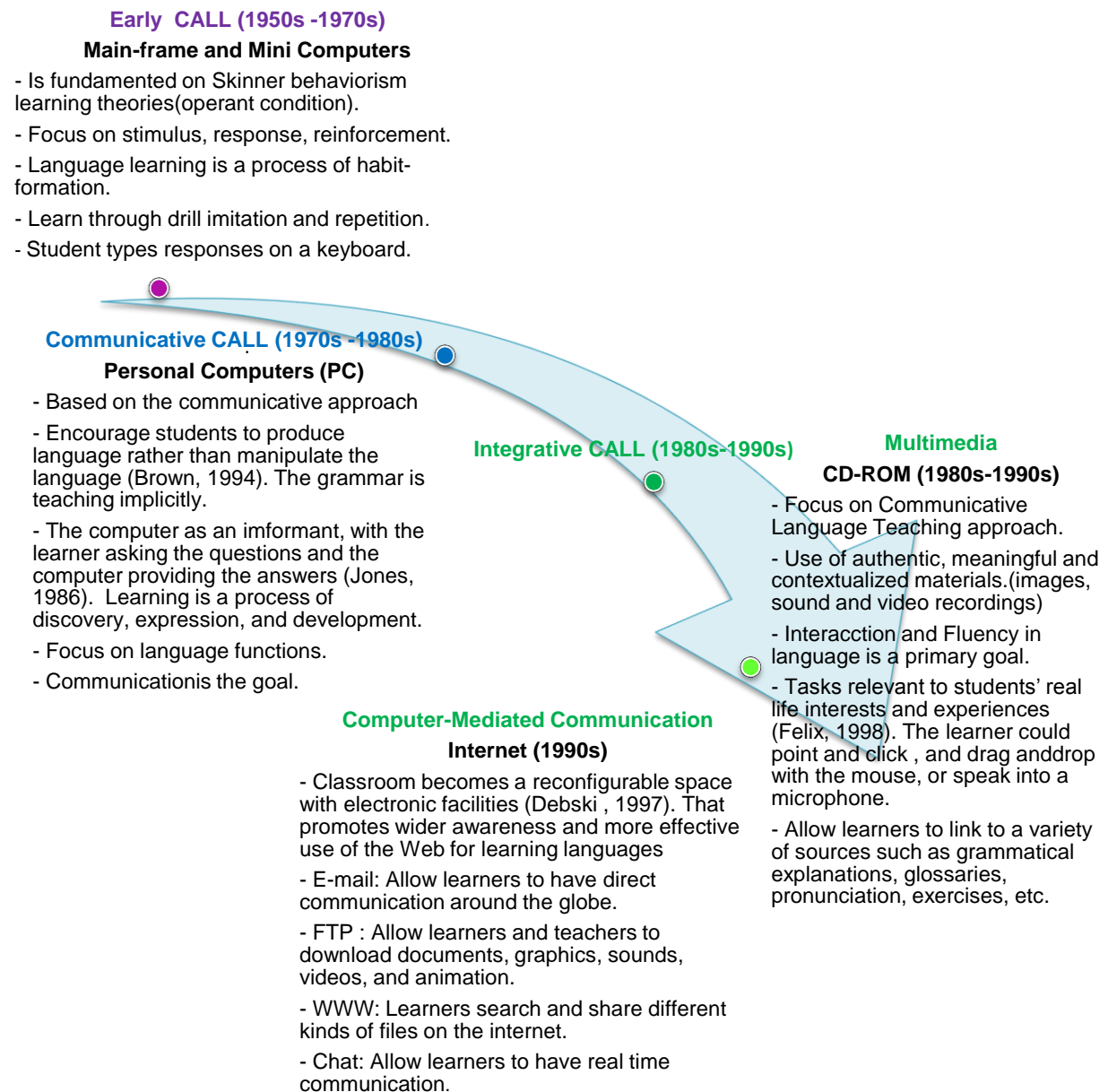
Evolution of CALL

Computer-assisted language learning (CALL) is a field, which has been constantly evolving since the 60s (Warschauer, 1996). It was a time where CALL studies were confined mainly to universities. The PLATO project carried out by the University of Illinois is considered as an important landmark in the early development of CALL (Marty, 1981).

In the late 1970s, the arrival of personal computers (PC) brought computing within the range of a wider audience, resulting in a boom in the development of CALL programs and a flurry of publications. Initially, CALL designers lacked imagination, a fact that was largely rectified by the publication of an influential work by Higgins and Jones in 1984 “Computers in Language learning”, which contains numerous examples of non-drilled based approaches to CALL (Davies, 2006). However, everything changed with the arrival of the World Wide Web, since then the number of practitioners of CALL has grown enormously.

In Latin America, the implementation of CALL does not take place until the arrival of computers in the 80's. Nevertheless, CALL began to triumph in the 90's with the massive arrival of the computers.

The evolution of **CALL** is divided into three **phases**, as follows: Behavioristic CALL, Communicative CALL and Integrative CALL (Multimedia CD-ROM), and Integrative CALL (Internet) (Warschauer, 1996).



Graphic 3. Phases of CALL evolvement

Elaborated by: Bautista, R. (2017)

Source: Direct research

Advantages

The advantages of the use of computers in the learning of languages were classified in three types (Ahmad et al, 1985).

Those who are part of their own nature are more than just texts designed.

In general, the main objective of CALL is to improve the learning capacity of those who are learning a language through computer media (Cameron, 1999). Research conducted at CALL has shown that the use of a computer application facilitates and encourages learning a language (García and Ferreira, 2010). These can improve the language learning under the direction of a computer. The computer can evaluate students' responses, show positive and negative outcomes, and provide feedback to users.

Those that benefit the teacher

González (1994) voiced that there is no doubt that the constant concern about the lack of time and the impact that this deficit has on the personal and professional development of the teacher can be greatly improved by the correct and efficient use of the means that the new technologies, and also the less new ones that are at disposal at present. Through technology can undoubtedly be facilitated for teachers to move from a training system based on the course to others more focused on the workplace (Ortiz, 2001). Since they allow the management of different didactic material in a short time, they are a simple tool to present contents in different forms like graphics, audio, and videos. In addition, a computer can present a series of games, questions, and different exercises optimal for the teaching.

Those that benefit the student

The number of benefits that CALL has opened up for second language learners over the years is interesting. CALL means that students learn a language, in a context through computer networks: the language learned can be any language in the world (Egbert, 2005). Network-based instruction can positively influence students' attitudes and confidence, thus helping to strengthen their linguistic skills by developing self-instruction strategies.

Students tend to like using computers, even when they may not make much progress (Stenson et al, 1992). Students may feel that computers do not necessarily improve their **language learning** (Schcolnik et al., 1995/96). Students will do on a computer what they refuse to do in a sheet of paper. By chatting and sending E-mails, EFL students can communicate with other colleagues, friends and even people who they don't know. The development of student's

communicative skills can increase their motivation, especially when they are offered a variety of meaningful activities that make them learn in a fun way.

CALL also offers opportunities for learners to direct their own learning (Benson, 2010). Students have become active participants in learning and are encouraged to be **explorers** and **creators** of language rather than passive recipients of it (Brown, 1991). CALL tools allow those who cannot study for various reasons of time, money or distance, have a series of courses open and online so that they can complete their studies either through the computer or through smartphone with the use of the internet. To illustrate that, it promotes **autonomous learning** by allowing people free access to information on the web.

Some limitations

The impact of CALL in foreign language learning has been modest, because of some reasons. CALL will increase educational cost, since computers become a basic requirement for students to purchase, and low-budget school and low-income students cannot afford a computer (DiMattia and Gips, 2004). One of the biggest obstacles to implementing CALL in educational institutions is the **cost**. Hardware and software equipment for CALL is expensive. Besides, the investment value to training teachers and students in the use of technological tools is very high and takes time away from other subjects. In most of the public institutions, the financial resources are limited, so in most schools and colleges, the use of CALL results conditioned.

Indeed, a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users (Hartoyo, 2006). The **anxiety** that using technology causes in some teachers is clearly notable since they do not know the theory of CALL nor the **handling of the technological tools** of which CALL makes use. Therefore, computers will only benefit those who are familiar with computer technology (Roblyer, 2003). Another reason for the failure of CALL to meet its potential is the **lack of involvement** of language teaching professionals (Burston, 1996). Although CALL presents many possibilities to improve education, there are still certain teachers who overlook all positive things that computers can do for the student and the teacher. Therefore, they present **negative attitudes** towards CALL.

All change processes are time-consuming and require careful **planning** and monitoring (Delano et al., 1994). Education policymakers, from local school officials on up to state legislators, governors, and even our presidents, have by and large failed the responsibility of approaching technology more critically and with more restraint, squandering a good many opportunities to make technology, and school as a whole, truly meaningful. That is to say, to

the effectiveness of CALL is necessary the design of **pedagogical structure** with explicit contents and taking into account the cognitive processes and the different ways of learning of each student.

Much of the existing literature evidence that learners need ample **preparation** and ongoing support to be successful in self-directed learning (Hurd, 2005). For many people, it may be easy to **manage the technological tools**, however for others the mere fact of connecting the components of the computer can be a complicated task, so before implementing CALL people need training. On the other hand, the practice of CALL is sometimes limited by **hardware capabilities** such as insufficient storage capacity in some devices or the malfunction of electronic devices.

There are many poor-quality CALL software programs due to the **lack of programmers with linguistic knowledge**, language teaching approaches, and experiences. Although there are currently researchers specializing in the creation of such tools, one of the major problems CALL had in its early days was that people who were generally not language teachers designed most of its instruments. To put it another way, they were created focusing on teaching separate, discrete language skills and component, ignoring discourse, contexts, and cultures.

2.4.1.3 Digital game-based learning

What it is about?

Playing is not a luxury. It is not something to fit in after completing all the important stuff. Playing is the important stuff. It is to drive, to need, to brain-building must-do. It hardwires us as much as it centers us. It feeds our intellect as much as our imagination. It builds knowledge as much as empathy. It connects neurons, and it connects ideas. We could not be fully human without it (Jhonson and Dinger, 2012). Nowadays, computer games and videogames are potentially the most engaging hobbies. Digital Game-based learning consists of using games as educational tools in order to motivate and encourage learning through dynamic environments that provide meaningful experiences to students. These virtual scenarios have the ability to stimulate players' emotions, which compromises and drives them to learn significantly.

The educational benefits of videogames

Videogames have great positive potential in addition to their entertainment value and there has been a considerable success when games are designed to address a specific problem or to teach a certain skill (Grifiths, 2002). It is an innovative methodology that offers both students and teachers a different and practical educational experience that can be applied to any topic or integrate to several subjects due to its benefits, such as:



Graphic 4. The educational benefits of videogames

Elaborated by: Bautista, R. (2017)

Source: Direct research

Technological advances

Gaming environments allow both the simulation of experiences that students might have in the real world and the creation of compelling experiences that cannot normally be experienced directly (Winn, 2002). In the past, Digital game-based learning environments were too costly for the vast majority of institutions. Only a few groups could afford the high costs involved, such as the army that saw the use of virtual simulators for the training of aviators and pilots. Nowadays, several organizations have begun to take an interest in the videogames and practical simulations they offer, such as medical schools that have set up specialized centers for simulation training.

Progress

The implementation of videogames to teach or learn a language in the last decade has generated great interest (Cornillieetal, 2012). The success of videogames in various industries is undoubtedly for three reasons: 1. thanks to the increase in game engines and stable and malleable game tools has reduced the cost of production, as well as the need for invention of devices 100% custom. 2. A new wave of designers and programmers specialized in the game environment are responsible for evaluating and cataloging applications that work and those that do not work. The implementation of game-based learning and simulations in several of the most important industries such as aviation, military, and medicine is a real sign that guarantees the effectiveness of learning.

Digital games based on learning

Serious games also known as formative games are games designed for purposes that go beyond entertainment; rather they focus on learning and training skills. Usually, this type of games is used for the training of adults in different subjects. It is about finding the theory of human learning incorporated into good videogames from the field of cognitive theory, which is responsible for studying how humans learn more and better (Gee, 2004). This type of games encourages the construction of knowledge and the improvement of skills through exposure to different cases or real problems. In such a way that the user can interact in a virtual scenario in

the same way that it does in real life. Generally speaking, educational games seem to be effective in enhancing motivation and increasing student interest in the subject matter (Yee, 2006).

Serious games use different technologies; in addition, they have been designed for different platforms like PC, consoles and social networks. Serious games are not only intended to improve the understanding of subjects as a medium of communication or advertising but also function as a simulator of different activities. In addition, they allow exercising in practice of theoretical knowledge what is essential for learning.

According to their objective the serious games are classified in three fundamental categories:

Edutainment	games whose purpose is the learning.
Advergaming	games intended to promote a market or product.
Simulation	games that pretend to simulate various activities.

Table 2. Classification of serious games

Elaborated by: Bautista, R. (2017)

Source: Direct research

Limitations of digital game-based learning

Although digital game-based learning seems to provide many facilities to the learning process, there are still some barriers that limit the use of videogames in educational institutions. Among the negatives that are associated with games and technology, in general, is that it promotes **isolation** and **anti-social behavior**, and results in short attention span (Rivera, 2016). The threat of addiction responds to the number of hours spent in a game, but this amount is very important in educational games, which means instructional time (Gómez-Martín et al., 2004). In other words, if students are not well guided the great interest that videogames cause sometimes can result negative, that is, the user is immersed in a virtual space where he is learning by interacting with his computer but he forgets about the outside world. However, no scientific evidence has been found that the use of this type of games triggers aggressive or pathological behavior (Padilla et al., 2012).

Most noticeable of the limitations of using digital-based games is the fact that videogames are constantly being upgraded (Griffiths, 2002). Due to this interference, teachers' can't neither evaluate the progress of students nor get precise results.

Another key point, the technical challenges of DGBL are significant Faculty need **assistance** during development and implementation of DGBL, and students need **support** during implementation (VanEck, 2006). This means that institutions need to invest in training programs to literate the educational community in the handle of technological tools. That is to say, a large **economic investment** is needed in training teachers and students in the management of technology.

Teachers must also take into account the amount of **technology available** to them in the school setting. If there is not enough technology to support a digital game-based learning program, some students may not have equal access to this type of instructional tool. That is to say, teachers must also take into account how the game's features might affect students cognitively and physiologically. Teachers must determine whether the content of the game is appropriate for specific age groups and whether the games are suitable for the standards-based accountability movement.

The teaching role in digital game-based learning

One of the main aspects that determine the effectiveness of the DGBL in the learning process is the role of the teacher. Teachers are the captains that guide the teaching ship, and it is they who perceive all the benefits and disadvantages that the different methodologies provide to the students and the curriculum. Teachers must analyze their role as teachers in which it should be very clear that they are the facilitators or mediators of learning so they should provide assistance to the student when the latter seeks knowledge, since its function is to guide and promote interaction, to guide the student on how to organize with other colleagues, and how to work together (Meza and Cantarell, 2000). The main objection lies in the difficulty of measuring or assessing the degree to which the student has achieved the learning since this learning has been defined as implicit (Hogle, 1996). In short, learning is instinctive and spontaneous, which is why student performance is difficult to value.

The second has to do with the role of the teacher in the classrooms that incorporate this type of learning methodology, where it is rather a companion, coach or tutor than a teacher in the traditional sense of the term (instructor-manager). However, many teachers are against because they consider that they would lose control of the classroom.

The last is about the so-called digital divide, referring to the separation that exists with respect to the management and mastery of digital devices among 21st century students and a faculty that has not grown up managing them. According to Prensky (2001) the former usually receive the name of digital natives also called Generation Z or i-Generation and the second digital immigrants. This difference would reinforce the fear of teachers regarding the loss of control of the class.

2.4.1.4 Videogames

What is it about?

Videogames comprise all applications and electronic simulators aimed at the enjoyment of users who, through the use of remotes or gamepads experiment simulated experiences close to reality without running any physical risk. They adopt roles without ceasing to be themselves, assuming responsibilities and obligations (Andreu, García, and Mollar; 2005). This device model differs from other forms of entertainment such as movies or music by the interaction they provide. In fact, users actively participate with the content that this offer, being indispensable the use of controls also known as gamepads or joysticks, through which commands are sent to a console or computer that process the commands and show them in a screen through the movement and the actions of the characters. In short, it reduces to essential mechanisms the description of very complex realities (Gros, 2008).

The first videogames used a mechanism to reproduce the videogame called Arcade what today they are known as consoles or video consoles, the same ones that use an artifact that connects to the computer or television. Hence, videogames also refer to figurative material separately from its physical application.

Origin

The history of videogames has its origin in the 1940s when, after the end of the Second World War, the victorious powers built the first programmable supercomputers such as the ENIAC, of 1946 (Muñoz, 2006). It all started on January 25, 1947, when Thomas T. Goldsmith and Estle Ray Mann patented an electronic system called "Cathode-ray tube amusement device" based on the radars used in World War II, becoming the first program developed to be seen on a CRT screen.

The first computer game to use a digital graphics screen was "Noughts and crosses" developed by Alexander S. Douglas as part of his doctoral dissertation. The game was a computerized

version of the tic-tac-toe that was executed on the EDSAC and allowed to face a human player against the machine.

In 1958, William Higginbotham, using a program for calculating trajectories and an oscilloscope, created “Tennis for Two” a videogame simulator of table tennis aimed to the entertainment of visitors of the Brookhaven National Laboratory exhibition. This videogame was the first to allow the game between two human players. Four years later Steve Russell, a student at the Massachusetts Institute of Technology, spent six months creating a computer game using vector graphics “Spacewar”. In this game, two players controlled the direction and speed of two spacecraft that fought between them.

In 1966, Ralph Baer began to develop together with Albert Maricon and Ted Dabney, a videogame project called Fox and Hounds. With the time This project evolves into the Magnavox Odyssey, the first domestic videogame system launched in 1972 that was connected to the television and allowed to play several pre-recorded games.

Evolution

An important milestone in the beginning of videogames took place in **1971** when Nolan Bushnell began marketing Computer Space, a new version of Space War (Retro Informática, 2008). The ascension of the videogames came with the “Pong” recreational machine that is considered the commercial version of the game Tennis for Two. The system was designed by Al Alcom for Nolan Bushnell in the newly founded Atari. The game was presented in 1972 and was the cornerstone of the game as an industry.

In **1980**, videogames had gained popularity around the world. In 1983, Danielle Bunten Berry, the creator of the game M.U.L.E. believes that multiplayer games are the future of the industry. However, in the same year, the market is full of thousands of games, some other clones and dozens of consoles. This caused the crisis in the stores, since they provided a large amount of material that could not be sold and had to reduce the prices drastically to obtain some benefit. Despite this, in **1985** the industry begins to emerge again. This year appeared Super Mario Bros, a revolution in the development of electronic games, since most of the previous games only contained a few screens that were repeated in a loop and the goal was simply to make a high score. The game developed by Nintendo was a burst of creativity. For the first time, we had a goal and an end in a videogame. At the end of the 80s, the 16-bit consoles began to appear as Sega's Mega Drive and the microcomputers were replaced by computers based on the IBM architecture.

The definitive evolution of laptops as videogame platforms came in 1989 with the launch of Game Boy (Nintendo). In the same year, it goes on sale becoming a best seller. This year is the birth of the most famous laptop of all time. At the beginning of the **90s** the video consoles gave an important technical leap thanks to the competition of the so-called "generation of 16 bits" composed by the Mega Drive, the Super Nintendo Entertainment of Nintendo, the PC Engine of NEC, known as Turbografx in the West and the CPS Changer of Capcom (Retro Informática, 2008). Next to them also appeared the Neo Geo of SNK a console that matched the technical performance of an arcade but too expensive to reach the massive form of homes.

This generation represented a significant increase in the number of players and the introduction of technologies such as CD-ROM, an important evolution within the different videogames, mainly thanks to the new technological capabilities.

In **2000**, Sony launches the PlayStation 2. The first console with better graphics capabilities than a PC, it uses DVD technology and Counter-Strike appears (Vargas, 2011). Microsoft enters the console industry creating the Xbox in 2001. In the same year, Nintendo launched the successor to the Nintendo 64, the GameCube, and the first completely new Game Boy since the creation of the company, the Game Boy Advance. In 2006, Sony launched the PlayStation 3. However, it was the Nintendo Wii that revolutionized the world of leisure, allowing users to control the game using physical gestures as well as traditional button presses. In 2013, Sony launched PlayStation 4 (Ortiz, 2015). Also, Microsoft launched the new Xbox One.

Nowadays videogames have developed so much that we can find them on our cell phones, laptops, or computers. Being the latter the most expensive platform of games but also the one that allows greater flexibility. This flexibility comes from the fact of being able to add to the computer components that can be constantly improved, such as graphic or sound cards and accessories such as steering wheels, pedals, and controls (Retro Informática, 2008). It is also possible to update the games with official patches or with new additions made by the company that created the game or by other users.

Types of videogames

Videogames are very diverse both in their theme and in the quality of their graphics and their difficulty levels. Videogames can be classified according to several aspects such as the theme, setting or emotions that produce in the player, but the most effective method for a precise classification in general; through the gender that each one covers (Juárez, 2007). Today we can find a great variety of genres and subgenres of video games, among the main ones are:

Genre	Subgenre	Definition
Platforms	- Action games	Consist of a series of challenges that demand a high level of precision by the participant to overcome complex scenarios and strong adversaries. One of the best known is Super Mario Bros created by Nintendo Company in 1985.
	- Fights	A character usually uses a weapon or some special power to defend and attack.
	- Wars	These are also part of the genre of action .
	- Puzzles	a hero or heroine is the protagonist of a virtual world story wrap players in a series of puzzles and mysteries for solving level advancement
Shooters	- Riddles	
	- War stories	They are complex games with individual and group content, as well as objectives related to a plot or topic (Horizon Report, 2012).
Adventure games	- Weapons	
	- Powers	
RPG or Role Playing Games		

Sports games	<ul style="list-style-type: none"> - Physical development - Mental stimulation - Team competition 	<p>Involve simulated activities of different facets of games and sports, such as physical development, mental stimulation and team competition with entertainment. These try to be as realistic in their graphs as in the rules of discipline or time in relation to reality.</p>
Mental skill games	<ul style="list-style-type: none"> - Solving problems - Reasoning - Common sense 	<p>Are a more playful way of stimulating brain functions through solving problems of logic, reasoning, or common sense. These are clearly focused on improving people's intellectual abilities</p>
MMOG o Massive Multiplayer Online Games	<ul style="list-style-type: none"> - War stories - Online games - Multiplayer 	<p>Massively multiplayer videogame online is currently one of the games played as it allows you to interact with several players in a virtual world through an internet network.</p>
MMORPG o Massive Multiplayer Online Role Playing Game	<ul style="list-style-type: none"> - Online games - Multiplayer 	<p>The participants play with the goal of overcoming challenges and obstacles and not to overtake others (Oliveras, 1998). Is a game in which players do not compete with each other, but work to achieve the</p>

	same goal and consequently the team wins or loses.
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Table 3. Types of videogames

Elaborated by: Bautista, R. (2017)

Source: Direct research

Educational characteristics of videogames

The fundamental characteristics of videogames are only three (Marqués, 2014): they constitute **symbolic characters** such as textual information, sound, music, animation, real video, photographs, 3D images, etc. The second explains that they are **dynamic** because they allow the display of phenomena of changing processes and the user has a growing sense of **involvement** in the stories offered through the screen. And the third feature details the games as **Highly Interactive**. In videogames, new monsters and new heroes are born and even their relationships can be novel (Gil and Vida, 2017). They not only contribute at the Man-Machine interaction level but also in multi-user games, for example, an interaction between participants is necessary. Videogames turn out to be a highly motivating tool that helps to create inter-learning environments of a very high level; in addition, they allow cooperative learning. Videogames are capable of achieving a considerable level of learning in the game-teacher-student circle and can be used both in a group and individually.

According to Gee (2003) good educational videogames must:

1. Provide users with information on demand and at the time, they need it, not out of context as it may happen in the classroom.
2. Confronting users with tasks that constitute challenges, but at the same time they are achievable.
3. Turn their users into creators, and not into mere recipients. Their actions influence or build the game universe.
4. Confront players in the first phases specifically designed so that they acquire basic knowledge that in turn allows them to build generalizations to face problems that are more complex.
5. Create the "cycle of mastery", which makes players acquire routines that lead them to improve their level to do a specific task. When a certain task is mastered, more difficult tasks are presented that start the cycle again.

The importance of videogames in the academic purposes

The game is a characteristic of the human species (Huizinga, 1984). The historians of the game have shown the existence of recreational activities in the most diverse cultures being normal its use in all cultures and in all corners of the planet regardless of levels of development or cognitive. Not only is it a universal activity but it is also possible to find the same game in different cultures. The game was introduced to the school as something more than entertainment or fun, educators sensed something that many years later has been corroborated by numerous investigations: games have an important educational potential.

According to Morales (2009) the use of videogames as tools in schools responds to a need for use since most students participate actively in this type of activity on a regular basis. The complexity of most of the current videogames allows developing not only motor aspects but also, procedures such as the skills for problem-solving, decision making, information search, organization, etc. From the affective point of view, the games exert an important motivation and can be used to work on aspects related to self-esteem.

Although the investigations are not definitive, most of them indicate that many videogames favor the development of certain skills, attention, spatial concentration, problem solving, creativity, etc. Therefore, it can be concluded that, as a whole, from a cognitive point of view, videogames suppose some type of help in intellectual development (Okagaki and Frensch, 1994). It is suggested that those who play videogames acquire better knowledge strategies, ways to solve problems, benefit from their spatial abilities and increase their accuracy and reactivity. There is no evidence of the opposite effects.

2.4.2 Dependent variable

2.4.2.1 Communication

Definition

Without communication, there is no relationship. Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). Ojomo (2004) look at communication as the process of sharing ideas, feelings, thoughts, and messages with others. In simple words, communication makes the world habitable. It entails a complex **process** in which two people relate an emitter that transmits a message through a channel, so that a receiver that analyzes and reconstructs the meanings of the message, synthesizes and constructs meanings and becomes a sender when responding to the message sent to him, later decodes it (Berlo, 1984). In short, communication is the spoken, mimic or written exchange of certain thoughts, criteria and feelings and other types of information. This can be composed of several emitters that transmit a single message or on the contrary, several receivers that interpret the message individually or collectively.

Origin of the word “communicate”

The word communicate has had different acceptances and meanings since its appearance until our days. Winkin (1982) states that the words "communicate" and "communication" appear in the French language in the second half of the fourteenth century and come from the Latin “comunicare”, which means to participate in common, to put in relation. Until the sixteenth century, "communicate" and "communication" are close to the term "communion" and "communion" terms of the tenth century - XII also coming from "comunicare".

From the general sense of participation of two or several in the sixteenth century appears the sense of "practicing" a news. Since then, "communicating" begins to mean transmitting (e.g. transmitting a disease) "participate" and "share" are in the background against the meaning of "transmit" and pass to "means of communication" means to go A towards B. In this sense, the contemporary French prevails including the evolution is similar in the English term.

At the end of the fifteenth century, "communication" also means the object of which one participates in common and two centuries later, in the middle to proceed to that participation. In the eighteenth century, with the development of means of transport, the terms are pluralized and used to mention these.

In the 19th century, in the USA and in the 50s in England, the term begins to refer to the press, film, radio, and television industry. This acceptance begins to spread throughout Europe,

especially in the journalistic and technocratic vocabulary. Already in the twentieth and twenty-first-century communication is linked to technology, marking the new era of communication.

Characteristics

Martín Algarra (2003) deals with communication as a social tool. This author explains that communication is oriented to another, affects someone other than the self. According to this author, the communication has five essential characteristics without which we could not affirm its existence. It is **human**, It is an exclusively human phenomenon, free, capable of meaningful action. It is **social**, for the communication to be done, it is necessary that the users of the people are sent to someone who thinks that it is someone else.

It is **referential**, it is a peculiar way of sharing, without loss by anyone. It can be said that in communicating the world is shared in a spiritual way, since all realities, physical or not, can be held in the mind in the form of knowledge. What is shared in knowledge ?. And it is **complex**, it is a transactional reality. It is a process in which people handle messages and create meanings. It occurs in the **present** living; communication occurs in specific spatiotemporal coordinates, in time. The proper time of the communicative action is the interior going on. Present and simultaneity although they are very similar terms, they should not be confused.

Components

The language functions proposed by Jakobson allow us to approach the study of the title from a classical perspective in linguistics (Vargas, 2015). According to this model, the process of linguistic communication involves six constitutive factors that configure or structure it as such. A problem in any one of these elements can reduce communication effectiveness (Keyton, 2011). An **emitter**, who starts the communication process by producing a message; a **receiver**, who catches the message and interprets it. The **message**, it contains verbal and non-verbal symbols that represent the information that the sender wishes to transmit to the receiver. A **channel**, that is the medium through which the message is propagated, it can be a conversation, a written or electronic medium. A **code**, set of signs and rules that encrypt the message can be linguistic as sounds and written or non-linguistic as symbols and signals. Finally, the **context** where? how? and when? communication occurs.

Interferences in effective communication

Several factors prevent the communication from being carried out correctly. Kemoni (2004) observed that some of these factors have to do with the sender of messages, others with the receiver or both the sender and receiver.

Personal barriers

Self-confidence is important for effective communication Lin (1997) described it as an abnormal or pathological state which due to the tendency of the complex to draw unrelated ideas into itself, leads the individual to deprecate him- or herself to become unduly sensitive, to be too eager for praise and flattery, and to adopt a derogatory attitude towards others. They do not perceive reality, but they interpret what they perceive and this is what they call reality (Robbins, 1991). The low voice is the result of low confidence, it difficult to handle social skills effectively.

Communication is about social relationships. **Stereotyping** involves making presumptions about individuals or groups about its culture, language, belief system that may or may not be true. McKay, Davis, and Fanning (2003) describe stereotyping as a shortcut to forming an impression of others. Stereotypes play an important role in communications since negative assumptions can stop people to know each other.

The **state of mind** is a very important element since it affects both the transmitter and the receiver. It should be added that for educational communication to be effective, it must meet certain characteristics such as the open position of the issuer and receiver that allows creating a climate of mutual understanding (Keidar, 2005). In case the sender is not animated, it can transmit a pessimistic message that does not correspond to reality. If it is the receiver who is probably sad he will receive a different and less favorable message, however, if he is happy to modify his way of interpreting the message and see it more optimistic.

Like the previous elements, the **personality** can also affect the compression of the message. Knowing the personality traits of the receiver will greatly facilitate communication since the message can be adapted in such a way that it is better assimilated by it.

Semantic barriers

When talking about semantic barriers we refer to the difficulty of getting the meaning of what the sender says is the same for this and for the receiver. Since the sender, can use words with certain meanings but the receiver can interpret them differently or not understand them. The

ignorance about the code in which the message is encrypted prevents communication from being possible.

Physical barriers

This barrier occurs when the means used to transport the message do not allow it to reach the recipient clearly and cause isolation. It may be the poor lighting, distance, lack or deficiency in the means used to transmit a message: telephone, microphone, recorder, television, etc.

Also, **noise** affects the transmission and understanding of the message, whether auditory or otherwise. The Oxford dictionary defines noise as a sound or sounds, especially one that is loud or unpleasant or that causes a disturbance. Interference in the channel, **distractions**, and **misunderstandings** are factors that constitute noise. They can cause blockage in the communication process.

Assertive communication

It is understood by assertive communication to that simple, clear, and precise way of expressing what you want to another person. The goal of being assertive or assertive behavior is to communicate honestly and directly with others. Employing assertiveness is knowing how to ask, know how to refuse, negotiate and be flexible in order to achieve what it is wanted; respecting the rights of the other and expressing our feelings clearly.

The assertiveness also consists of making and receiving compliments and making and accepting complaints (Expertise, 2016). This form of communication involves aggressive communication and passive communication. That is, it balances social, emotional and non-verbal communication skills to produce and convey concrete ideas.

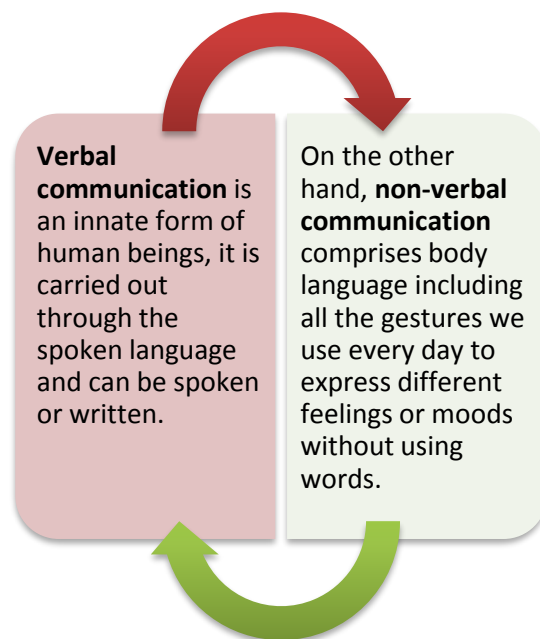
Communication in the classroom

Teaching is a profession that is based on two fundamental pillars, the transmission of knowledge and communication between students and teachers. Both processes are developed together and can take different modalities according to the strategies used (De Longhi, 2011). Within the classroom, communication plays a very important role because without a fluid communication learning cannot be conceived. Núñez (2004) states that for a true communication process to exist, three aspects must be taken into account: voice, visual control, and body control, which will help the teacher to be able to establish communication with his students' quality in the classroom.

Many of the problems that occur within the personal and work environment are related to the inefficiency of expressing ourselves and relating to others. For communication to be efficient, it is essential to learn to listen, but the required attention to this subject is not given, and this is the reason for which setbacks could have been avoided. The learning occurs when there is a significant change in behavior that results from the interaction of sender and the perceiver in the attempt for the appropriation of knowledge (Santoyo, 1981).

Types of communication

Communication is divided into two main types: verbal and non-verbal.



Graphic 5. Types of communication

Elaborated by: Bautista, R. (2017)

Source: Direct research

Verbal and non-verbal communication

The human being not only communicates with words or verbal communication, the non-verbal communication of the body also intervenes (Moyá, 2016). Sometimes, the words of the message that we express are only a part without so much importance. In this respect, Stevens (1976) refers to the voice, in particular to the tone, the volume, the speed and the hesitations, showing the importance of the same as part of non-verbal communication.

According to De Saussure (1995) and Peirce (1985), **human communication** is divided into three areas:

Syntactic: it studies the formal relations between the signs, independently of the people and the relations with things meant, as well as the problems related to the transmission of information.

Semantics: deals with the relations between the sign and the thing signified without any reference to the subjects.

Pragmatic: analyzes that individuals take as communicating beings, focusing on the effects of communication on behavior.

For Baylon and Mignot (1994) the means used to carry out human communication and the same in itself can be classified into two large positions: vocal and non-vocal, or words and gestures, or verbal and non-verbal, in short words and not words.

Verbal communication

It has always been considered that language is one of the features that define and differentiate the human being from the rest of living beings. The language is a part of the behavior and can be described as a set of actions that are innumerable as a conversation or write a letter. All of them involve a linguistic activity involving a subject that assumes the role of listener, speaker or both (Moya, 2016). The most significant thing about communication is that it makes human relationships possible and, in this communication, the meaning we give to what we say is key, that is, the message. In verbal communication, we distinguish **vocal** and **non-vocal** communication:

Vocal communication is made up of words. It can be defined as one that is carried out according to the linguistic code known by two or more interlocutors. It consists of plans regulated by a semantic relationship based on a significant and meaning is divided into oral, written and has a standardized grammatical structure. The code that regulates verbal communication constitutes linguistic signs whose prototype is the word, an element made to conjoin in complex phrases. So, the language is articulated and the verbal communication is composed of a series of words, longer or shorter, but always with a coherent meaning.

Non-vocal communication (Writing).

For De Saussure (1995) writing is the representation of language. According to him, there are four reasons why writing enjoys more prestige than language:

- The graphic image of the words impresses us as a permanent and solid object to constitute the unity of the language through time.
- The visual impressions are firmer and more durable than the acoustic impressions, for this reason, preference is given to the first ones.

- The literary language enlarges the undeserved importance of writing, has a code that is, in turn, a written rule subject to rigorous use.

In addition, De Saussure differentiates **two writing systems**.

A unique sign represents the **ideographic system**, the word and alien to the sounds of which it is composed and indirectly to the idea it expresses, like Japanese writing. - Ideographic writing becomes mixed. Certain ideograms deviated from their original value end up presenting isolated sounds.

The **phonetic system** reproduces a series of sounds that occur in the word. Phonetic scripts can be syllabic or alphabetic, based on the independent elements of speech. Poyatos (1994) points out that the written word, when pronounced mentally, when viewed graphically, is far removed from the verbal-non-verbal reality. For this reason, writers do not reserve only the printed language to their characters, but also, they add comments to describe their non-verbal language.

Non-verbal communication

Several researchers consider that the **origin** of the studies on non-verbal communication goes back to Darwin (1844) and to his theses centered on the study of non-verbal expressions of man in relation to animal behavior. His work *The Expression of Emotion in Man and Animals* (1872) have been the key antecedent of a large part of the current studies on non-verbal communication and, in particular, the analysis of facial expressions.

According to Randall (1974) nonverbal communication is the exchange of information through non-linguistic signs. On the other hand, Blake and Haroldsen (1977) define nonverbal communication as the transfer of a meaning that entails the absence of symbolic sound representations. Davis (1976) talks about the use that has been made over the centuries of non-verbal communication, both by painters and writers who would use it to complete their work. The American researcher Albert Mehrabian (1972) studied the percentage of meaning that was obtained from verbal and non-verbal behavior when an interpersonal communication was established. American students were intervened in the research, and it reveals that 55% of the meaning of communication comes from the messages of the body, 38% of the paralanguage and only the remaining 7% of the words. Hence the importance of non-verbal behavior when transmitting a message.

Transcendence of communication in the history of man

According to the Encyclopedia Autodidáctica Océano (1987) the basic and essential faculty of man is the use of language, capacity absent in other animals, even those closest to us. From its beginnings, the man was in need of interacting with other people, it is so that he began to communicate through **gestures**, groans, and sounds like all other animals. It is believed that the appearance of speech occurred with the man from Cro-Magnon, around 90,000 and 40,000 BC. For about 35,000 years, the language is already in common use (Coy, 2009).

Over time, communication was improving. Individuals began to create gestures that only were understood by a certain tribe, began to appear **sounds** more and more refined. This was due to the human being's need to create better communication **channels** for understanding in vital situations such as hunting, social relations and the struggle to survive.

Coy (2009) states that writing arose around the year 5,000 BC. to meet the needs of the new society around agriculture, which starts its development. It arises independently in several parts of the world. With the arrival of **written communication**, man to achieve the current development laid the foundations to achieve the most important actions. The first printed newspaper of carved wooden blocks appeared in Beijing in the seventh or eighth century AD. In Europe, the invention, in the fifteenth century, of the printing press, based on mobile metal-like types, allowed a quicker and easier distribution of news. At the end of the 17th century, social media appears with computers. Social networks have their principles from such tools as the telegraph (1792), telephone (1890), radio (1891) and the first organized postal service dating from 550 BC in Rome (Steffens, 2010). Social media comprises all the mechanisms that make it possible to broadcast messages to a mass audience, these media, supplies the information exchange needs demanded by that time.

The emergence of new and social media is quite a recent phenomenon and became popularized only when the Internet became ubiquitous and accessible to consumers worldwide, giving rise to the so-called Network Society (Castells 2003). There are many applications and services that are part of the history and evolution of what now is called Social media, some have disappeared, and others are still valid and are being transformed every day in order to improve the communicative experience of its users.

2.4.2.2 Language

Interpretation

I do not speak I operate a machine called language. We can define language as a **system of communication** using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences (Bruce, 2008). On the other hand, Sapir (1921) defines Language as an explicit and instinctive ability of human beings to communicate ideas, emotions, and desires through symbols produced voluntarily. It uses arbitrary signals, such as voice sounds, gestures, and written symbols.

According to Ferdinand Saussure (1916) language is composed of language and speech:

a) **Language** (Langue): is a general and constant model for all the members of a linguistic community. Humans create an infinite number of communications from a finite number of elements, for example through schemas or conceptual maps. The representation of this capacity is what we know as a language, that is, the code.

b) **Speech** (Parole): materialization or momentary recreation of that model in each member of the linguistic community. It is an individual and voluntary act in which through acts of phonation and writing, the speaker uses the language to communicate.

c) The **dialect** is the geographical variation of a language, (e.g. Spanish spoken in the Dominican Republic and Spanish spoke in Madrid). Languages are expressed with distinctive features in each region or social group. These distinctive features can be phonic, morphological, syntactic, semantic and pragmatic.

Given these points, we conclude that language is the arbitrary system of communication, spoken or written, symbolic or mimicry. It is also a mean of survival, which makes it possible for us to express our thoughts and feelings. Whether it is verbal, written, and mimic or symbolic language is the means by which we entertain, this allows us to ask questions, relate different situations, and establish relationships.

Origins of language

The vast majority of languages have a common origin, which is why all human beings have the ability to learn any language (Aitchison, 2007). Although no one knows exactly where the language was born, it can be said that this originated on the African continent. Is located with the appearance of the man of Cro-Magnon, around 90.000 and 40.000 years A.C. when speech occurs (Coy, 2009). Specifically, the language originates from changes in the brain of our ancestors, which is impossible to study directly, but there are concrete data that allow us to affirm that about 100.000 years ago the ancestors of Homo sapiens (which are us, men and

women of today) were anatomically similar to us, which allows us to conclude that they already had a brain development that made possible the appearance of language (Yankovic, 2013). Generally speaking, symbolic verbal language is characteristic of the human species and constitutes one of the properly human characteristics: no other species has developed language articulate. However, the language would never have been given without the development of the atomic structures that make the articulated language possible.

Theories of the origin of language

The appearance of language is due to natural causes, but what was the substrate that allowed its origin? There are different theories that try to explain how the language appeared, which are basically included in three (Campillo, 2005).

Gestural theory.

model was originally described by Hewes (1973) who proposed that the need to use the hands in two things at the same time, using tools and communicating through gestures during hunting would have served as a selective pressure for the transfer of gestural language to the vowel/oral. Armstrong, Stokoe, and Wilcox (1995) defend that the first type of language used by our ancestors was a sign language since previously to have organs that allowed oral language their way of communication had to be gestural. Therefore, this theory does not exclude any of the other two.

Cognitive or brain theory.

The appearance of language is reduced to the changes explained above on the evolution of the brain and larynx. Thus, the presence of certain brain areas (Broca's area and Wernicke's area), cerebral lateralization, and modification of the larynx are the necessary elements for the emergence of language, independently of any other social factor or biological.

Social theory.

Many factors contribute to give a social origin to language, among which are: the role of work as a cause that determined the progress of oral communication. The facts of sharing food in order to force cooperative attitudes would also require a language to regulate it; the need to transmit knowledge from parents to children. Skinner (1957) mentions that the verbal community reinforces certain sounds and not others, in this way, it shapes the language of an individual.

As it can be seen, the social model is the one with the greatest explanatory capacity, since it establishes a relationship between social behavior, language, elaboration of artifacts and brain development.

The double articulation of language

Modern human beings speak with a language of double articulation: we unite basic sounds (phonemes) in words and words in phrases. The first and second joints appear to depend on different organs. To vocalize (first) it is necessary to have a larynx placed in a low position and to link the phonemes forming words according to syntactic rules very precise (second) brain intervention is required (Campillo, 2005). This last leap towards the double-articulated phonetic-semantic link is the product of a slow and gradual maturation of the cognitive capacities of the human being and is believed to have taken place in *Homo sapiens*, or perhaps also in Neanderthal's.

Types of language

Depending on its characteristics, the language is classified into:

<p><i>Animal Language</i></p>	<p>The ability to communicate is not exclusive to humans, since it has also been proven that there is communication between animals, both at the level of sound and visual, olfactory and tactile signs, among others (Cano, 2006).</p>	
<p><i>Human Language</i></p>	<p>Is the medium by which people express emotions and interact with other people. This in turn is divided according to the conventionality of its linguistic symbols:</p>	
<p><i>Natural Language</i></p> <p>Also known as ordinary language is used by a community of speakers with the primary purpose of communicating. The child acquires it during the stage of childhood through rules and linguistic and socio-cultural factors.</p>		<p><i>Artificial Language</i></p> <p>Is the language designed to avoid the ambiguity that presents several common languages. In other words, it is an artificial language that uses new linguistic symbols created by man to communicate to members of a scientific community or to individuals related to technical purposes</p>
		<p><i>Technical Language</i></p> <p>Those who participate in the scientific community share a specialization in a certain aspect of knowledge and have a particular linguistic variety, the technical-scientist (Santillana, 2006). They're standard terms used by members of a linguistic community for scientific, technical or professional purposes, uses words of ordinary language to technically co-create terms with a particular and appropriate meaning to the purposes.</p>

	<p>As for example in the field of chemistry</p> <p>The physical state of the reagents and products (solid, liquid and gaseous) can be shown through symbols (s), (l), (g).</p>
	<p>Formal Language is the type of language that carefully uses objective expressions in serious, formal or unreliable situations. From a scientific point of view, formal language is one that correctly uses grammar and syntax in its expressions. It is commonly used in debates, conferences or social gatherings.</p>
	<p>Informal Language is the language we use in less tense or trusted situations with family and friends. It is of spontaneous character, so it makes use of repetitions omissions and sometimes words in Jargon.</p>
	<p>Literary Language is the type of written language used by writers. It is characterized because its primary purpose is to create and produce an impression of beauty (Santillana, 2006). It is a type of language that creates garnish and complex literary plots, in addition to communication.</p>

Table 4. Types of language

Elaborated by: Bautista, R. (2017)

Source: Field research

Language functions

By using a language, people are able to express different feelings and opinions to communicate an affirmative, negative reality as a question, an order, or a desire. The variety of theoretical models that explain language, its functioning, acquisition, and development also derive in a great diversity of functions, depending on the theoretical approach and the author we follow (Cano, 2006). Jakobson (1960) states that depending on our communicative purposes the language is classified into six different functions:

Basic functions	<p>Reference function: this function emphasizes the real context. That is, testable events, not opinions or subjective things.</p>	<p>E.g.</p> <ul style="list-style-type: none"> - its ten o'clock in the morning - Ozone formula is O₃
	<p>Emotive or expressive function: The message executed by the sender alludes to his feelings, his inner self. He manifests them subjectively, expressing his opinion and mood through exclamations and interjections.</p>	<p>E.g.</p> <ul style="list-style-type: none"> - I am so lonely! - Nice to see you!
	<p>Conative or appealing function: occurs when the transmitter tries to catch the attention of the receiver in order to provoke a reaction. This function emphasizes the person of the person from whom a response is expected.</p>	<p>E.g.</p> <ul style="list-style-type: none"> - Did you bring the letter? - John, open the window, please.

Complementary functions	<p>Phatic or contact function: Its purpose is to facilitate social interaction through the use of expressions to initiate, continue, interrupt or end a dialogue.</p>	<p>E.g.</p> <ul style="list-style-type: none"> - Hello! - How are you? - Have a good time - See you!
	<p>Metalinguistic function: It is the language codes that are used to speak the language itself or any other.</p>	<p>E.g.</p> <ul style="list-style-type: none"> - Bull is written with b - the is the article in English
	<p>Poetic or aesthetic function: It is used in the literary field in order to beautify the language. Communication focuses on the form of the message and not on its content using expressive forms such as rhymes and alliteration.</p>	<p>E.g.</p> <p style="text-align: center;">Now Veterans we already reached the truth the ocean is finally the ocean but death begins to be ours. <i>Mario Benedetti.</i></p>

Table 5. Language functions

Adapted from: OCEANO Integra 2.0 (2011)

Elaborated by: Bautista, R. (2017)

Source: Field research

Language forms

Language is a kind of latent structure in the human mind, which is developed and fixed by exposure to a specific linguistic experience (Chomsky, 1970). This can be presented and transmitted through different language forms to the receiver:



Graphic 6. Language forms

Elaborated by: Bautista, R. (2017)

Source: Field research

2.4.2.3 English language

Influence

Language is the road map of a culture. It tells you where its people come from and where they are going (Brown, 1988). The presence of the **English language** in social-cultural, politic and economic areas has allowed it to widespread throughout the world in an accelerated manner. In recent decades, English has become the most widely spoken and written language. In the world more than 350 languages have adopted English terms, more than three-quarters of the English lexicon are words of classic or romantic origin (Crystal, 2003). English is the official language of many countries including Australia, Canada, New Zealand, United Kingdom and the United States, and the second of several multilingual countries including India, Singapore, and the Philippines. English is by far the world's most studied language (Lions, 2014). Approximately, 1.500 million people worldwide speak English and only 375 million are native speakers (Statista, 2017).

Origin and history

The English language has come a long way. What began as a dialect of invading peoples was enriched by the contribution of diverse cultures to become the most important language worldwide. The Angles, the Saxons, and the Just, in the North Sea arrived from what is known as Denmark and Northern Germany. The Angles have received this name due to their origin from the Engle or Angels land. They called their own English language, a word that derived in our days in English (Gastelum, 2014). Before the arrival of the Germanic tribes, the inhabitants of Great Britain spoke a language of Celtic origin. These people were forced to move to Wales, Cornwall, and Scotland, which is why the Celtic was quickly displaced. A group immigrated to the coast of the French Brittany, where their descendants, even in our days, speak the Breton language, of Celtic origin. Gastelum (2014) mentions that the oldest written sample of the English language is an Anglo-Saxon inscription that dates between 450 and 480 BC, and that during the following centuries, and as the Germanic tribes expanded throughout the country, four dialects were developed:

- Northumbrian in Northumbria, north of the Humber River.
- Mercian in the kingdom of Mercia, in the central part of present-day England.
- West Saxon in the kingdom of Wessex, in the southwestern part.
- Kentish in Kent, in the extreme southeast.

During the 700s and 800s, the culture and language of Northumbria dominated Britain. The invasions of the Vikings in the 900s put an end to that domination and brought the destruction of Mercia. Only Wessex remained as an independent kingdom.

By the tenth century, the dialect of the West Saxons became the official language of Great Britain. There are samples of Old English that date from this period and are mostly written using the Runic alphabet, which originated in the Scandinavian languages (Private News, 2015). The Latin alphabet was brought by Christian missionaries from Ireland and is still the English writing system.

In 1066, the Normans conquered Britain. French became the language of the Norman aristocracy and consequently more words were added to English. E.g. Close – Shut, Reply – Answer, Annual – Yearly, Demand – Ask. On the other hand, because the English servants cooked for the Norman nobility, the names of most domestic animals are English (ox, cow, calf, sheep, swine, deer), while the names of the meats obtained from these animals they are of French origin (beef, veal, mutton, pork, bacon, venison) (Private News, 2015).

Eventually, the Germanic form of the plurals (house, housen; shoe, shoen), was displaced by the French way of creating plurals: adding an "S" at the end of the words (house, houses; shoe, shoes). Only in some cases, the Germanic form of the plural is preserved: men, oxen, feet, teeth, and children.

The French influence also affected the writing, so that the sound "cw" happened to be written as "qu" (thus "cween" happened to be written "queen"); Cristal (1997) mentioned that it was the fourteenth century that English again became the dominant language in Britain. In 1399, Henry IV became the first king of England, from the Norman conquest, whose mother tongue was English. By that time, the London dialect had emerged as the standard dialect of what is now called Middle English or Medieval English (Murmur, 2015).

In the last years, the medieval period and the first modern periods (15th to 17th century), a continuous process of standardization of the English language was observed, in the territory that extends south of the Scottish border. The standardized language spoken and written in London continued to evolve, extending its use among the higher sectors of society, in formal contexts. The other regional varieties were displaced, under the stigma that indicated lack of social prestige and education.

Importance

Whether it is for a native speaker or those who use it as a second language, the English language is an important element in people's everyday lives as well as in communication with other cultures that have little or nothing in common. According to Halliday (2002) in a world like the current one in which the economy has gone from being based on products and services to being an information economy, the language is the vehicle of this information, English, is what has become in the international language. In addition to being one of the mother tongues with the largest number of speakers, various political-historical reasons have led many countries to adopt English as a mother tongue or as a second language (Varó, 2000). The rapid technological development of the English-speaking countries, highlighting the United States, has played an important role in their status as a means of international communication or lingua franca (Graddol, 1997).

The **technological** and **commercial** fields have experienced a fast evolution and English has become the lingua franca indispensable for communication in the scientific and business sectors. In addition, the press, television, cinema and literature in the English language are within the reach of most of the countries of the world, and most of the world's scientific-technological studies are written in English. Not in vain, Flowerdew and Peacock (2001) affirm that the international language of research and **academic** publication is English. In most of the different specialties, the publications of journals in the English language are the most prestigious and international dissemination (Varó, 2000). It is worth mentioning that English is often the only tool available to access the world of knowledge and the investigation.

In recent years, the emergence of the Internet has helped to reinforce this panorama of English language proficiency (Graddol, 1997). Thus, the relevance of this language continues to grow day by day as more people want or need to communicate in English. At present, the English language is an essential part of many areas of our society; so, it is necessary to be trained not only for labor matters but also because it is a gateway to information, in addition to allowing us to contact with new cultures.

The teaching of English language (terms & concepts)

Currently, the significance of learning the English language is recognized in all fields. It is a global communication tool and a way to access greater knowledge, a wide range of information and current technologies, which allows facing the demands of the environment and society. Communication and learning are the two main elements that feed the field of English language teaching (ELT). Within this type of education, there are three main groups or main branches:

English as a mother tongue, English as a second language and English as a foreign language (Hutchinson and Waters, 1987).

According to González and Celaya (1992) the mother tongue is one that is learned as a child through parents. As a branch of ELT, **English as a mother tongue** (MT) is taught in those countries where this language is the official language, vehicle of daily communication and those students who consider it their first language is taught (L1). This is the case of English-speaking countries such as the United States, Great Britain, Ireland or Australia.

On the other hand, those people who study English as a new language can have two different kinds of motivation when it comes to wanting to learn it, an **integrative motivation** or **instrumental motivation** (Broughton et al., 1980). In the first case, the student needs the language to be part in the society in which he or she lives and in which the daily communication with the rest of the speakers requires the mastery of another language different from their own one. In a different way, the student who has an instrumental motivation when studying English does not need the new language to communicate within the society in which he or she lives, but to access media, literature, cinema, cultural manifestations from other countries or to be able to talk and establish relationships with speakers of other cultures.

According to Broughton et al. (1980) when the teaching of English responds to a case of integrative motivation, we face with a situation of **English as a second language** (ESL). This term is used to designate the teaching and learning of English when this language plays an important communicative function within a country but it is not the mother tongue or first language (Richards et al., 1992). We speak here of English as a means of communication in the educational or jurisdictional systems of those countries. This is the case of immigrants or minorities who live in a country whose language is not considered official within the national territory.

The third branch of English language teaching, **English as a foreign language**, is related to the second type of motivation, instrumental (Broughton et al., 1980). English as a foreign language (EFL) refers to English that is learned in school as a subject and is not used as a means of regular communication (Richards et al., 1992). In this case, English is taught in schools, institutes, and other educational centers but it does not play a fundamental role in the social and economic life of citizens. In short, the motivation to learn English, in this case, is purely operative: reading literature, watching films in the original version, or communicating with speakers from English-speaking countries or those from other latitudes who know the English language as a means of international communication.

In essence, English as a foreign language is practiced almost exclusively in the classroom and gives rise to a type of acquisition in a formal context, while in the case of English as a second language, the context in which learning takes place is an informal context through interaction with the rest of the people.

2.4.2.4 English language development

What it is about?

Youth language acquisition is an ongoing process, in which stages may overlap (Aurora, 1996). Krashen (1981), states that the development of a second language is a process of unconscious acquisition, in which explicit grammar is not used. That is to say, it is not learned by means of explicit rules of the language. The acquisition takes place under natural conditions and the correction of errors plays a secondary role. In addition, Krashen talks about the speaker's goal in the process of language acquisition; this is based on communication, the speaker focuses on the message, but not on the form. In simple words, the development of a second language occurs in habitual situations where the individual feels comfortable and free to commit mistakes.

Education is repressing the talents and abilities of many students and is killing the motivation to learn (Robinson, 2013). The game is understood as an **innate capacity of human beings**, which has been studied in different cultures throughout history. Such is the importance of the game in humanity, which has been conserved generationally. This is expressed in various social, cognitive, creative and communicational skills, which are woven from the interaction between individuals, as well as between individuals and objects. In this sense, the game constitutes a path for learning, given that it has a certain anchoring capacity to incorporate new knowledge.

From the world of nature, mammals use the **game as the natural way of learning**, in nature these formal processes do not occur, but the offspring incorporate from the game the skills to hunt, fight, mark territory since they are not born with all their developed abilities (Rozo, 2016). In the same way, videogames emulate the real world and serve as training and practice to develop a set of physical and social skills, which grow in a safe and secure environment under adult supervision.

Piaget argued that learning is not a transmission and accumulation of knowledge, but an active process, which is constantly built, through the experience that the person has with the information they receive (González, 2012). Thus, learning is an experience in which children

learn knowledge from interaction with others, with objects, with circumstances, and then transform their way of relating to their external and internal world. At the same, Vygotsky adds a very important element and is the need for mediation to be they manage to modify the mental structures, as well as the social interaction. In which mental structures are expanded, knowledge, values, attitudes, and skills are reconstructed.

The perspective of constructivism contributes in the process of the investigation that implies mediation and where the game can constitute that articulating element of experiences and knowledge. It can be signed that the game is something magical (Rozo, 2016). When boys and girls play are like space rockets that are difficult to control, but they have a huge potential return. That is why, today in the 21st century, they need tools that stimulate them to learn while playing. It is enough to remember that they are the so-called "digital natives", to understand and enhance for the benefit of knowledge, the tools they seek to approach, as is the case of videogames. According to Etxeberria (1998) these are an **attractive and effective means** of learning because: they allow the exercise of fantasy, without space-time limitations; they facilitate access to other worlds and exchange; they favor instant repetition; allow the mastery of skills; facilitate interaction with others subjects in a non-hierarchical way.

What does research say about the games in the process of learning a language?

Several investigations have been carried out on the subject, so the use of games has increased in the classrooms after seeing the positive effects they have on the students. Pasovic (2014) mentions that often the games are considered as "less serious" and, therefore, they do not receive their deserved attention in the classrooms. Current and ancient research indicates that using games in a learning environment has positive effects for both students and educators. In effect, the games provide players with a linguistic development that takes more time to achieve without games.

According to Roth (1998) games are essential tools to improve fluency in a language since students tend to forget that they are learning, therefore, use their language skills more spontaneously. Roth also argues that games are especially positive when it comes to learning languages, as this may be the best way to expose students to the foreign language. The dynamism that offers the games transforms the learning of languages in a pleasant experience that motivates the learning of the students. If students stay motivated and participate in a lesson, the result will be amazing. Games are tools that can make this possible (Roth, 1998).

James Paul Gee has been worked with bilingual education for over 2 decades. His most recent work presents signs of the effectiveness of videogames to students developing skills in the

classroom. Gee argues that videogames will be crucial for the future academic development and therefore they should be part of our classrooms.

Gee began playing videogames when his son asked him for help to play a problem-solving game called "Pajama Sam". He quickly realized how much enjoyment and dedication his son put on this game and its problem-solving (Pasovic, 2014). Gee (2007) began playing videogames on his own and while he was playing he notices its learning potential and linguistic struggles. As a consequence, he wrote a book in which he proposes the existence of 36 principles that make up the **potential of video games for the development of learning**, including challenge and adaptation, authenticity, interaction with alternative rules and consequences, feedback and evaluation, socialization and collaboration.

Gee shows the skills that students can develop using videogames. Therefore, he argues that videogames, in particular, are a means of positive teaching and therefore educators should use them more frequently.

2.5 Hypothesis

“Videogames directly influence on the development of the English language bachelor students from fifth level A and B of Unidad Educativa Picaihua, from Ambato city, province of Tungurahua”.

2.6 Pointing variables

Independent variable: videogames

Dependent variable: development of English language

CHAPTER III. METHODOLOGY

3.1 Approach

The present researcher in this study relies on the critical – propositional approach of a quantitative – qualitative nature. Quantitative, because it collects legitimate information through the application of surveys that are submitted to the statistical analysis process. Qualitative because the results obtained will pass to criticality based on the Theoretical Framework. In addition to this, it interprets the needs of the learners of the English language as a second language. The results of this investigation will let purpose alternatives to face these problems.

3.2 Basic method of investigation

For the following research study implies the incoming types of research that were used.

Bibliographic – documentary, because this degree work will have secondary information on the subject of research, obtained through books, texts, modules, newspapers, magazines, Internet, as well as valid and reliable documents as primary information. Moreover, this study includes field method, because the researcher will go to collect information in the place where the events occur so that we can act in context and transform a reality.

In the same way, it is of an experimental type because it will reveal a reality through the data obtained using a survey.

3.3 Level or type of research.

Exploratory level

This type of research is carried out due to the need for global observation and analysis of the phenomenon being investigated.

Correlational level

This level has the purpose of measuring the degree of incidence that exists between videogames and the development of English language.

3.4 Population and sample.

The present research work is implementing in “Unidad Educativa Picaihua from Ambato city, province of Tungurahua”. The total population is 53, it comprises 50 students from fifth level A (27) and B (23) and 3 English teachers that belong to this establishment.

Description	Number	Percentage
Fifth -level students	50	94%
Teachers	3	6%
Total	53	100%

Table 6. Population and sample

Elaborated by: Bautista, R. (2017)

Source: “students from the fifth level A and B of the Unidad Educativa Picaihua from Ambato city, province of Tungurahua”.

In view of the fact that the number of students does not exceed 100, it is not important to establish the sample because it works with the entire population.

Validity and Reliability

The instrument was properly validated by using a Cronbach’s Alpha, which proposes items measured on a Likert scale in order to obtain specific data. It was first applied to a small group of the same characteristics of the group belonging to this investigation.

item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	totales
Sujetos															
1	3	3	3	3	3	2	3	3	2	3	3	3	3	3	28
2	3	2	3	3	3	3	3	3	3	2	3	3	3	3	28
3	3	2	2	2	3	3	3	3	3	3	3	2	3	3	27
4	3	2	3	2	2	2	3	2	2	3	3	2	3	2	24
5	3	3	3	3	3	3	3	3	3	2	2	3	3	2	29
6	3	3	2	3	2	3	2	2	3	3	3	3	2	3	26
7	3	3	3	3	2	3	2	3	3	3	2	3	2	3	28
8	3	3	3	3	2	3	3	3	3	3	3	3	3	3	29
9	3	3	3	3	3	3	3	3	3	3	2	3	3	3	30
10	3	3	3	3	3	3	3	3	3	3	2	3	3	3	30
varianzas	0	0,233333	0,177778	0,177778	0,266667	0,177778	0,177778	0,177778	0,177778	0,177778	0,266667	0,177778	0,177778	0,177778	3,433333
numero de sujetos	10														
suma varianzas	1,744444														
varianza total	6,535914														
alfa	0,814554														

Graphic 7. Cronbach’s Alpha

Elaborated by: Bautista, R. (2017)

Source: Field research

3.5 Operation of variables

3.5.1 Independent variable

Table 7. Operation of the Independent variable: videogames

Conceptualization	Categories	Indicators	Basic items	Instruments and techniques
<p>Videogames are digital platforms aimed at the entertainment of users through the use of a command that sends codes to a console, which processes them and later shows them on a screen or computer.</p> <p>Videogames facilitate the user interplay in an individual way or multiplayer way.</p>	1. Platforms	<p>Devices in which the games are executed or played.</p> <ul style="list-style-type: none"> -PC -Video consoles -Portable devices -Arcade machines 	<p>How often do you play videogames?</p> <ul style="list-style-type: none"> -Always -Sometimes -Never <p>How often does the teacher use technological tools in class?</p> <ul style="list-style-type: none"> -Always -Sometimes -Never 	Surveys
	2. Multiplayer	<p>Some games provide the multiplayer option, allowing numerous users to participate in the same game.</p> <ul style="list-style-type: none"> -MMOG -MMOGRP 	<p>Do you think that videogames help your English learning process?</p> <ul style="list-style-type: none"> -Always -Sometimes -Never <p>¿Do you consider that playing videogames could benefit to develop communicative skills?</p> <ul style="list-style-type: none"> -Always -Sometimes -Never 	

			<p>In classes, are you exposed to different technologies such as PCs, video consoles or any kind of portable device? -Always -Sometimes -Never</p> <p>During a cognitive process activity of a second language, do you implement technology as an educational tool? -Always -Sometimes -Never</p> <p>Do you encourage the use of technological tools outside the classroom to improve students' linguistic and cognitive skills? -Always -Sometimes -Never</p>	
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Elaborated by: Bautista, R. (2017)

Source: Bibliographic research

3.5.2 Dependent variable.

Table 8. Operation of the dependent variable: development of English language

Conceptualization	Categories	Indicators	Basic items	Instruments and techniques
English Language development (ELD) is a systematic instructional model designed to develop the English language proficiency of English language. ELD instruction emphasizes on the development of all four language domains: Reading, Writing, Listening, and Speaking	<p>1. Work</p> <p>2. Capacities</p>	<p>-Activity</p> <p>-Production</p> <p>-Action</p> <p>-Effort</p> <p>-Cognitive responsibility</p> <p>-Affective responsibility</p> <p>- Psychomotor responsibility</p>	<p>Is the knowledge taught in classes meaningful?</p> <p>-Always</p> <p>-Sometimes</p> <p>-Never</p> <p>How often do you feel motivated to learn English?</p> <p>-Always</p> <p>-Sometimes</p> <p>-Never</p> <p>In the classroom, do you carry out activities based on educational games?</p> <p>-Always</p> <p>-Sometimes</p> <p>-Never</p> <p>Do you think that videogames can aid your English teaching process?</p> <p>-Always</p> <p>-Sometimes</p> <p>-Never</p>	Surveys

			<p>Do you consider that playing videogames could strengthen the development of linguistic skills as well as improve the exposure of students to English language? -Always -Sometimes -Never</p> <p>Does the teaching model taught in classes contribute to the development of English language proficiency? -Always -Sometimes -Never</p> <p>Does the didactic material used in class help the development of the four domains of English language such as reading, writing, listening and speaking? -Always -Sometimes</p>	
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			-Never	
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Elaborated by: Bautista, R. (2017)

Source: Bibliographic research

3.6 Collection of information

In order to carry out the present investigation, a survey will be used as a technique to collect primary information and at the same time, it will allow to know the criteria that teachers have about the problem to be investigated.

Basic questions	Explanation
1. For what?	To meet and achieve the research objectives.
2. From what people or objects?	To "students from Fifth level A and B of Unidad Educativa Picaihua"
3. On what aspects?	Videogames on the development of cognitive and linguistic skills.
4. Who? or Why?	Renato Emanuel Bautista Ullauri
5. When?	October 2017- March 2018
6. Where?	"Unidad Educativa Picaihua, from Ambato city, province of Tungurahua"
7. How many times?	It will be done only once
8. What collection techniques?	Pre-survey and post-survey
9. With what?	Structured questionnaires
10. In what situation?	In the classroom

Table 9. Information Collection Plan

Elaborated by: Bautista, R.2017

Source: direct research

3.7 Processing and analysis

The first step was requesting for permission for accomplish the research work, which was addressed to the authority of “Unidad Educativa Picaihua”.

Then, the following step was to conduct surveys in order to collect relevant and significant data, for later analyze and interpret it.

Subsequently, the data collection was based on structured surveys aimed at “students from fifth level A and B and also teachers of Unidad Educativa Picaihua, from Ambato city, province of Tungurahua”.

Finally, we proceeded to the analyzing and processing the information collected through the realization of data tables; as well as the elaboration of tables and graphs for the analysis and interpretation of the results.

CHAPTER IV

4.1 Analysis of results

According to the data obtained through the surveys conducted, tables and graphics were made in order to analyze and interpret clearly the results. The objective was to know if the use of videogames as educational tools influence or not on the development of the English language in “bachelor students from fifth level A and B of Unidad Educativa Picaihua from Ambato city, province of Tungurahua”. The information collected, allowed the verification of the hypothesis and this, in turn, led to the completion of conclusions and recommendations of the case.

4.1.1 Interpretation of survey results directed to students

Question N°1. How often do you play videogames?

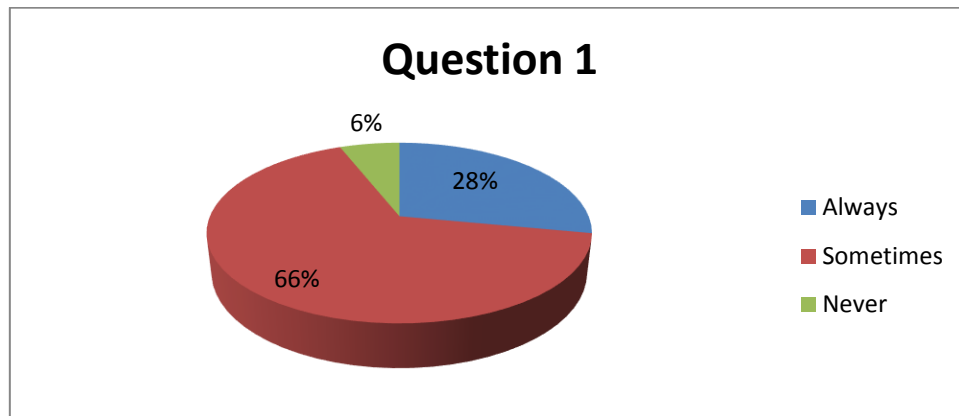
Table 10. Videogames

Alternative	Frequency	Percentage
Always	14	28%
Sometimes	33	66%
Never	3	6%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 8. Videogames



Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

The results indicate that 14 students who correspond to 28% claim that they always play video games, while 33 students who correspond to 66% say they sometimes play video games. Finally, 3 students, corresponding to 6% of the students surveyed, indicate that they never play videogames. It is evident that exposure to videogames as an educational tool is not very frequent, which establishes that there is a lack of knowledge about the potential benefits they can provide to the development of English language. So, it's time to break the myth and started to incite students to use videogames instead of wasting time watching TV.

Question N°2. How often do you feel motivated to learn English?

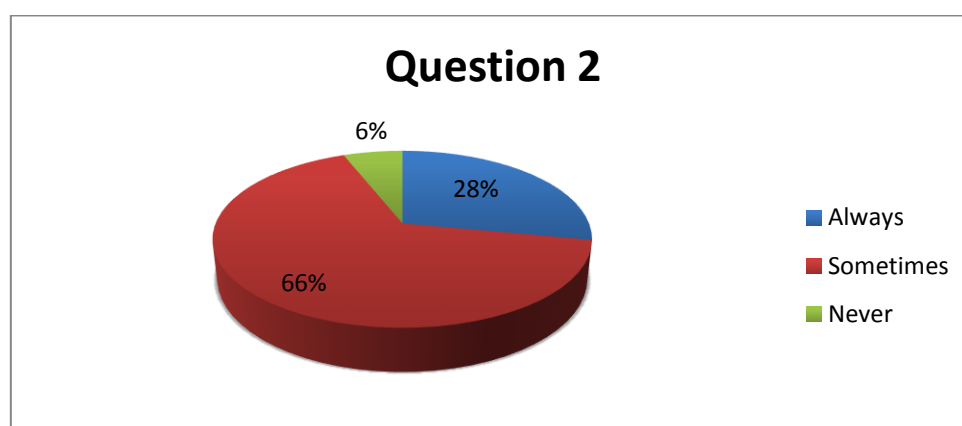
Table 11. Motivation to learn English

Alternative	Frequency	Percentage
Always	14	28%
Sometimes	33	66%
Never	3	6%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 9. Motivation to learn English



Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

According to the information obtained, 14 students who correspond to 28% testify that they feel motivated to learn English; while 33 students who correspond to 66% express that, they are sometimes motivated. On the other hand, 3 students who correspond to 6% never feel motivated in the process of learning the English language. It can be notice that the majority of students surveyed feel sometimes motivated to learn the language, which causes a disadvantage in the process of improving teaching. Thanks to their colorful graphics, charming characters, and exiting stories videogames have the ability to incite and motivate students learning by promoting a funny interaction between the player and the virtual characters of videogame.

Question N°3. Do you think that videogames help your English learning process?

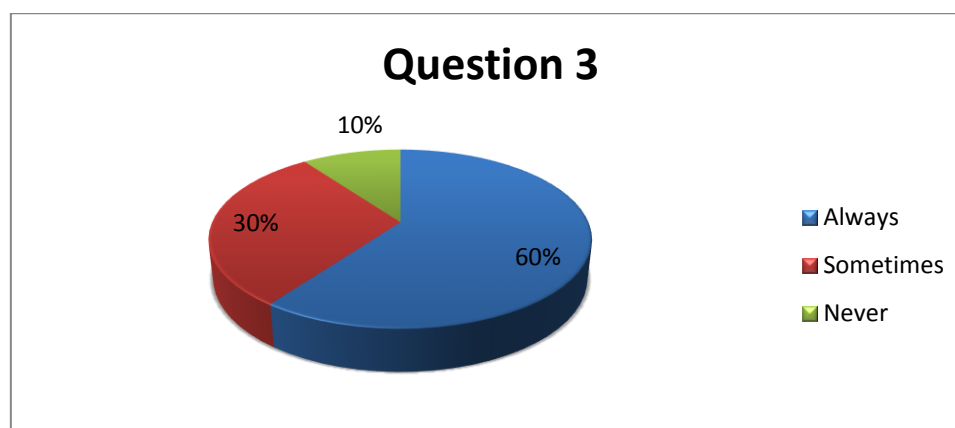
Table 12. Videogames aid the English learning process

Alternative	Frequency	Percentage
Always	30	60%
Sometimes	15	30%
Never	5	10%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 10. Videogames aid the English learning process



Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

The data obtained show that 30 students who correspond to 60% of the population say that they think that videogames help them to learn the English language, while 15 students who represent 30% consider that sometimes. Finally, 5 students that correspond to 10% consider that videogames never help them improve their learning. It is evident that most students think that videogames could contribute somehow to their English language assimilation since the vast majority of videogames are in English. Although many students do not know their educational potential, they recognize that its use could bring advantages to their second language learning.

Question N°4. Do you consider that playing videogames could benefit to develop communicative skills?

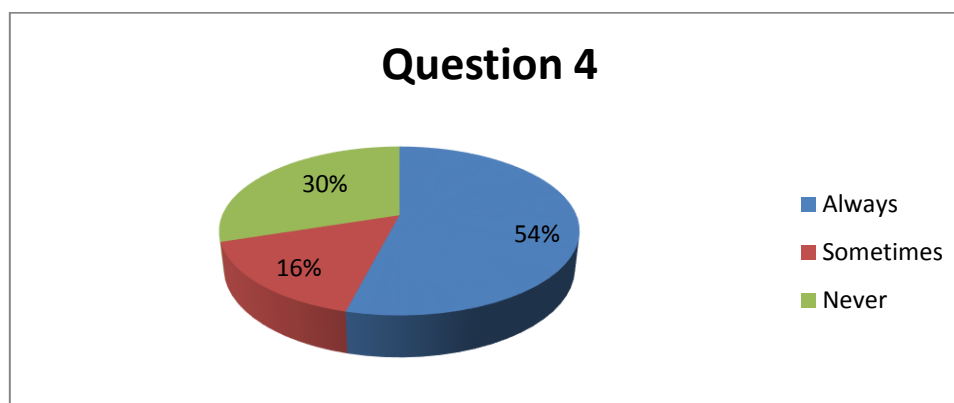
Table 13. Exposure to the English language

Alternative	Frequency	Percentage
Always	27	54%
Sometimes	8	16%
Never	15	30%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 11. Exposure to the English language



Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

The results achieved show that 27 students figure 54% consider that to play videogames could benefit to develop the communicative skills. On the other hand, 8 students, corresponding to 16%, point out that sometimes; whereas other 15 students, corresponding to 30% of the population signal that consider that to play videogames never could benefit to develop communicative skills. As it can be notice, more than half of respondents mention that videogames are useful for the development of linguistic skills. Students to be immersed in these virtual worlds, forget that they are learning and make use of their communicative abilities more spontaneously while are motivated by the challenges the game offers. This kind of learning environment is something that cannot be achieved in a common class. Therefore, it is necessary to use videogames to power students learning.

Question N°5. Is the knowledge taught in classes meaningful?

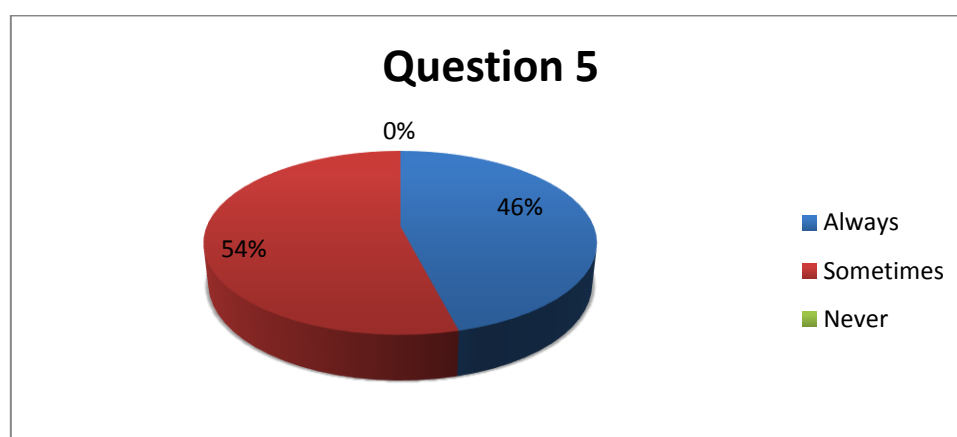
Table 14. Meaningful knowledge

Alternative	Frequency	Percentage
Always	23	46%
Sometimes	27	54%
Never	0	0%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 12. Meaningful knowledge



Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

Regarding the data collected, 23 students, corresponding to 46% maintain that the knowledge taught in classes is always significant. On the other hand, 27 students who correspond to 54% mention that sometimes it is. Evidently, for most students, the knowledge taught in class is not as significant as the teacher thinks. Videogames with their peculiar characters and stories provide unique experiences to users who can hardly forget. Therefore, its educational use is necessary in order to improve the learning experiences of English language students.

Question N°6. How often does the teacher use technological tools in class?

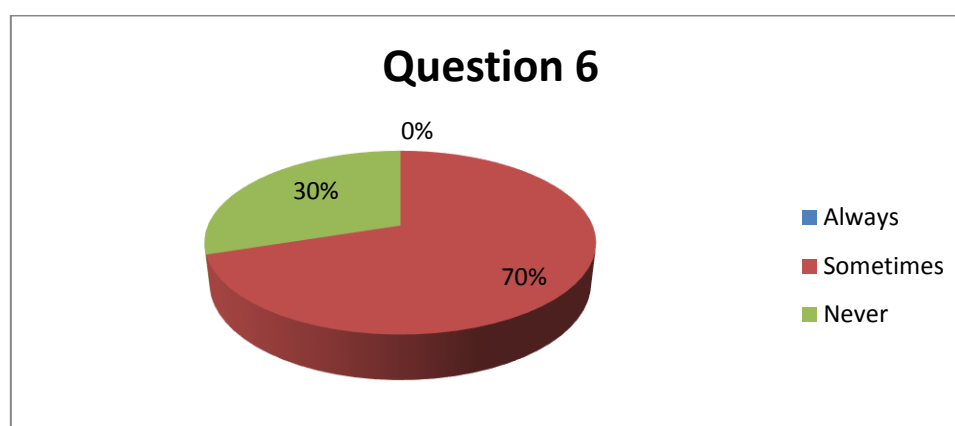
Table 15. Use of technological tools

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	35	70%
Never	15	30%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 13. Use of technological tools



Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

According to the data collected it can be established that 35 students who figure 70% mention that sometimes the teacher uses technological tools at the time of teaching their classes, while 15 students who represent the remaining 30% say that their teacher never uses technological tools in the classroom. This is a sign that teachers do not always use technological devices to enhance their classes. So, it is necessary to make teachers understand the needs of the new students' generation, they grew up in a digital era where technology is the daily bread. Therefore, if teachers make use of technological tools such as videogames, the interest of students would change positively. Since they have the capacity to capture the attention of students, as well as motivate them to learn autonomously.

Question N°7. In classes, are you exposed to different technologies such as PCs, video consoles or any kind of portable devices?

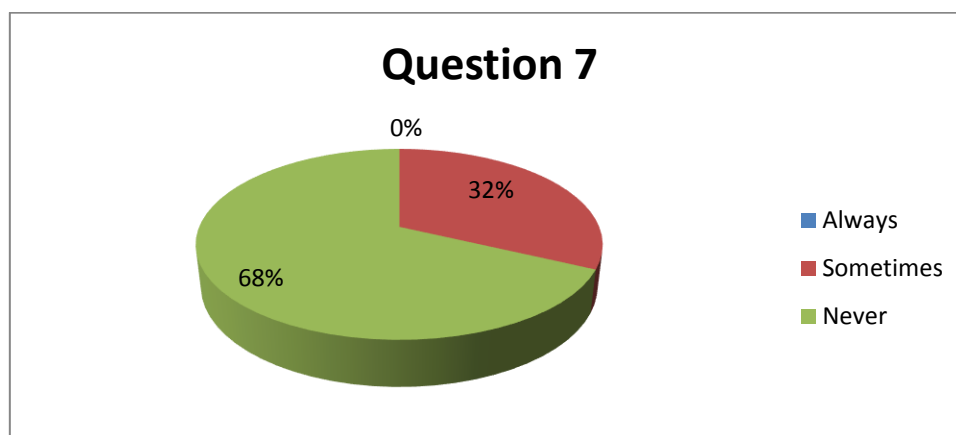
Table 16. Exposition to educational tools

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	16	32%
Never	34	68%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 14. Exposition to educational tools



Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

The data collected allow establishing that 16 students corresponding to 32% indicate that in their institute they are rarely exposed to the use of PC's. While 34 students who represent 68% of the remaining population state that they are not exposed to any type of digital tool when learning. In this way, it is deduced that "students from fifth level A and B of Unidad Educativa Picaihua" are not always exposed to the educational tools, giving rise to the demotivation that is the main obstacle in the learning process of the English language. Only videogames have the innate capacity of raising people mood and interests, which is why they are much needed in an English class.

4.1.2 Interpretation of survey results directed to teachers

Question N°8. In the classroom, do you carry out activities based on educational games?

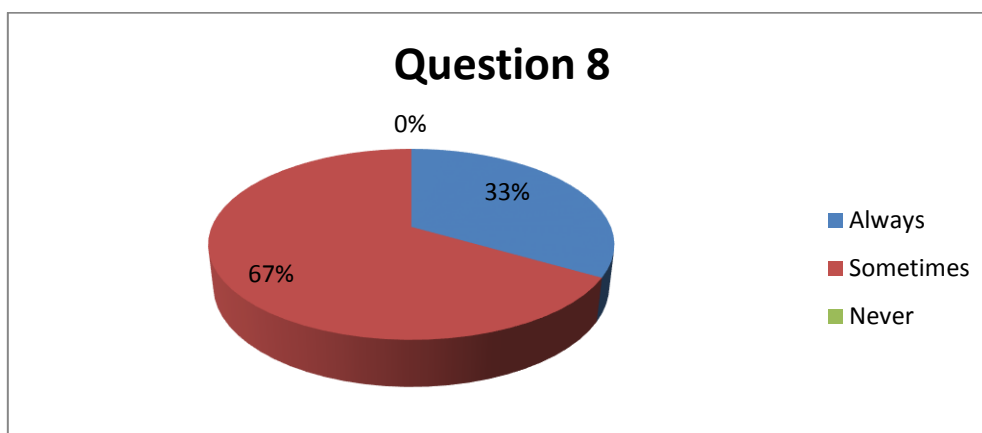
Table 17. Activities based on educational games

Alternative	Frequency	Percentage
Always	1	33%
Sometimes	2	67%
Never	0	0%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 15. Activities based on educational games



Source: survey aimed at teachers

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

Once the data have been analyzed, it can be determined that a teacher who represents 33% of the studied population mentions that he performs activities based on educational games in his classes. On the other hand, 2 teachers representing the remaining 67% indicate that they do not use these. It is evident that teachers are unnoticed about the potential that technology can afford to learning, so it is required to use activities based on educational games to support the language assimilation process.

Question N°9. During a cognitive process activity of a second language, do you implement technology as an educational tool?

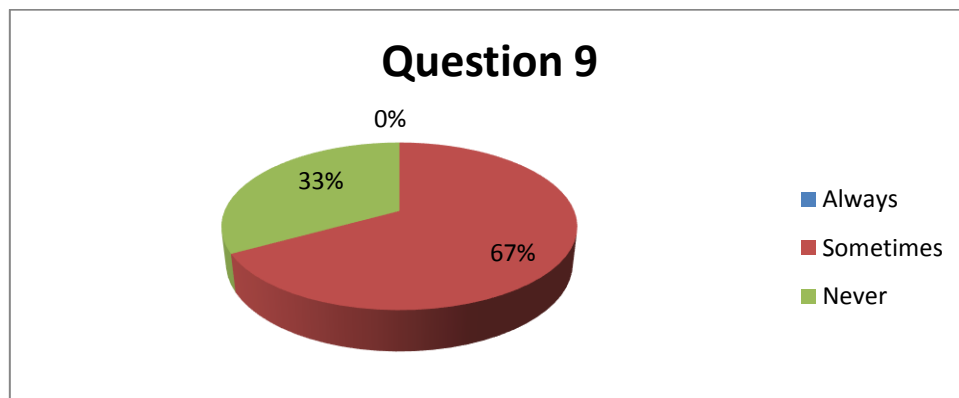
Table 18. Implementation of technology as an educational tool

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	2	67%
Never	1	33%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 16. Implementation of technology as an educational tool



Source: survey aimed at teachers

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

Through the collected data can be established that 2 teachers who account for 67% of the population indicate that they implement educational tools during a cognitive process activity of a second language, while 1 teacher representing 33% of the remaining population makes it clear that has never established technology as an educational tool. The implementation of educational technology is essential to improve the learning of the English language. However, it is evident that this aspect is not applied by a large part of the population analyzed, which delays the development of cognitive processes.

Question N°10. Does the teaching model taught in classes contribute to the development of English language proficiency?

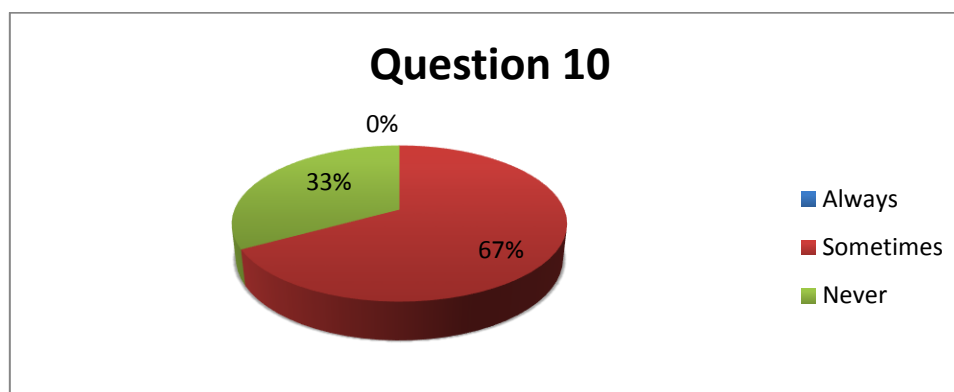
Table 19. Teaching model

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	2	67%
Never	1	33%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 17. Teaching model



Source: survey aimed at teachers

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

According to the information obtained, it could be determined that 2 teachers who correspond to 67% of the population mention that sometimes the teaching model taught in classes contribute to the development of English language proficiency. On the other hand, 1 teacher representing the remaining 33% indicates that the teaching model never contribute to the improvement of English language proficiency. This result shows that not very often the teaching model is consistent with the needs of “students from fifth level A and B of Unidad Educativa Picaihua”; this weakens the learning of the language, as well as the development of the different linguistic abilities. In this way, the implementation of technology into the current teaching model results compulsory not only to upgrade the education levels but also to maximize students’ different skills.

Question N°11. Do you think that videogames can aid your English teaching process?

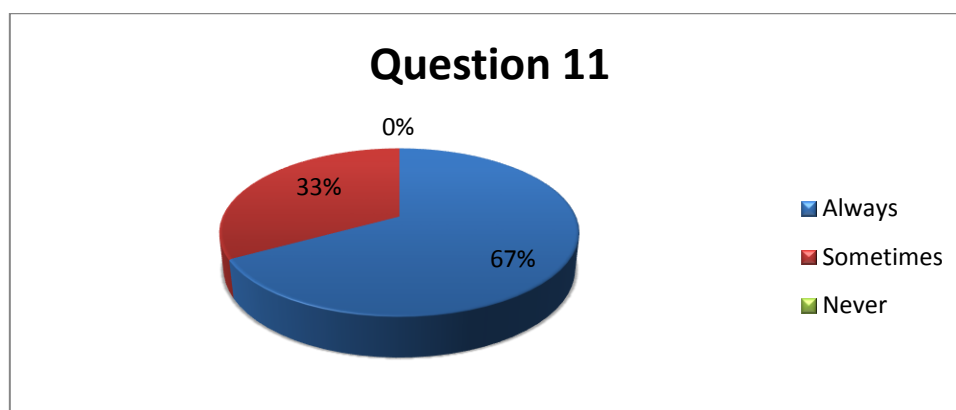
Table 20. Videogames aid the English teaching process

Alternative	Frequency	Percentage
Always	2	67%
Sometimes	1	33%
Never	0	0%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 18. Videogames aid the English teaching process



Source: survey aimed at teachers

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

The results obtained indicate that 2 teachers who correspond to 67% think that videogames always help them in the process of teaching the English language, while 1 teacher who symbolizes the remaining 33% mentions that sometimes. It is evident that most teachers think that videogames can help them improve their classes. Videogames help students solve problems and focus on objectives presented in the game. They are capable of reaching high levels of concentration and the most important a fun learning.

Question N°12. Do you consider that playing videogames could strengthen the development of linguistic skills as well as improve the exposure of students to English language?

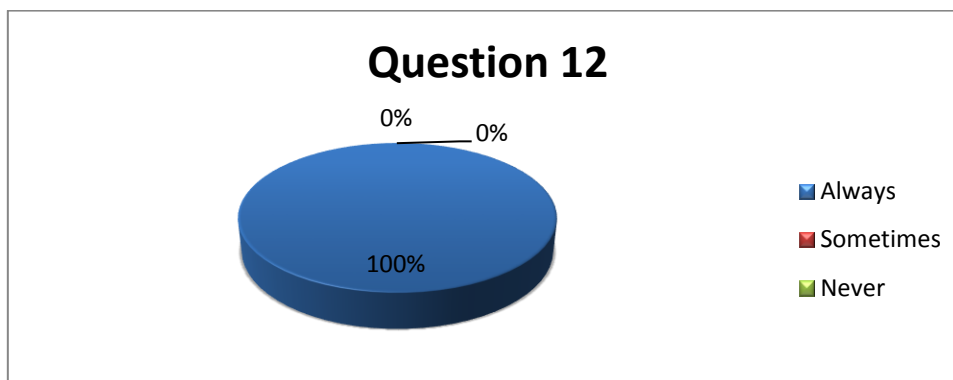
Table 21. Videogames strengthen the develop of linguistic skills

Alternative	Frequency	Percentage
Always	3	100%
Sometimes	0	0%
Never	0	0%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 19. Videogames strengthen the develop of linguistic skills



Source: survey aimed at teachers

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

According to the data obtained, it can be noted that 3 teachers correspond to 100% of students consider that to play videogames always enrich the development of linguistic skills as well as improve the exposure of students to English language. The results clearly show that teachers think videogames can be an effective tool to improve the development of language skills, as well as expose students to a more dynamic and meaningful learning environment.

Question N°13. Does the didactic material used in class helps the development of the four domains of English language such as reading, writing, listening and speaking?

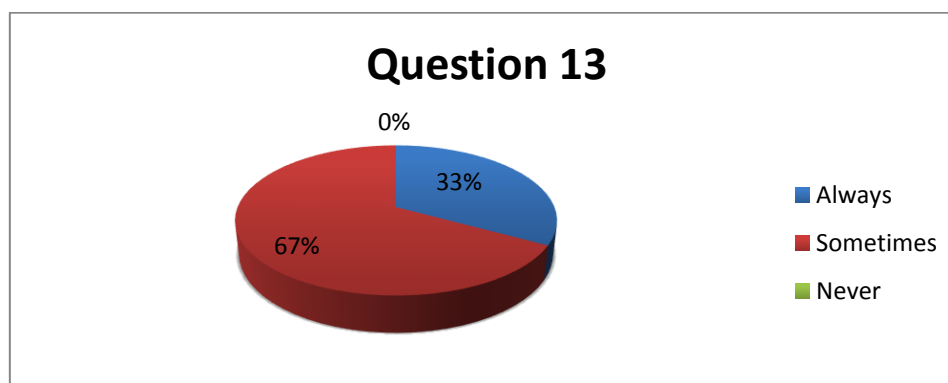
Table 22. Didactic material

Alternative	Frequency	Percentage
Always	1	33%
Sometimes	2	67%
Never	0	0%
Total	50	100%

Source: survey aimed at teachers

Elaborated by: Bautista, R. (2017)

Graphic 20. Didactic material



Source: survey aimed at teachers

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

From the data collected, it is established that 1 teacher who represents 33% of the population indicates that the didactic material used in class always support the development of the four domains of English language such as reading, writing, listening and speaking; while 2 teachers, which correspond to the remaining 67%, consider that the didactic material used in class sometimes aid the growth of the four skills of English language. As can be seen, linguistic skills are not always reinforced by the use of didactic materials. Therefore, by not making constant use of technological tools in class, teachers are wasting a valuable instrument of learning and the opportunity to enhance the linguistic skills of students.

Question N°14. Do you encourage the use of technological tools outside the classroom to improve students' linguistic and cognitive skills?

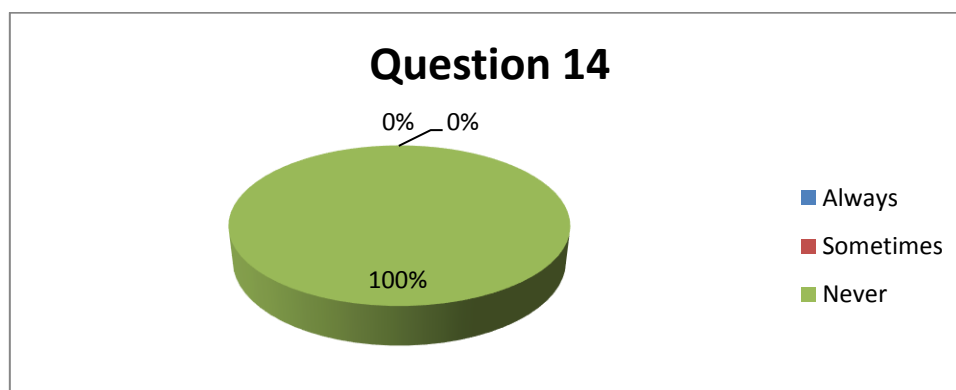
Table 23. Encourage the use of technological tools

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	0	0%
Never	3	100%
Total	50	100%

Source: survey aimed at students

Elaborated by: Bautista, R. (2017)

Graphic 21. Encourage the use of technological tools



Source: survey aimed at teachers

Elaborated by: Bautista, R. (2017)

Analysis and interpretation

According to the data collected, it can be verified that 3 teachers who represent 100% of the studied population make reference to the fact that never encourage the use of technological tools outside the classroom to improve students' linguistic and cognitive skills. As it is appreciated, teachers still don't noticed the potential that technological tools can bring to language learning. Therefore, they do not motivate their students to use technologic tools after school and this generates disinterest in learning the language.

4.2 Hypothesis verification

In order to verify the hypothesis of the present investigative work with the theme: “Videogames and the development on English language bachelor students from fifth level A and B of Unidad Educativa Picaihua, from Ambato city, province of Tungurahua” we proceeded to work with the correlation of significance method.

4.2.1 Statement of the hypothesis

Ho: the use of videogames does not affect on the development of the English language on “English language bachelor students from fifth level A and B of Unidad Educativa Picaihua, from Ambato city, province of Tungurahua”.

H1: the use of videogames does affect on the development of the English language on “English language bachelor students from fifth level A and B of Unidad Educativa Picaihua, from Ambato city, province of Tungurahua”.

4.2.2 Selection of significance

An error level of $\alpha=0.05$ is used for the verification of the hypothesis

4.2.3 Description of the population

The population investigated is “students from fifth level A and B of Unidad Educativa Picaihua, from Ambato city, province of Tungurahua”; it is constituted of 50 students and 3 language teachers.

Table 24. Population investigated

Sample of people involved	Percentage
50 students	94%
3 teachers	3%
53 people	100%

Elaborated by: Bautista, R. 2017

Source: Direct research

4.2.4 Specification of the statistical analysis

- **Mathematic model**

H₀: O = E

H₁: O ≠ E 2.

- **Significance level**

α = 0,05.

4.2.5 Calculus of the statistic model

The R value, which represents the correlation between both amounts of data, was calculated by using the following formula:

$$r = \frac{\sum(x - \bar{x})(y - \bar{y})}{\sqrt{\sum(x - \bar{x})^2 \sum(y - \bar{y})^2}}$$

Table 25. R score

first survey	second survey	number of students	50
33	35	p value	0,00001
33	34	R score	0,8523065
30	36		
27	30		
27	29		
35	35		
26	28		

Elaborated by: Bautista, R. 2017

Source: Direct research

4.2.6 Calculus of P value

If you need to derive a r score from raw data, you can find a Pearson (r) calculator [here](#).

R Score:
N:

Significance Level:

- 0.01
- 0.05
- 0.10

The P-Value is < 0.00001 . The result is significant at $p < 0.05$.

Graphic 22. Calculus of P value

Elaborated by: Bautista, R. (2017)

Source: Direct research

4.2.7 Decision

Once the required values were obtained, it was determined that the R score was 0.8523, and the p value was 0.00001; which leads to REJECT the null hypothesis and ACCEPT the alternative hypothesis: The use of videogames affects the development of the English Language on “bachelor students from fifth level A and B of Unidad Educativa Picaihua from Ambato city, province of Tungurahua”.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

1. Once the present investigation has been executed, it is obtained as conclusions:

In a time when everything has been digitized, it is essential to appreciate the importance of using videogames as a tool to enrich the process of English language learning. However, in Unidad Educativa Picaihua videogames are considered "less serious"; of course, this limits people to know the potential benefits videogames can have in education. Teachers and authorities overlook the theme; as a consequence, it creates nescience of the significance of videogames in the development of English language. So, the use of videogames as tools to enhance the second language learning in schools responds to a real need; currently, most students are actively involved in these types of activities. The levels of complexity that videogames present allow maturing not only psychomotor aspects but also to improving the abilities for solving problems such as taking decisions, searching information, improving concentration, creativity, among others.

Another key point, by the high levels of dynamism and interaction that videogames offer, they are able to break down the barriers of boredom and become a useful tool for motivation and socialization problems.

In short, whatever the purpose for which videogames are used, they imply some kind of help in cognitive development, especially, in the domain of English; since to play videogames is necessary to have some kind of knowledge in the subject because most them are programmed in the English language.

2. During the research process, it was evidenced that there are several theoretical investigations that support and allow the deepen understanding of videogames in the development of the English language. Even though, teacher and authorities from Unidad Educativa Picaihua lack of necessary technological resources such as internet connection, modern computers and a professional in ICTs use; that's the reason why, they don't see videogames as an educative tool and they continue applying the classical teaching style. With this in mind, taking as a main reference the scientific studies of Karl Groos and Paul Gee who have studied games and videogames for more than two decades, it has been valued that videogames can contribute significantly on the development of cognitive, affective and attitudinal skills of English language.

3. The learning process occurs in habitual situations where the individual feels comfortable and free to commit mistakes. It was estimated that the use of videogames as learning tools to improve fluency in a language, it results very important since students tend to forget that they are learning, therefore, use their language skills more spontaneously. Although this may be true, UEP teachers and authorities are unaware of the relationship between videogames and English language, so they cannot take advantage of the benefits that videogames can provide for second language learning. To put it differently, the dynamism that videogames environment offers, transforms the learning of languages in enjoyable experiences that motivate the students learning. Whether students keep motivated and participate in a lesson, the results will be amazing. That is to say, in a Spanish-speaking country, where the English language needs to reach higher academic levels, this may be the best way to expose students to the foreign language.

5.2 Recommendations

- Many adults are unaware of the value that videogames can have as an educative tool, so it results necessary to share with all members of the educational community about the possible benefits these devices can achieve in the English learning process; it can be made through talks and meetings, and in a more creative way it can be done by presenting open houses or expositions and even challenging parents in a game competition.
- Promote research on the subject, to motivate teachers to investigate it is necessary to supply them with time, affective support, and sources such as talks, books, articles and the basic materials to explore videogames use. On the other hand, it is necessary to hire a professional in the management of educational technologies in order to train and guide the implementation of the project.
- It is necessary to communicate parents, students, and teachers about the worth of using videogames carry to the psychomotor and cognitive development, particularly in the psycholinguistic field (Strengthens the four skills: speaking, listening, reading, writing

). All this will aid to vanish the misconceptions that had been created about the relation between videogames and the learning process of English language.

Reference Material

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Annexes

Appendix 1: Authorization for the development of the investigation



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

Av. Los Chasquis y Río Guayllabamba/Campus Huachi/Teléfono 032410189 Ext. 120/Ambato-Ecuador



Memorando Nro. UTA-FCHE-CI-2017-420-M

Ambato, 16 de octubre de 2017


PARA: M.Sc. Jimena Cruz
RECTORA
UNIDAD EDUCATIVA PICAIHUA



ASUNTO: Implementación Proyecto de Investigación

Por medio de la presente y a través de un cordial saludo de la coordinación de la Carrera de Idiomas me permito solicitar a usted muy comedidamente se sirva autorizar al señor **RENATO EMANUEL BAUTISTA ULLAURI**, con Cc. 1804606059 estudiante de Décimo nivel de la Carrera de Idiomas, modalidad Presencial de la Universidad de Técnica de Ambato, a realizar su Proyecto de Investigación con el tema : " VIDEOGAMES AND THE DEVELOPMENT ON ENGLISH LANGUAGE BACHELOR STUDENTS FROM FIFTE LEVEL "A" AND "B" OF THE UNIDAD EDUCATIVA PICAIHUA, FROM AMBATO CITY, PROVINCE OF TUNGURAHUA" previo a la obtención del título de Licenciado en Ciencias de la Educación mención Inglés.

Atentamente,


Ph.D. Verónica Chicaiza Redin
COORDINADORA



VCHIdi

Appendix 2: Survey directed at students



UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIA HUMANAS Y DE LA EDUCACION
CARRERA DE IDIOMAS
"Students"



Mark with **X** or **✓** the box that you think is convenient.

1. How often do you play video games?

- Always
- Sometimes
- Never

2. How often do you feel motivated to learn English?

- Always
- Sometimes
- Never

3. Do you think that videogames help your English learning process?

- Always
- Sometimes
- Never

4. ¿Do you consider that playing videogames could benefit to develop communicative skills:

- Always
- Sometimes
- Never

5. Is the knowledge taught in classes meaningful?

- Always
- Sometimes
- Never

6. How often does the teacher use technological tools in class?

- Always
- Sometimes
- Never

7. In classes, are you exposed to different technologies such as PCs, video consoles or any kind of portable devices?

- Always
- Sometimes
- Never

Appendix 3: Survey directed to teachers



UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIA HUMANAS Y DE LA EDUCACION
CARRERA DE IDIOMAS
"Teachers"



Mark with **X** or the box that you think is convenient.

1. ¿ In the classroom, do you carry out activities based on educational games?

- Always
- Sometimes
- Never

2. During a cognitive process activity of a second language, ¿ do you implement technology as an educational tool?

- Always
- Sometimes
- Never

3. ¿ Does the teaching model taught in classes contribute to the development of English language proficiency?

- Always
- Sometimes
- Never

4. ¿ Do you think that videogames help in your English Teaching process?

- Always
- Sometimes
- Never

5. ¿ Do you consider that to play videogames could strengthen the develop of linguistic skills as well as improve the exposure of students to English language.

- Always
- Sometimes
- Never

6. ¿ Does the didactic material used in class helps the development of the four domains of English language such as reading, writing, listening and speaking?

- Always
- Sometimes
- Never

7. ¿Do you encourage the use of technological tools outside the classroom to improve students' linguistic and cognitive skills?

- Always
- Sometimes
- Never

Thank you for your cooperation!

Appendix 4: Report of the anti-plagiarism tool URKUND.

URKUND	
Documento	urkund.docx (D33418755)
Presentado	2017-12-06 15:07 (-05:00)
Presentado por	underseed92@gmail.com
Recibido	cristinadjordanb.uta@analysis.arkund.com
Mensaje	Tesis-Renato Bautista Mostrar el mensaje completo
	1% de estas 113 páginas, se componen de texto presente en 3 fuentes.

ACADEMIC PAPER

**“VIDEOGAMES AND THE DEVELOPMENT ON ENGLISH
LANGUAGE”**

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Abstract

This article intends to estimate the value of the use of videogames and its development on English language learning. For the aforementioned propose, a qualitative-quantitative methodology was used through a structured survey directed to “students of the fifth level A and B of the Unidad Educativa Picaihua”. The research was validated by collecting and analyzing results from the surveys, which then enabled the numerical verification of the hypothesis. The information obtained was verified by the Correlation statistical method, which corroborated the infrequent use of different educational tools within classes. Therefore, this work concludes that thanks to games dynamism, students can improve fluency in a language as they move around in a free environment where they can use their language skills more spontaneously and without fear of making mistakes. In short, in a Spanish-speaking country, where the English language needs to reach higher academic levels, this may be the best way to expose students to the foreign language.

Key words: videogames, educational games, language development, English language.

1 Introducción

Between videogames and learning, there is a close and undeniable relationship. According to Ramírez and Rodríguez (2010) information and communication technology (ICT) has become one of the basic foundations of today's society, its use is given in all the imaginable fields, for all this its presence in the educational field is necessary so that this reality is taken into account. According to UNESCO (2005) the incorporation of technology in education has as its function to be a mean of communication, a channel of communication and exchange of knowledge and experiences; tools for processing information, a source of resources, an instrument for administrative management, a playful environment, and cognitive development. Videogames have great positive potential, in addition to their entertainment value, there has been a considerable success when games are designed to address a specific problem or to teach a certain skill (Griffiths, 2002). In addition, they contribute with a solid basis for conceptual thinking. Thus, videogames can be a valuable tool in language teaching because they not only motivate students' interaction but also they contribute to the increase of the individual lexicon (Ogalde and Bardavid, 2007).

Game is understood as an innate capacity of human beings, which has been studied in different cultures throughout history. Such is the importance of the game in humanity, which has been conserved generationally. Thus, the game constitutes a path for learning, given that it has a certain anchoring capacity to incorporate new knowledge. They present clear objectives, and concrete tasks which favor an increase in attention and self-control. Gee (2003) proposes the existence of 36 principles that make up the potential of videogames for the development of learning, including challenge, adaptation, and authenticity. Although the investigations are not definitive, most of them indicate that many videogames favor the development of certain attention skills, concentration, spatial, problem solving, creativity, etc.

Encouraging the use of videogames creates viability of autonomous motivation in the student, achieving a significant learning of the language. There is no doubt that, if it is a question of learning a language, videogames can contribute considerably to its development. It is the use of technological tools such as educational videogames in the classroom that facilitate dynamic environments, create innovative experiences to achieve a feasible and successful learning.

The lack of understanding of the importance of the use of videogames as educational tools creates

routine learning processes of the English language, which is a cause of useless teaching. Therefore, the use of digital tools such as videogames, in the progress and improvement of the language would provide some benefits. It's more interactive than watching TV because there are problems to solve as you're using your brain (White, 2017).

In view of the need to improve the learning process of the English language, a research work was carried out to find out the problem and provide possible solutions. The purpose of the study was to clarify the misunderstandings about videogames, in this way assess the significance of their use in the development in the learning of the English language. The objective of this research was to demonstrate the importance of videogames in the development of the English language. Videogames for educational purposes are not only good but also innovative and indispensable to enrich the learning process and at the same time motivates students to practice the language unconsciously.

Followed by the definition, it was posed to evidence in a theoretical way that the use of videogames has an impact on the English language learning process. According to Etxeberria (1998) these are an attractive and effective means of learning because they allow the exercise of fantasy, without space-time limitations; they facilitate access to other worlds and exchange; they favor instant repetition; allow the mastery of skills; facilitate interaction with others subjects in a non-hierarchical way. According to Genevieve Roth (1998) games are essential tools to improve fluency in a language since students tend to forget that they are learning and, therefore, use their language skills more spontaneously.

Finally, it was possible to determine the advantages of using videogames in the English language learning process. They allude to the fact that it helps motivation, reasoning and be autonomous, power creativity as well as incite to the autonomous use of communicative skills through dynamic environments.

1.1 Videogames

Videogames as learning tools are based on two great authors Karl Groos and Paul Gee who have investigated the nature of videogames for more than two decades; it has been valued that videogames can contribute significantly on the development of English language. The scientist Paul Gee (2007) established 36 principles in which 6 stands out: 1. The Psychosocial Moratorium, 2. The Committed Learning Principle, 3. The Identity Principle, 4. The Self-knowledge Principle, 5. The Amplification of Input Principle, 6. The Achievement Principle.

The implementation of videogames to teach or learn a language in the last decade has generated great interest (Cornillie et al., 2012). The success of videogames in various industries is undoubtedly for three reasons: 1. thanks to the increase in game engines and stable and malleable game tools has reduced the cost of production, as well as the need for invention of devices 100 % custom. 2. A new wave of designers and programmers specialized in the game environment are responsible for evaluating and cataloging applications that work and those that do not work.

The fundamental characteristics of videogames are only three (Marqués, 2014). They constitute **symbolic characters** such as textual information, sound, music, animation, real video, photographs, 3D images, etc. The second explains that they are **dynamic** because they allow the display of phenomena of changing processes and the user has a growing sense of **involvement** in the stories offered through the screen. Moreover, the third feature details the games as **Highly Interactive**. In videogames, new monsters and new heroes are born and even their relationships can be novel (Gil and Vida, 2017).

According to Morales (2009) the use of videogames as tools in schools responds to a need for use, since most students participate actively in this type of activity on a regular basis. The complexity of most of the current videogames allows developing not only motor aspects but, above all, procedures such as the skills for problem-solving, decision making, information search, organization, etc. From the affective point of view, the games exert an important motivation and can be used to work on aspects related to self-esteem.

Videogames encourage the construction of knowledge and the improvement of skills through exposure to different cases or real problems. These environments allow both the simulation of experiences that students might have in the real world and also the creation of compelling experiences that cannot normally be experienced directly (Winn, 2002).

The lack of understanding of the importance of the use of videogames as educational tools, make classes less practical and novel for learners when assimilating the English language. In the same way, the lack of use of new technological tools in the process of learning a second language does not favor the construction of knowledge and reflection on the part of the learner. In turn, the acquisition of vocabulary and the assimilation of English grammatical structures are perceived as threatened. In addition, the linguistic and cognitive skills will be

unproductive, creating demotivation in the student when learning the language.

If the necessary force were provided in the use of digital tools such as videogames, the progress, and improvement of the language would be clearly visible. At the same time, the student will thus be exposed in a longer time to the English language. They will also have the opportunity to increase their language repertoire and boost up the development of language and cognitive skills, too. There are plenty of skills that can be learned by playing video games.

1.2 Development of English language

According to Varó (2000) English as a foreign language holds the position number one in the curricula of the primary and secondary education of almost all countries in the world. Today, there are several reasons why English has become an international language, in fact, its knowledge is almost an indispensable condition for professional success (Fishman, 2002). According to House (2001) English as a lingua franca is an advantage because it facilitates a functional flexibility due to its wide international extension, becoming a very useful instrument of union between diverse regions and cultural identities that may have in English a means of common communication.

Youth language acquisition is an ongoing process, in which stages may overlap (Aurora, 1996). Krashen (1981) states that the development of a second language is an unconscious process, in which explicit grammar is not used. That is to say, it is not learned by means of explicit rules of the language. The acquisition takes place under natural conditions and the correction of errors plays a secondary role. In addition, Krashen talks about the speaker's goal in the process of language acquisition; this is based on communication, the speaker focuses on the message, but not on the form. In simple words, the development of a second language occurs in habitual situations where the individual feels comfortable and free to commit mistakes.

From the world of nature, mammals use the game as the natural way of learning, in nature these formal processes do not occur, but the offspring incorporate from the game the skills to hunt, fight, mark territory, since they are not born with all their developed abilities (Rozo, 2016). In the same way, videogames emulate the real world and serve as training, a practice to develop a set of physical and social skills, which grow in a safe and secure environment under adult supervision.

Piaget argued that learning is not a transmission and accumulation of knowledge, but an active process,

which is constantly built, through the experience that the person has with the information they receive (González, 2012). Thus, learning is an experience in which children learn knowledge from interaction with others, with objects, with circumstances, and then transform their way of relating to their external and internal world. At the same, Vygotsky adds a very important element and is the need for mediation to be they manage to modify the mental structures, as well as the social interaction. In which mental structures are expanded, knowledge, values, attitudes, and skills are reconstructed (González, 2012).

2. Methodology

The present investigation shows a qualitative and quantitative approach because the purpose of this research is to know a contextualized reality and examine the data statistically. Therefore, it proposes a bibliographic, documentary and non-experimental modality; since, it is desired to know, compare and deduce the approaches, theories, and conceptualizations of different authors in the place where it produces the facts of a reality.

The levels that were adopted as the basis of this investigation are two. The exploratory level, which aims to give a general view of the study, allowing collecting transcendental information about the situation of the problem and the hypothesis. And the descriptive level that is not only limited to the collection of data, but also to the prediction and identification of the links that exist between the variables. In addition, it presents and summarizes the information in a methodical manner. In addition, with it, generalizations are extracted significant that contribute to the knowledge and improvement of the process of learning the English language.

2.1 Population

It was attended by “50 students from fifth level A and B of Unidad Educativa Picaihua, from Ambato city, province of Tungurahua. Moreover, 3 teachers, 2 of the English language and 1 of literature who belong to the institution.

2.2 Instruments

The investigation was conducted using structured surveys aimed at the observed population whose objective was to estimate the value of the use of videogames and it's development in the learning of the English language. The instrument was properly validated by using a Cronbach's Alpha, which

proposes items measured on a Likert scale in order to obtain specific data. It was first applied to a small group of the same characteristics of the group belonging to this investigation. The scores achieved through the survey were subjected to the correlation of significance statistical method, which shows a P value of 0.00001. In this way, it verifies its effectiveness of the instrument.

2.3 Process

As first step, it was conducted a structured survey to “50 students from fifth level A and B of the Unidad Educativa Picaihua”, from Ambato city, province of Tungurahua. Besides, 3 teachers, 2 of the English language and 1 of literature who belong to the institution According to the data collected through the surveys, tables, and graphs were prepared to analyze and interpret them. The statistical method called correlation of significance was applied in order to accept the initial hypothesis and reject the null hypothesis and this, in turn, gave rise to the conclusions and recommendations of the case.

3. Results

The results of the survey were analyzed and interpreted. The data obtained from the survey gave rise to emphasize the most relevant questions of the same.

3.1 Specification of the statistical analysis

- **Mathematic model**

Ho: O = E

H1: O ≠ E 2.

- **Significance level**

α = 0,05.

3.2 Calculus of the statistic model

The R value, which represents the correlation between both amounts of data, was calculated by using the following formula:

$$r = \frac{\sum(x - \bar{x})(y - \bar{y})}{\sqrt{\sum(x - \bar{x})^2 \sum(y - \bar{y})^2}}$$

Table 25. R score

first survey	second survey	number of students	
33	35	p value	0,00001
33	34	R score	0,8523065
30	36		
27	30		
27	29		
35	35		
26	28		

Elaborated by: Bautista, R. 2017
Source: Direct research

3.3 Calculus of P value

If you need to derive a r score from raw data, you can find a Pearson (r) calculator [here](#).

R Score:
N:

Significance Level:

- 0.01
 0.05
 0.10

The P-Value is < 0.00001. The result is significant at p < 0.05.

Graphic 22. Calculus of P value
Elaborated by: Bautista, R. (2017)
Source: Direct research

3.4 Verification of the Hypothesis

The correlation of significance statistical method was used in order to verify the hypothesis. Once the required values were obtained, it was determined that the R score was 0.8523, and the p value was 0.00001, which leads to REJECT the null hypothesis and ACCEPT the alternative hypothesis. Thus, “the use of videogames as educational tools influences on the development of English language bachelor students from fifth level A and B of Unidad Educativa Picaihua”

3.5 Discussion

The present study briefly explains the value of the use of videogames in the development of the English language.

Videogames expose students to dynamic environments with very varied themes. In this way, the use of videogames as an educational tool provides students with significant experiences in the language learning process they are studying. Additionally, the application of different educational games encourages the use of communicative skills, expanding their motivation to learn the language.

This indicates that language teachers can use videogames in their classes in order to familiarize students with a language with the basic common

characteristics of the English language. Students of a language, who are exposed to different educational videogames, are free to incite to interacting in English so that they forget that they are learning. Therefore, they improve their linguistic competence.

According to the researches already studied, it has been evidenced that the use of videogames as an alternative tool for instruction of English foreign language learners increases as educators recognize its capacity to create both independent and collaborative learning environments in which students can acquire, immerse and practice a new language (Pascoe, 1997). Thus, Ortega (2016) in his work developed in the province of Pastaza investigates “the magnitude of the influence of videogames on the development of auditory skills in the English language of high school students and teachers from the Unidad Educativa San Vicente Ferrer, located in Puyo city”. The author concludes that, the application of videogames for educational purposes is not only good, but also innovative and indispensable to enrich the learning process and at the same time motivates students to practice the language.

In the same way, there is also a relation with the study carried out by Vosburg (2017) with the theme “the effects of group dynamics on the learning and use of language in a massive multiplayer online game (MMOG)”. It was made with students of the German language with the purpose of determining the collective interaction in the production of the language of a participant in real time and the desire to communicate, whose study results evidenced several benefits particularly for students who are learning English as a second language. Vosburg sets as a reality, that the greater the use of the videogames the greater will be the opportunity to improve the four skills of the English language. He shows that the integration of the videogames as a pedagogical activity within classes generates positive impacts in students.

Comparing the present investigative work with the one made by Chalá (2015) who stands that, videogames can be a very useful mechanism in the learning a language; due to the various benefits that these represent and that are sometimes not found in the classroom. Is important to mention that, the educational videogames not only provide a pedagogical improvement in students but this, in turn, also contributes to the growth of individual lexicon.

On the other hand, from a different approach, Zhao Z and Linaza L (2015) in their study about “The importance of videogames in the learning and development of children from the early age ”, they appreciate the development of the capacity of

autonomous learning between all the participants in the study. In addition, they strengthened their ability to resolve conflicts, cooperation and their ability to create meanings in a virtual world of the game, characters or concrete actions, greater progress in the expression, presenting a different aspect from the previously conducted study.

4. Conclusions

It was estimated that the use of videogames can contribute significantly to the English language development. Videogames, aside from being virtual environments that allow users to entertain and interact with new worlds and characters; they help develop social, cognitive, creative and communication skills, which are engineered from the interaction between individuals, as well as between individuals and objects. Thanks to their dynamism, they can improve fluency in a language as students move around in a free environment where they can use their language skills more spontaneously and without fear of making mistakes. The levels of complexity that videogames present allow maturing not only psychomotor aspects but also to improving the abilities for solving problems such as taking decisions, searching information, improving concentration, creativity, among others. In short, in a Spanish-speaking country, where the English language needs to reach higher academic levels, this may be the best way to expose students to the foreign language; since to play videogames is necessary to have some kind of knowledge in the subject because most them are programmed in the English language.

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