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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Informe final del trabajo de Titulación previo a la obtención del título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

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**Theme:** Valorant game and speaking skill

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Ambato – Ecuador

2024

## **TUTOR APPROVAL**

### **CERTIFY:**

I, Mg Ruth Elizabeth Infante Paredes, holder of the I.D No.0603016106, in my capacity as tutor of the Research dissertation on the topic: “Valorant game and speaking skill” investigated by Mr. Víctor José Yáñez Gamboa with the I.D No. 1805804026, 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 Directors Board.

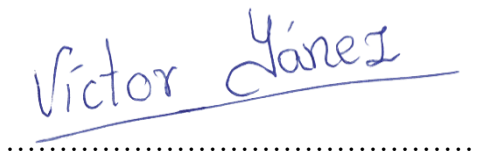
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Comments expressed in this report are the author’s responsibility.

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Víctor José Yánez Gamboa

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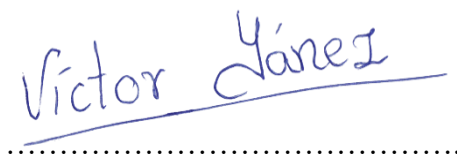
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## **DEDICATION**

I always dedicate my job to me and for me, because I want to improve myself to be a good person and not just a good professional, furthermore it's dedicated to my family, especially to my grandmother who always supported me during my student life. Finally, last but not least, my sister and my girlfriend always give me reasons to continue my studies.

*Vic.*

## ACKNOWLEDGMENTS

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Vic.

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**THEME:** “Valorant game and speaking skill”

**AUTHOR:** Víctor José Yáñez Gamboa

**TUTOR:** Lcda. Mg. Ruth Elizabeth Infante Paredes

**ABSTRACT**

The present study analyzes the components of the Valorant game with oral skills. The participants of this descriptive research (non-experimental study) were 50 students among 24 females and 26 males (between 16-18 years old) from the Unidad Educativa Sagrada Familia. The research data was collected with the use of a survey with 21 questions established on a 5-level Likert scale. The survey was validated by Cronbach's Alpha, (0,828) and four experts in the field. The main objective of the research is to determine the relationship between Valorant game and speaking skill. This research found the use of Valorant components (interaction, communication, and mechanics), where students have shown that they can take advantage of these components. A large part of the students surveyed stated that Valorant can improve speaking, with different types of spoken communication. In addition, the results obtained show the interest of students with Valorant, since when they interact and communicate with their friends, they can talk about various topics of their interest, improving their speaking skill. The interaction that can take place in Valorant is much greater when playing with friends, it can convey a new experience where the user can improve their speaking skills while playing, communicating, and earning free content (paid content is also available) within Valorant. Students displayed proficiency in existing abbreviations and acquired new ones for effective communication using their speaking skills.

*Keywords: Valorant, strategies, gamification, speaking skills, video games, spoken production.*

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**RESUMEN**

El presente estudio analiza los componentes del juego Valorant con habilidades orales. Los participantes de esta investigación descriptiva (estudio no experimental) fueron 50 alumnos entre 24 mujeres y 26 varones (entre 16-18 años) de la Unidad Educativa Sagrada Familia. Los datos de la investigación fueron recolectados con el uso de una encuesta con 21 preguntas establecidas en una escala Likert de 5 niveles. La encuesta fue validada por el Alfa de Cronbach, (0,828) y por cuatro expertos en la materia. El objetivo principal de la investigación es determinar la relación entre el juego Valorant y la destreza oral. Esta investigación constató el uso de los componentes de Valorant (interacción, comunicación y mecánica), en los que los alumnos han demostrado que pueden sacar partido. Gran parte de los alumnos encuestados afirmaron que Valorant puede mejorar la expresión oral, con diferentes tipos de comunicación oral. Además, los resultados obtenidos muestran el interés de los alumnos por Valorant, ya que cuando interactúan y se comunican con sus amigos, pueden hablar de diversos temas de su interés, mejorando su destreza oral. La interacción que puede tener lugar en Valorant es mucho mayor cuando se juega con amigos, puede transmitir una nueva experiencia donde el usuario puede mejorar sus habilidades orales mientras juega, se comunica y gana contenido gratuito (también hay contenido de pago disponible) dentro de Valorant. Los alumnos demostraron dominio de las abreviaturas existentes y adquirieron otras nuevas para comunicarse eficazmente utilizando sus habilidades orales.

*Palabras clave: Valorant, estrategias, gamificación, destrezas orales, videojuegos, producción oral.*

## CHAPTER I

### 1.1 Research background

This research was developed around many investigations and papers about the influence of Valorant on speaking skills. The Valorant game variable is not easy to deal with since there are few people, almost none, who have researched and made scientific contributions through the video game. However, to introduce new knowledge to demonstrate the potential of this video game for the development and improvement of oral skills. The research has been applied to fifty students around sixteen to eighteen years of age of the Unidad Educativa "Sagrada Familia" corresponding to the third level of high school.

Areces (2022) stated in her research that first-person shooter video games like Valorant are striving to establish inclusive environments for an unspecified number of women, men, and marginalized communities. Nonetheless, essential communication tools in gaming, such as voice and text chats, are frequently misused as channels for online harassment. This research approached from a gender-focused standpoint, aims to explore how Valorant players utilize voice chat. It involves categorizing interaction types through qualitative analysis to assess distinctions in how they communicate with perceived equals or differences. Additionally, the study evaluates the effectiveness of players' chosen coping strategies.

Varian et al. (2023), Valorant is high intensity and rapid gameplay demands effective collaboration among players for success. Utilizing abbreviations serves as an efficient means of communication within the Valorant gaming community. This research aims to explore the prevalent abbreviations used in Valorant and their purposes in facilitating communication among players. The study employed a descriptive qualitative approach, with participant selection based on purposive sampling, involving ten individuals aged 19-40, all of whom had achieved a level exceeding 100 in the game.

Data collection methods encompassed interviews and observation, while data analysis followed data reduction, presentation, and conclusion-drawing stages. The findings revealed five popular types of abbreviations among gamers: clipping, initialism, blend, acronym, and contraction. The adoption of these abbreviations enhances time efficiency for both message senders and recipients, enabling gamers to maintain focus on

their gameplay. Consequently, gamers can greatly benefit from familiarity with these abbreviations to enhance in-game communication and in addition, the vocabulary of those involved with the video game is enriched.

Hernández and Molina (2022) mentioned that the influence of English through the English language used by content creators of Valorant, the author aims her research to identify how the influence of English manifests in the gamer language used by Spanish-speaking content creators of Valorant. The methodology used in this research was based on a mixed approach (quantitative and qualitative) with a descriptive scope. On the quantitative side, the amount of "adapted and non-adapted borrowings, calques and hybrid syntagms" used by content creators was determined. However, on the qualitative side, the results were represented through surveys of Valorant players regarding the use of anglicisms within the video game.

This research was applied to 4 content creators which are: Mixwell, Hitboxking, Znorux, and Black Valorant en Español, giving as the result that those creators use an average of 7% of anglicisms out of the total words they use in their YouTube videos. While other studies have shown lower results of up to 2%. This research helps the investigation by contributing to emphasizing the use of the English language in different language skills (productive and receptive), emphasizing the use of speaking skills as the main point of the use of the English language. The aforementioned content creators not only focus on when using the video game, it also helps them when using the language with other people in an environment.

Jonathan and Desman (2022) conducted a study applied with a survey for an unspecified number of Valorant players, that reveals if there exists a quality-enjoyment-social influence-satisfaction-loyalty gap among gamers when it comes to playing the game Valorant. The research employed a deductive and quantitative methodology, involving the distribution of an online survey to Valorant players in Indonesia using a non-probability convenience sampling method. The survey yielded 96 valid responses, which were subsequently subjected to quantitative analysis. The results indicated the presence of a gap related to quality, enjoyment, social influence, satisfaction, and loyalty among gamers in Indonesia within the context of Valorant.

Winaldo and Oktaviani (2022) mentioned in their research that the proficiency of schoolchildren in English has seen a substantial increase over the past ten years. While

the number of English lessons per week is one contributing factor, the influence of media plays an even more significant role. Marketing efforts for video games are extensive, particularly targeting college students. In this research, a survey was conducted to investigate the connection between playing video games and English language skills. The findings from the study suggest that video games have a notable impact on language acquisition, with vocabulary and pronunciation.

Hernández et al. (2021) conducted a study about improving English speaking skills among tenth-grade students attending a public high school in Ambato, a city located in the Andean Region of Ecuador. This study, involving 145 students in an English as a Foreign Language (EFL) classroom, investigated the perceptions and impact of Communication Games. Through pre-tests, post-tests, and an exit survey, it was found that students perceive the integration of games as beneficial to their learning experience. The research revealed that communication games played a vital role in improving students' oral proficiency, leading to expanded vocabulary, enhanced accuracy, and fluency in speech.

This study explores the use of Online Video Games to enhance English as a Foreign Language (EFL) students' speaking fluency at the University of Biskra. Utilizing a quasi-experimental design, combining quantitative and qualitative methods, participants underwent pretest/posttest assessments before and after engaging in tailored gaming sessions. The research involved a preliminary questionnaire to select the sample, a pretest to measure initial fluency, and an experimental phase using Online Video Games to improve speaking skills. Despite these efforts, data analysis showed insufficient evidence to reject the null hypothesis, indicating no significant improvement in speaking fluency through the gaming intervention. The study's outcomes bear implications for language educators and curriculum designers.

Mohamed et al (2023) concluded that gaming elements had a positive impact on the language learning environment in their study called “Using online video games to promote EFL learners' speaking fluency”. Employing a quasi-experimental design, participants underwent pre-test/post-test assessments after tailored gaming sessions. Initial fluency was measured with a preliminary questionnaire and pretest. Despite these efforts, data analysis failed to reject the null hypothesis, suggesting no significant

improvement in speaking fluency through the gaming intervention. The study has implications for language educators and curriculum designers.

## **1.2 Theoretical Framework**

Independent Variable

### **Gamification**

The concept of gamification does not have a single, universally recognized "father," as it has evolved over time and has incorporated various ideas and contributions from different individuals. However, one of the earliest advocates and influencers in popularizing the concept of gamification is often considered Jesse Schell, a video game designer and author. Schell (2008) mentioned in his book called "The Art of Game Design: A Book of Lenses," published in 2008, explored the principles of game design and its application beyond traditional games, which helped lay the groundwork for the gamification movement.

Burke (2014) established that the principal objective of gamification in education is to increase the motivation of each student. Secondly, students need to be motivated by something that catches their attention. This is the thing that he calls gamification because uses the elements of games to teach and make students learn with all the tools that gamification implies. Furthermore, this research emphasizes the use of game elements in a non-game context to achieve a learning goal. Burke mentions that gamification engages and motivates with all kinds of activities using many game mechanics such as points, badges, levels, and a place in leaderboards.

To emphasize more about gamification, Hunicke et al. (2004) mentioned that there are three dimensions of gamification, the first one is mechanics which refers to the rules, goals, or rewards that they can receive and follow while they are playing. The second one is dynamics; this part refers to the player's response to the mechanical elements that they use and how they feel. It is important to note that gamification draws from a wide range of fields, including psychology, game design, and behavioral economics, and has been developed collaboratively by many researchers and practitioners.



## **Game Resources**

The importance of game resources in education lies in their ability to enhance the learning experience and achieve specific educational objectives through interactive and engaging gameplay. Zourmpakis et al. (2023) pointed out that there are some key points highlighting the significance of game resources in education. The first one is engagement and motivation: Game resources, such as interactive scenarios, challenges, and multimedia elements, captivate learners' attention and sustain their interest in the subject matter. The intrinsic motivation generated by games can lead to increased student engagement and a willingness to invest time and effort in learning.

The second one is about feedback and assessment: Game resources can provide immediate feedback on learners' actions and decisions. This real-time feedback allows students to learn from their mistakes and make informed adjustments, promoting continuous learning and self-improvement. Finally, the third one is about skill development: Educational games often target specific skills or competencies. Game resources facilitate skill development, an important part that is problem-solving, teamwork, decision-making, or subject-specific knowledge, in a context that is both enjoyable and practical.

Ishak et al. (2021) stated that in today's era, digital games are extensively utilized as informal tools for educating individuals in Science, Technology, Engineering, and Mathematics (STEM) and for medical therapy within the context of game-based learning. Digital games provide students with an engaging graphical interface, improving comprehension of scientific concepts in a pleasurable learning setting. The burgeoning number of digital games in the market significantly influences the quality of STEM-focused games, requiring expertise across multiple fields.

Ishak et al. (2021) supported this framework, with a review of several studies conducted from the early 2000s onward carried out aiming to present a fresh perspective on the design and development of digital games, particularly those tailored for STEM education. The proposed framework comprises digital game development as the initial stage, followed by the experiential learning process, and ultimately results in specific learning constructs. This straightforward and concise framework can serve as a universal tool applicable to diverse learner profiles. Consequently, it can be utilized as a valuable reference point for game designers, developers, and subject matter experts.

Danielsson and Selander (2021) concluded that if students use game resources or digital tools, teachers can totally change their point of view to show learning and knowledge. To solve problems in a collaborative way the factor of game resources is very important because it helps to create problem situations and possible outcomes to those problems. In addition, the implementation of multimodal books will be of great help for teachers who want to integrate game resources with their students, being a more than essential and significant factor in the learning process of each student to achieve the goals from a totally different point of view to the traditional one.

## **Video Games**

The importance of video games in learning is a topic that has been explored by various researchers, educators, and experts in the field. Here are a few key papers and articles on this topic with author citations that highlight the significance of video games in learning. Winaldo and Oktaviani (2022) established that video games can impact the learning of English, and they have a distinct teaching approach compared to traditional classroom methods. Traditional teaching methods tend not to attract students' attention, but this research demonstrates another point of view.

One of their unique aspects is their narrative structure, as a compelling storyline can significantly boost students' enthusiasm for the game, ultimately enhancing their English language acquisition. Furthermore, dialogue within video games plays a pivotal role in improving players' grammar and pronunciation skills, albeit indirectly. When players become emotionally connected to a game's story or characters, it can positively influence their language acquisition journey and overall enjoyment of the game. While many players engage with games purely for entertainment, a considerable number inadvertently acquire English language skills, including grammar and pronunciation, through gameplay.

According to Steinkuehler and Duncan (2008), mentioned that into informal games-based learning suggests that these technologies and the communities they create can serve as a viable option, not as a replacement for teachers and traditional classrooms, but as an alternative to textbooks and laboratory settings for education. This paper presents empirical findings regarding the potential of games to cultivate scientific thinking and attitudes. Specifically, they investigate the scientific thinking and attitudes

that are prevalent in online discussion forums within the massively multiplayer online game.

Shaffer et al. (2005) concluded that video games hold the potential to revolutionize the field of education as they currently understand it. Finding solutions to the core questions discussed here will enable us to harness the power of video games to transform our educational system, moving it away from the traditional academic subjects that originated from medieval scholarship and were established within the framework of schools developed during the Industrial Revolution. Instead, they can shift towards a fresh learning model that emphasizes meaningful engagement within virtual worlds. This learning experience will, in turn, prepare individuals for meaningful participation in our postindustrial, technology-driven real world.

Gee (2009) argued that good learning principles go hand in hand with good video games, for the simple and extraordinary reason that video games always have a lesson to teach them, everyone always has something new to learn. Likewise, if the video games that people buy were easy, short, or simplistic, nobody would buy them, however, on the other hand, the fact that video games have challenges and different levels of learning makes students or even anyone have an interest in the video game and is an object of motivation and help to achieve new goals and objectives. Also, humans like to learn and along with that video games being something fun gives it a boost of motivation.

According to Gee (2003), when players play in multiplayer with other people, they sometimes collaborate in groups, using different skills and of course, share their knowledge about those skills. All the skills that can be used within the video game are very important, however, the most used in relation to competitive games or tactical shooters such as Valorant, is the oral skill and how you interact with your teammates. Furthermore, the most important thing about the use of video games in a new world is more related to each person can recreate in a whole new world and achieve recreation and deepen learning. This does not mean that you need to be in action face to face, but rather that you can even be in action at a distance, as the author mentions.

## **Valorant**

According to Tuero (2020), Valorant game is a well-received tactical first-person shooter (FPS) video game created and distributed by Riot Games. Launched on June 2,

2020, the game rapidly garnered widespread interest and established a loyal player community. Valorant has gained recognition for its blend of accurate shooting mechanics, distinctive character skills, and a focus on cooperative team-based tactics through the use of voice and text chat, which are essential for teamwork and pleasant communication between players. Furthermore, Valorant melds classic elements of tactical shooters with an innovative touch—each in-game character, referred to as an "Agent," possesses a collection of unique abilities that introduce additional layers of strategy into the gameplay.

Tuero (2020) stated that Valorant is related to a popular eSports game like Counter Strike and the well-known game Overwatch, however, some differences make VALORANT go a step further and better frame the game in the current trends of the sector, although it is quite far from the Battle Royale so popular in our days. Also, not to forget its provenance, it has touches of their other Riot Games game which is League of Legends. For now, the game was launched as a closed beta in April, since the game is not quite complete, that's why the beta was launched to test what was missing in the game and that users can comment on what was missing in the video game.

As the beta phase concludes, developers pivot to an intensive refinement stage, meticulously addressing player feedback and honing every aspect of the game for optimal performance and enjoyment. Susanti (2022) indicated that Valorant is an excellent example of a multiplayer video game but still has much room for improvement. This process involves not only resolving technical intricacies but also fine-tuning the narrative, graphics, and overall user experience to ensure a seamless and captivating journey for players. The developers' commitment to free access without any restrictions not only democratizes the experience but also underscores their dedication to creating a virtual realm that invites all gaming enthusiasts to partake in an unrestrained adventure.

### **Interaction**

Susanti (2022) mentioned that meanwhile people play video games, they are interacting and connecting with each other, learning a new language and other things. Valorant demonstrates that the main function of the video game is to interact with their teammates, creating an interaction between their players and not just creating a game without any comms. Communication within Valorant is something that has been worked

on since its launch, in addition to being a key tool for players to have a better in-game experience, the company has implemented restrictions against communication from toxic players or players using vulgar language.

Huffman (2023) mentioned that in these specific contexts, the interactions among communities in different games vary. Valorant tends to exhibit negative gender-based interactions, reflecting a common occurrence in contemporary video gaming where interactions between men and women vary widely, ranging from respect to disrespect. The study primarily focuses on establishing a system to ensure the mental safety of female players within Valorant, addressing the need for a healthier gaming experience. Additionally, the study acknowledges traits of racism between nationalities in the gaming community, with efforts from the company to improve interactions through restrictions on toxic behavior.

### **Communication**

Saputra and Sawitri (2023) mentioned that as internet technology advances rapidly, the realm of online gaming is also experiencing substantial growth. Online games introduce a novel dimension where social interactions in the virtual realm become increasingly intensified. Within the realm of virtual communication, online gaming communities foster a unique environment where players not only exchange tactical information but also forge lasting connections, transcending geographical boundaries. The collaborative nature of virtual communication in gaming not only enhances gameplay but also contributes to the development of social bonds and a sense of camaraderie among participants.

The study focuses on understanding virtual communication in the Valorant player community, aiming to reveal how gamers employ it for in-game strategy development. Using a descriptive qualitative approach, data is collected through informant interviews and supplementary sources. The analysis, based on the Miles and Huberman model, involves phases like data reduction, presentation, conclusion formulation, and verification. Ultimately, the research seeks to provide insights into the processes and patterns of virtual communication and its impact on optimizing strategic gameplay in the online gaming environment. To ensure data validity, triangulation from multiple sources is implemented (Furianto & Simanjuntak, 2023).

The research, aligning with the Computer Mediated Communication Theory, unveils how Valorant players utilize virtual communication. It highlights that communication involves the exchange of ideas and strategies through voice and text chat, fostering diverse feedback and constant interaction. The study identifies three primary communication patterns—primary, secondary, and circular—illustrating varied modes of interaction. Additionally, the research pinpoints barriers to effective virtual communication in Valorant, such as signal quality and hardware limitations, which can disrupt seamless communication within the gaming environment (Pascual, 2019).

Zhang et al. (2022) examined one aspect of group dynamics - team switching - and aims to answer how changing a team affects individual and collective performance in sports tournaments. In this study they test the hypothesis that switching teams can be detrimental to individual and team performance both in the short term and in the long run. They collected data from professional tournaments of a popular first-person shooter game Counter-Strike: Global Offensive (CS: GO) and performed two natural experiments. They found that the player's performance was inversely correlated with the number of teams a player had joined. Post-team switch, there was an initial dip in both individual and collective performance, followed by a gradual recovery.

The findings can provide insights for understanding group dynamics in eSports team play and eventually emphasize the importance of team cohesion in facilitating team collaboration, coordination, and knowledge sharing in teamwork in general. Author helps the research by providing information on the importance of collaboration between teams. According to Zhang et al. (2022) data from CS:GO tournaments does not vary much with respect to Valorant as they are very similar games. This collaboration between teams is basically to always communicate and support each other inside and outside the game, thanks to communication is that players can win and improve every day.

## **Mechanics**

Adams et al. (2022) mentioned how players can interact with the various mechanics that can have a video game, in this case Valorant. The author mentions different mechanisms, codes, narratives, and environments to produce a system of meaning which he calls procedural rhetoric. The author was inspired by Bogost, to explore how the virtual acoustic elements in Valorant—such as maps, avatars, and

weapons—interact to convey ideas of identity and difference through subtle audio cues. The focus is on understanding the nuanced ways in which the game's sound design influences players' perceptions of these concepts within the gaming environment.

Van Der Molen (2022) stated that the game developers position their creation as a service-oriented game. Valorant is conceived as a platform that can undergo various enhancements and offer supplementary services, such as an in-game store for cosmetic items. To operate as intended in this service-oriented capacity, the game requires a substantial and engaged player community. However, the most important thing about Valorant is that it is not only a video game that has paid content, but it is more focused on the fact that it is a free to play game and the idea of buying content is optional, with skins, sprays, player cards or key chains for weapons.

In brief, the game features three types of currencies: "Valorant points," exclusively purchasable with real money or redeemable through designated cards, used for acquiring high-level content like skins and keychains. The second currency, "Radianite," obtained through the battle pass or real money, is primarily spent on enhancing weapons, including skin variants and finishers. A recently introduced currency, "Kingdom credits," can only be earned through gameplay and is specifically designed for obtaining cards or exclusive content from past battle passes, with no option for purchase.

Riot Games has been working hard on the approach of maintaining a healthy community and has done, so by incorporating filters into the text chat and voice chat, where you can't mention bad words, let alone racist words. As for the voice chat, they implemented a function that they can listen to everything you say for the players, and if someone reports that you are saying things that are not allowed the game provides a restriction depending on the infraction and if you have done it before. My research is emphasized to clarify the dynamics of the game based on its gameplay and how it works, as well as the elements that exist within the game, such as different agents with specific roles or different maps with different distributions (Huffman, 2023).

In conclusion, Valorant is an online multiplayer video game that obviously needs group participation, where you must know and learn how to communicate with the other players even if they are on the other side of the world. The gameplay has been one of the aspects to consider for the company because it gives importance to how the community

feels with Valorant, the bonds they create with friends, and the people they can get to know inside Valorant. The help that this game can provide for the development of the English language, not only speaking but all language skills is impressive, sometimes a video game has more things to teach than everyone can see (Saputra & Sawitri, 2023).

Dependent Variable

### **Language Production**

Hanifa (2018) stated that language production will be better if students are able to work in groups because they are under less pressure if they work alone, for instance in Valorant they are not going to be alone, they are going to be in their teams with four people more, or maybe with people of another country. However, this is a tool that can help them to improve their production skills. Harmer (2007) mentioned that English is the most spoken language in the world, making this language release in all countries. English began to be a second language in places where it was not spoken, taking place in many institutions and schools.

Méndez and Morales (2023) established that video games have become a facilitating resource for language production, which is enhanced writing, and audio. Video games, through sound and visuals, facilitate connections between language and experience, aiding memory retention and forming kinesthetic links with the language. Icons and animations in video games encourage students to interpret semantic content correctly, offering the flexibility to pause and consult meanings, thereby enhancing linguistic learning. Valorant, in particular, provides an environment fostering autonomy and independence for participants to dialogue, experiment, and learn English, creating an immersive and conducive language-learning setting.

Video games leverage sounds to forge connections between language and experience, enhancing students' memory retention and kinesthetic understanding. Augmented by icons and animations, these games encourage accurate interpretation of semantic content, allowing students to pause, consult meanings, and deepen their linguistic learning. Furthermore, Valorant facilitates an environment where participants can freely engage in dialogue, experiment, and learn English, fostering autonomy and independence throughout the gaming experience. This dynamic setting within the game contributes to an overall atmosphere conducive to language learning.



Furthermore, Larenas et al. (2022) concluded that Valorant, being a multiplayer video game, provides an authentic environment for learning the English language, since it provides several opportunities for students to practice and develop their communication skills by dialoguing with other participants in the game, whether they are native or non-native speakers. In addition, by maintaining social interaction, grammatical and linguistic competencies are fostered, as well as the extension of their vocabulary. Teaching English through play develops students' creativity and imagination as they learn to listen and express opinions.

### **Language skills**

According to Yuditseva (2015), video games provide the opportunity for learners the opportunity to learn a new language and obviously to develop their language skills, referring in this case to speaking skills. Valorant is a video game that could help to all people to encourage the four language skills (speaking, writing, listening, and reading). Kumar et al. (2018) defined language skills as the ability to relate the use and understanding of language. These are divided into receptive and proactive. In addition, he points out that English language acquisition requires a good practice of linguistic skills through learning strategies, which provide an adequate experience to learn a language with feedback through video games (Valorant).

Receptive skills, there are two forms: listening comprehension (listening), and oral expression (speaking). Arias (2017) defined listening as the ability to understand and process spoken language, that is, to listen attentively and understand what is said in any situation. Video game integration in education expands English skills, emphasizing auditory proficiency. Arias highlights immersive listening in games as a potent catalyst, influencing comprehensive language development. This approach provides learners with an interactive platform, fostering dynamic English language enhancement. In summary, video games offer a powerful tool for honing language abilities in an engaging manner.

Contreras et.al (2021) stated that dynamic dialogues and strategic engagements within video games prompt students to adapt their language in real-time scenarios, fostering a versatile command of vocabulary. This adaptability translates into the application of learned words across various conversational contexts, honing their linguistic versatility. As students navigate virtual interactions and formulate strategies,

they not only enhance vocabulary but also cultivate the ability to express ideas clearly and cohesively, contributing to a well-rounded proficiency in oral communication. The immersive nature of video games thus emerges as an effective tool for refining both linguistic dexterity and strategic communication skills.

On the other hand, students have proactive skills such as reading comprehension and writing. Reading comprehension (reading): defined as the ability to understand and obtain precise meaning from written texts, this includes the interpretation of words and phrases accurately. The use of video games seeks to stimulate young people to practice language, making them part of a pleasurable experience within their study environment. Written expression (writing): known as the ability to communicate through writing, this is attributed to the ability to interpret texts in a coherent and well-structured way, giving an adequate grammatical and orthographic use.

Huanca et al. (2021) pointed that video games not only allow students to benefit from constant feedback, reinforcing their learning, but they also serve as a dynamic platform that necessitates both receptive and proactive language skills. Achieving genuine and effective communication in the English language, as emphasized in the learning process, relies on the cultivation of these fundamental skills. The interactive nature of video games ensures that learners actively engage with language in real-time scenarios, fostering a comprehensive understanding of both spoken and written English. This immersive approach not only enhances language proficiency but also promotes a holistic and practical grasp of communication skills in a diverse range of contexts.

### **Productive skills**

According to Shliakhovchuk (2019), productive skills encompass both speaking and writing, and they hold importance as they enable learners to engage in communicative activities, including but not limited to oral presentations, written research, and reports, among various others. Therefore, these skills need to be developed and learnt properly, in this case, talk about Valorant, this allows students to develop their speaking and writing skills with voice-chat and text-chat respectively. 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.

Spratt et al. (2005) mentioned that speaking and writing abilities fall into the category of productive skills, where learners are tasked with generating, rather than receiving, information using language. Individuals, driven to convey meaning through carefully crafted spoken or written expressions, engage in speaking engagements to interact with others and potentially influence their perspectives or thoughts. Meanwhile, Harmer (1991) considered writing as the sole language skill that allows students to create a tangible and readable output. Since both speaking and writing involve the act of "producing" language within the framework of communication, these skills are often categorized as productive language skills.

In conclusion, productive skills, encompassing speaking and writing, are integral components of language acquisition and communication. These skills empower individuals to express themselves, share ideas, and engage in meaningful interactions. The development of productive skills is influenced by various factors, including language type, pedagogical strategies, and cultural contexts. Effective teaching and honing of productive skills involve a combination of structured instruction, authentic practice, and a supportive learning environment. Language educators play a vital role in guiding learners toward proficiency in speaking and writing, helping them unlock the power of effective communication.

In an increasingly interconnected world, the cultivation of productive skills, such as speaking and writing, continues to be of paramount importance. These skills enable individuals to bridge linguistic and cultural divides, fostering understanding and collaboration on a global scale. As language learners and educators, they recognize that the journey toward mastery of productive skills is ongoing, marked by continuous growth and refinement. This recognition underscores the dynamic nature of language acquisition and the pivotal role it plays in fostering effective communication in their globalized society.

### **Speaking skill**

According to Thornbury (2006), speaking is a way to express our ideas or feelings, he expressed that no one should be denied the right to speak and express their opinion, giving way to public opinion and free expression. It is very important to consider that speaking has a very important place within language skills because it is considered the

most difficult skill to acquire. There are cases in which students have difficulty with oral skills because there are words that are spelled similarly and pronounced very differently, just as there are words that are spelled differently and pronounced almost the same. Also, this study needs to focus on the subskills that are for this skill, those subskills are: grammar and vocabulary, fluency, and oral production.

A few students who responded to the questionnaire specifically mentioned this kind of aspect as a contributing factor to language learning during gameplay. The next frequent answer was that video games provide a good way of learning proper pronunciation via cutscenes. Lastly, an answer was given about video games helping practice speaking due to the multiplayer and cooperative nature of many games. The next thing to consider is the English grades the students who played video games provided. From this data, it is difficult to extrapolate anything since the data does not include enough variables (Thornbury, 2006).

Macías (2017) mentioned that for speaking skill students, it is one of the most difficult skills to learn, since it is difficult for them to organize and structure coherently, as well as to transmit a message fluently, i.e., without long pauses. For the learning of speaking skills, were used adequate and modern methodological strategies, encouraging self-learning by means of video games (Valorant). The current education system demands not to continue with traditional teaching methodologies, books, and blackboards. Within this, anyone cannot forget that each person's needs are different, however, teaching methods can always complement each other.

### **Spoken production.**

Rao (2019) emphasized that speaking skill is the most important of the 4 language skills, being that this is what allows us to communicate around the world, English is the language that is spoken around the world, so it highlights the importance of correct pronunciation of the language, during this learning process may present several adversities such as shyness, lack of vocabulary among many others. Therefore, by means of the application (Valorant), while listening, interpreting, and dialoguing, the possibility of speaking the English language correctly is raised, and little by little generating a greater production of phrases. Only by unconsciously imitating phrases of native speakers, the student learns the oral skills.

The exclusion of grade 5 in the video game impact line chart creates challenges in drawing definitive conclusions, leaving a significant gap in understanding for students approaching academic thresholds. While high grades imply a positive influence, possibly enhancing language acquisition or cognitive skills, the abundance of low grades raises concerns about video gaming as a potential detriment to academic performance or an indication of prioritizing gaming over studying. Further investigation is crucial to reveal nuanced dynamics and contributing factors, ensuring a comprehensive understanding of the correlation between video game engagement and language learning outcomes (Rudis & Poštić, 2017).

Thus, Amaro and de los Angeles (2022) pointed out that speaking skill is called as the verbal activity in which students learn the English language through habits, which help the development of skills and sub-skills, the same that gives the students the ability to pronounce correctly, this is how the video games used as a didactic resource improve the oral expression of the participants. Utilizing systematic exercises, the study aimed to enhance effective communication in English. Both initial and final pedagogical tests were used to assess the proposal's effectiveness. The research methodology uses theoretical methods, such as analysis, deduction, and statistics, to maintain academic integrity and offer insights into language education.

Jaramillo and Bravo (2023) stated that the importance of enhancing speaking skills for effective communication, particularly in language learning, is highlighted. Language acquisition recognizes speaking as a challenging aspect, with learners facing difficulty expressing themselves verbally in a foreign language. Barriers like psychological obstacles and a lack of suitable words hinder spoken expression. The paper underscores the relevance of spoken English in media, emphasizing the exploration of factors affecting English-speaking skills and the necessity for suitable instruction. Addressing learners' speaking needs is deemed a priority in English language teaching, providing valuable insights for educators and researchers.

In many occasions teachers ask students about their opinion on a lecture, about their opinions about a book they have been sent to read, about their classmates' lectures, about their ambitions, desires, and experiences of the students, all these activities teachers do with the intention that the students improve their speaking skills and can express themselves more fluently. It does not only take video games or monotonous classes for

students to improve their speaking skills, but also free activities. Jaramillo and Bravo (2023) defined the use of spoken production as a way for players to enrich their learning experience.

Kuning (2019) mentioned that speaking English can become complicated, either because learners feel fear of being wrong, or because this application lets them learn through fun, conviviality, and practice. Teaching speaking skills in English has been neglected, leading to challenges in fluent language expression. Dialoguing is identified as the most difficult aspect of language learning. To address this, using video games like Valorant is proposed to enhance pronunciation, word stress, intonation, and logical organization of thoughts. The aim is to meet the current educational demand for comprehensive skill development.

### **Spoken interaction.**

Jaramillo and Bravo (2023) highlighted the importance of speaking the English language effectively since speaking has become one of the main means of social and cultural communication. In today's world, improving oral expression in teaching is crucial. Simply exposing students to vocabulary and grammar is insufficient for developing effective communication skills, which also require fluency, pronunciation, and the ability to engage in pleasant conversations. It is for this reason that she mentions that the use of video games (Valorant) is intended to develop oral skills quickly and effectively, being that through this application students learn experientially, which helps them to have a meaningful learning.

For this reason, it becomes essential for educators to create spaces within the classroom, where they make use of video games (Valorant), in order to give their students a fun and educational space at the same time. The teaching of speaking skills, through this application which provides access to native speakers of the language, gives students the opportunity to practice the language authentically, and this becomes a challenge for participants because when interacting with native speakers, they do not use formal phrases, on the contrary they use informal phrases in the games, and this encourages those who participate to learn, in order to communicate with others (Jaramillo & Bravo, 2023).

Lara et al. (2020) pointed out that the use of spoken interaction has a great impact on English language learning, reducing shyness when speaking, with regular use, the student performs a self-evaluation, questioning their mistakes, and correcting them, which will significantly improve their speaking skill. Successful applications use this key for quicker results in teaching. Video games, initially created for social interaction and collaborative learning, can be employed to engage students in a fun way, enhancing grammar and vocabulary. Leveraging students' existing access and time spent on video games offers an opportunity for technology-driven English language learning.

In recent years English has become the universal language, so learning English has become a necessity, and it is for this reason that teachers are looking for new teaching resources, to achieve effective learning in their students through technology, since the largest number of students today, many videogames serve as a potent language instruction tool, emphasizing experiential learning in a dynamic environment. Active student engagement fosters a hands-on approach, deepening understanding, and consistent participation cultivates language skills and perseverance. The platform's interactivity aligns with contemporary educational methods, prioritizing practical application and skill development for an immersive learning experience.

Wahyuni and Raihan (2021), speaking skill is the ability to pronounce articulate sounds or words, to express or convey thoughts, ideas, or feelings. It also argues that the learning media will affect or benefit the learning outcomes of speaking skills, education is addressing technology and leaving behind traditional teaching media. By incorporating these innovative applications into the educational toolkit, teachers empower students with a transformative learning experience, as these platforms not only enable direct interaction with native speakers but also serve as effective tools for enhancing language acquisition through immersive experiences.

Engaging in storytelling and sharing personal experiences within an English class offers a multifaceted approach to enhancing speaking skills. This practice not only encourages linguistic fluency but also cultivates a deeper understanding of language usage in context. Wahyuni and Raihan (2021), spoken interaction allowed students to apply grammar and vocabulary organically, fostering a more intuitive grasp of language structures. Moreover, by recounting personal experiences, learners are prompted to

express emotions, opinions, and perspectives, thereby broadening their communicative range.

Bocos et al. (2020) mentioned that several reports detail that there is a large number of students with lack communication skills, even to express themselves in the classroom, which has shown that traditional forms of teaching do not give a real learning, resulting in fear of speaking the English language. Nowadays, technology has provided teachers with a wide variety of applications to improve speaking skills. In addition, these provide safe environments, thus becoming the best learning and entertainment tool to practice speaking skills. Video games have demonstrated in the last decade their effectiveness as a pedagogical tool, alone or combined with different teaching methodologies to create and interaction with others.

### **1.3 Objectives**

#### **General objective**

To determine the relationship between the Valorant game and the speaking skill of the students of the Unidad Educativa "Sagrada Familia".

#### **Specific objectives**

To identify the components of Valorant game that foster students' speaking skill.

To establish the types of spoken communication involved in English language development.

To determine the students' perception of the Valorant game about the development of spoken communication.

### **1.4 Fulfillment of Objectives**

All objectives were successfully met by collecting data through a survey, effectively addressing the two variables and the general topic question.

To achieve the primary objective, students were engaged in a targeted intervention involving a concise yet comprehensive video game experience. This intervention aimed to familiarize them with the intricate features and multifaceted components of Valorant. The interactive session provided an immersive exploration of the game's mechanics, elucidating its nuanced aspects. Moreover, special emphasis was placed on Valorant's promotion of voice chat as an integral element for effective communication among



players. This approach not only addressed the fundamental aspects of gameplay but also underscored the importance of interpersonal communication within the gaming community.

The attainment of the second objective involved a meticulous examination of the European Common Framework, with a specific focus on extracting key indicators such as spoken production and spoken interaction. By delving into these indicators, a comprehensive understanding emerged, elucidating the diverse facets of spoken communication inherent in the English language. This analytical approach not only facilitated the identification of distinct communication types but also provided a nuanced insight into the intricate dynamics of verbal expression within the framework of language learning.

Insights into students' perspectives on the Valorant game were garnered through a meticulously conducted survey within the educational institution. The findings revealed a prevailing sentiment among students, suggesting that they perceive Valorant not only as an engaging gaming platform but also as a valuable tool for the cultivation and enhancement of their speaking skills. This discerning feedback underscores the game's multifaceted impact, highlighting its potential to serve as an effective and immersive medium for the development of oral communication abilities within the student community.

## CHAPTER II

### METHODOLOGY

#### 2.1 Materials

Regarding human resources, the active involvement of students from "Unidad Educativa Sagrada Familia" played a fundamental role. Technological tools, including laptops, were employed for a succinct introduction to the topic. Given the circumstances, the survey was also administered on printed sheets for the convenience of the institution's students. Subsequently, all the gathered information on paper sheets was transferred to the SPSS (Statistical Package for Social Science) software system for comprehensive analysis. Furthermore, it's noteworthy that Valorant served as both material and tool, offering students a hands-on demonstration of the video game.

#### 2.2 Methods

##### Instruments

This study was based on a survey, this survey was applied to 50 students of the highest level of the "Unidad Educativa Sagrada Familia". The students surveyed correspond to two courses of the third level of bachelor's degree. The survey was divided into 3 sections organized according to the variable and the intentionality of the section. Each question was structured with a five-level Likert scale, the levels are as follows: 5. always, 4. often, 3. sometimes, 2. Rarely, and 1. never. The first section focused on finding and researching general information about the respondent, such as name, age, gender, and nationality.

The second section was made up of ten questions about Valorant which was the independent variable of the research, this section is related about the three components of the Valorant game, that is the first three questions were about interaction, from question four to question six were about communication, and from question seven to question ten were about the mechanics of Valorant. Finally, the third section consisted of eleven more questions about speaking skill which was the dependent variable on investigation, from question eleven to question fifteen were about spoken interaction, from question sixteen

to question twenty were related to spoken production and the last question was a general research question.

Consequently, the survey involved a total of twenty questions where the main objective was to identify the relationship between Valorant game with the speaking skill. Moreover, in this investigation was crucial that the survey questions not only yield reliable and valid results but also consistently maintain a high level of precision in measuring the targeted aspects, ensuring the data collected is both dependable and meaningful. Additionally, the survey was validated by Cronbach's Alpha, obtaining a value of 0,828, which helps to certify that the survey is totally valid and reliable for the application. This implies that every survey question was considered trustworthy. The data collected was carefully analyzed by Statistical Package for the Social Sciences, ensuring the veracity of the survey.

## **Population**

This study was administered to a cohort of 50 third-year bachelor's degree students at the Unidad Educativa “Sagrada Familia”. Among the participants, 24 were female, and 26 were male, with ages ranging from 16 to 18 years. Student participation in this research was voluntary. English proficiency level of students was assessed at B2, highlighting the careful customization of the survey to align with the context of Valorant. This meticulous approach aimed to elicit optimal responses, thereby yielding pertinent and indispensable information for the research endeavor.

*Table 1 - Population*

<b>Population</b>	<b>Participants</b>	<b>Percentage</b>
<b>Male</b>	26	52%
<b>Female</b>	24	48%
<b>Total</b>	50	100%

Note: Surveyed population

## **Procedure**

This meticulous study systematically explored motivation and class participation, employing a detailed procedure. The initial phase involved an extensive bibliographical investigation, with diligent efforts to acquire pertinent information from diverse sources like books, articles, and scholarly databases. The literature review sought a broad spectrum of perspectives across multiple libraries and platforms, including Google Scholar, ScienceDirect, Scielo, JSTOR, and Universidad Técnica de Ambato repository. These platforms were extensively utilized to ensure a rich compilation of insights. The comprehensive approach aimed to guarantee a thorough examination of the subject, contributing to the study's depth and reliability.

This meticulously conducted study adhered to a careful step-by-step process. The initial crucial step involved clarifying research variables and establishing project objectives, ensuring that the objectives were comprehensively met through in-depth variable analysis. Subsequently, the questionnaire questions were formulated by operationalizing variables, resulting in three dimensions and five indicators for the independent variable, and two dimensions and four indicators for the dependent variable, totaling twenty-one closed questions. A Likert scale of 5 levels was used for assessment, validated by four experts in speaking skills. The information obtained from the survey contributed to the development of a detailed theoretical framework.

Initially, a pilot survey was administered to a sample of 10 individuals randomly selected to assess the survey's accuracy and reliability. The data derived from this preliminary test underwent entry into the statistical application known as the "Statistical Package for the Social Sciences" or SPSS Software. This software facilitated an evaluation of the process's validity using Cronbach's Alpha, yielding a noteworthy result of 0.940 for the pilot survey. This high reliability coefficient, indicative of internal consistency, signifies that the project is highly viable and can be implemented seamlessly without encountering significant obstacles.

Subsequently, the survey was administered with the authentic data of the study, targeting the designated population. This phase yielded a Cronbach's Alpha result of 0.828, signifying a favorable outcome for the actual population, with positive values indicative of internal consistency. Following the completion of both the surveys and the theoretical framework, the surveys were implemented at Unidad Educativa "Sagrada Familia". These data are the ones that are really taken into consideration at the time of the

application of the survey, unlike the pilot survey that is only conducted to verify the reliability of the survey.

The challenges presented in the application of the survey were difficult because, in the institution mentioned above, students are not allowed access to mobile devices while inside the institution, so the procedure to apply the analysis was to apply the printed survey, for example, each student had to fill it out using a pen or pencil. Before applying for the survey, students were given a brief introduction to Valorant so that they would know a little more about the application. However, many students already had some prior knowledge about Valorant, this was very essential for the development of the research, due to the ease with which the research is executed and it is not necessary to show more content to the students.

Therefore, when the survey data was obtained, this information was analyzed by SPSS Software and each graph was elaborated with the data of each question of the survey applied. With this data obtained, it was possible to move on to chapter three of the research, which was the analysis of each data. The data obtained were processed by the program, the analysis of each question was performed, concluding with the results of each question, then proceeded to the verification of the hypothesis, where the validations of the chi-square of each question that was applied were treated. Then, the conclusions and recommendations of the research were written. Finally, the references of the research project and the respective annexes were added.

## **2.3 Research approach**

### **Quantitative approach**

Kruzan et al. (2023), qualitative research entails the collection and analysis of non-numerical data, such as text, video, or audio, with the aim of comprehending concepts, opinions, or experiences. In this project, the adoption of a quantitative research approach was imperative due to the inherent limitations faced by students who are unable to utilize computers or laptops to engage with the video game directly. Consequently, a survey becomes the primary means through which students can articulate their perspectives on the advantages and disadvantages of the video game, as well as its potential benefits in enhancing their English language speaking skills and proficiency in various other languages.

Mcleod (2023) pointed out that quantitative research encompasses the collection and analysis of numerical data using statistical methods. This type of research is commonly employed to test hypotheses, identify patterns, and make predictions. In contrast, qualitative data is descriptive in nature and pertains to phenomena that can be observed but not measured, such as language. Additionally, the survey serves as a valuable tool for gauging the impact of the game on a broader spectrum of skills. A quantitative approach to research involves systematically collecting and analyzing numerical data to understand and interpret phenomena. This method relies on structured research designs, such as surveys or experiments, to gather measurable information.

## **2.4 Research modality**

### **Field research**

According to Burgess (2002), field research had to be confronted with diverse social situations, points of view and perspectives. This study utilizes field research to comprehensively analyze the activities, behaviors, and situations of a specific population. Active researcher involvement is crucial for obtaining clear and specific data. Immersion in the study environment enables detailed observation, ensuring a deep understanding of relevant dynamics and contexts, thereby maintaining the quality and relevance of collected information. This hands-on approach enhances result reliability, allowing the researcher to adapt strategies as needed, and establishing a solid foundation for a detailed analysis of the targeted population.

### **Bibliographic research**

Roberts (2002) defined bibliographic research as the mainstream of an investigation. This research adopted a bibliographic approach, drawing insights from articles, papers, and various external sources to gather knowledge, encompassing both known and unknown aspects of the subject matter. The utilization of diverse university repositories and virtual libraries serves as a clear example of the comprehensive information retrieval process employed in this study. These resources have proven instrumental in accessing a wide spectrum of information, enriching the research with a robust foundation of knowledge. The bibliographic character of this study is evident in its thorough exploration and synthesis of existing literature, contributing to a nuanced and well-informed analysis.

## **Descriptive**

The purpose of using a descriptive approach with this project is to analyze and describe the data obtained in order to evaluate the perspective of each student. Descriptive research is a suitable option when the objective is to identify and analyze characteristics, frequencies, trends, and categories associated with a particular topic or problem. Descriptive studies endeavor to address the fundamental inquiries of who, what, why, when, where, and additionally, the consequential aspect denoted as "so what?" (Grimes & Schulz, 2002). The application of the study was carried out in a totally common environment such as a classroom, specifically in two courses of the third year of high school.

## **Hypothesis**

**Null hypothesis:** There is not a relationship between Valorant game and speaking skill.

**Alternative hypothesis:** There is a relationship between Valorant game and speaking skill.

## **Variable identification**

Valorant game - (Independent variable)

Speaking skill - (Dependent variable)

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

#### **3.1 Analysis and interpretation of the results**

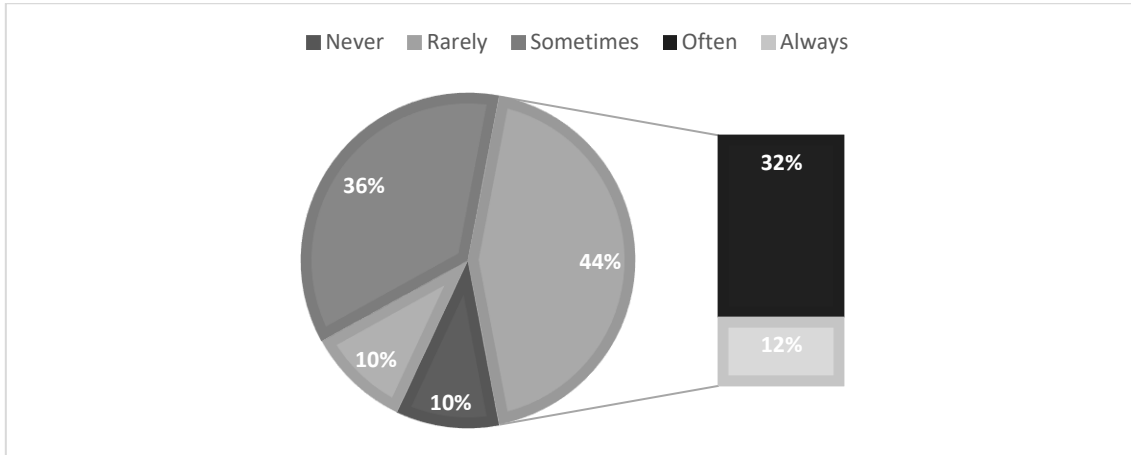
This part of the project is dedicated to a meticulous analysis of the results derived from surveys administered to fifty students at the aforementioned educational institution. The primary objective is to substantiate the hypothesis that employing components of the Valorant game, namely interaction, communication, and mechanics, serves as an effective method for practicing and enhancing oral skills. Leveraging the SPSS Software, the survey data underwent thorough analysis within the program, yielding comprehensive statistical insights and validating the project's underlying hypotheses.



### 3.1.1 Analysis and interpretation of the results

Figure 1 - Question 1

1. Do you consider that Valorant game could help you to interact and socialize with others?



Note: Student's consideration of the help Valorant could provide in interacting and socializing with others.

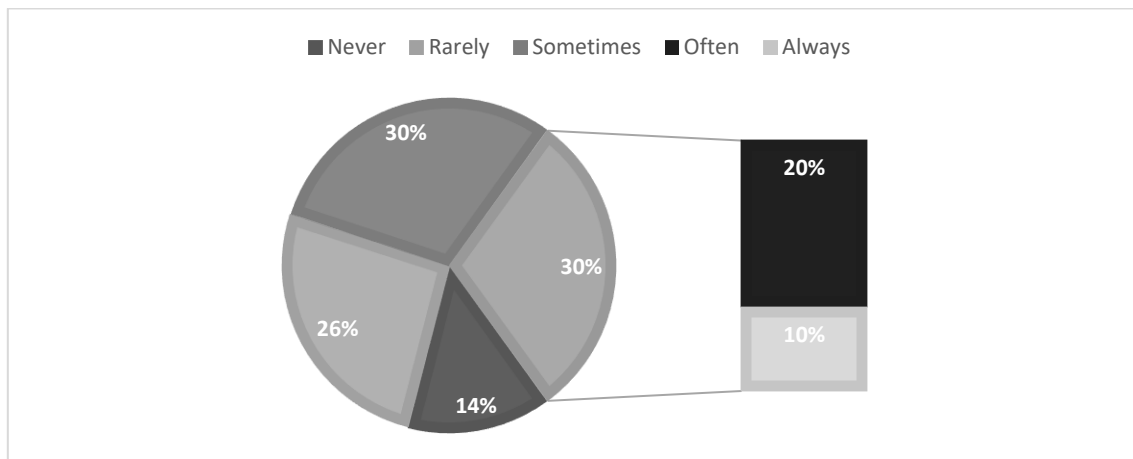
The first three results of this figure were analyzed to obtain a more general result. The empirical findings from this research illuminate that within the cohort of fifty surveyed students, a noteworthy 32% explicitly articulated a proclivity for frequently incorporating Valorant as a facilitator for interpersonal engagement and socialization. Concurrently, a substantial 36% of respondents expressed a deliberate inclination towards employing Valorant as an instrumental medium for interpersonal interaction. Notably, the investigation reveals that a distinct 12% of participants consistently embrace Valorant as an indispensable catalyst for fostering interpersonal connections and social discourse.

Interpreting the initial three data points, the study reveals that a considerable number of surveyed students frequently incorporate Valorant to enhance interpersonal engagement and socialization. Additionally, a noteworthy portion deliberately utilizes Valorant as a primary medium for interpersonal interaction. The investigation highlights a distinct subset of participants, a small number of students consistently relying on Valorant as a crucial catalyst for fostering enduring interpersonal connections and facilitating social discourse within the surveyed population. These findings emphasize the diverse roles Valorant plays as a social facilitator among the group of students.

### 3.1.2 Analysis and interpretation of the results

Figure 2 - Question 2

2. Do you usually interact with other gamers using English?



Note: Student interaction with other gamers using English.

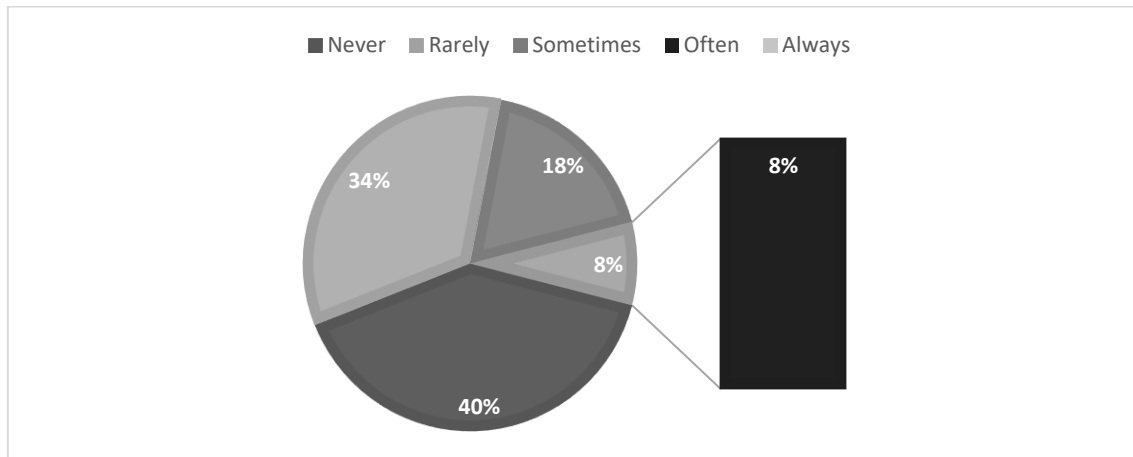
Regarding meticulous consideration of the three most prominent outcomes, the ensuing data delineates a salient pattern. The pinnacle finding discloses that a substantial 30% of the surveyed students affirm the intermittent utilization of English as their chosen mode of interaction with fellow players. In juxtaposition, a discernible trend emerges, indicating that 26% of the student cohort scarcely employs English in their interactions with other players. Lastly, a notable observation manifests as 20% of the surveyed students consistently favor the frequent use of English when engaging with their gaming peers. This nuanced analysis underscores the multifaceted dynamics of language preferences within the surveyed student population.

The central finding reveals that most of the students surveyed recognize the sporadic use of English as a preferred means of interaction with gamers. A significant portion of students sometimes use English as their preferred language to communicate with other players. Another group of students, slightly smaller in size, rarely resorts to English during their interactions. A smaller, though notable, group frequently uses English when interacting with fellow players. These results highlight the diverse and complex dynamics of English language use in the student population. It is important to note that there are likely other language behaviors not analyzed here that contribute to the multifaceted nature of language preferences in this context.

### 3.1.3 Analysis and interpretation of the results

Figure 3 - Question 3

3. Do you usually interact in your house using English?



Note: Student interaction with other members of the household using English.

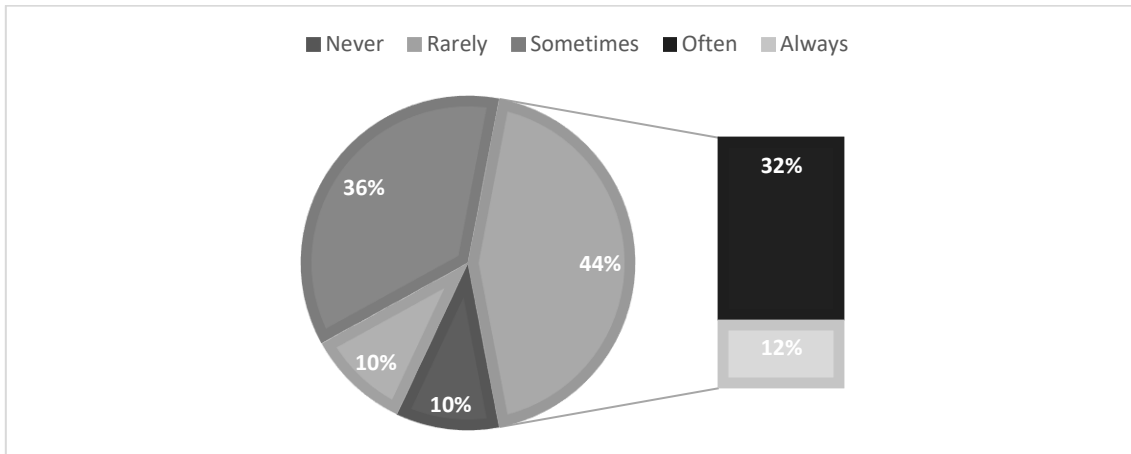
A thorough examination of the three most salient data sets in this figure has been carried out in order to provide an even more accurate and efficient analysis. The results obtained when assessing this question reveal that a significant 40% of the students never engage in interactions in English within their homes. Likewise, it is observed that 34% present a low frequency in this type of interactions, using English occasionally. On the other hand, only 18% of the students actively use English as a means of communication at home, interacting with members of their household. These findings provide a detailed view of the linguistic dynamics in the domestic environment, highlighting the diversity in students' levels of participation in the use of English.

A comprehensive examination of the three most prominent data sets in this figure has been conducted to provide a more accurate and efficient analysis. Interpreting the following data, is pertinent to acknowledge that not all students are privileged to be immersed in a bilingual home environment conducive to comprehensive language development. Despite the predominantly negative response to this question, it is crucial to discern the positive data, which highlights a smaller yet notable subset of students exhibiting a genuine interest in advancing their language proficiency especially in English. This underscores the potential for targeted language education initiatives to address the specific needs and aspirations of this motivated group.

### 3.1.4 Analysis and interpretation of the results

Figure 4 - Question 4

4. Do you think that Valorant provides you with verbal forms (the use of words to share information with other people) to communicate with other people?



Note: Student's thoughts about Valorant providing verbal ways to communicate with other gamers.

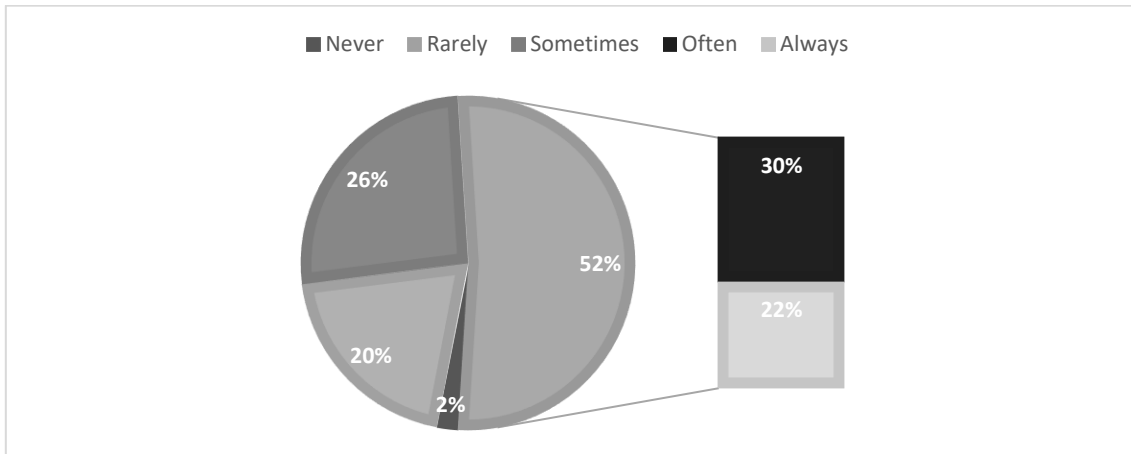
This study is focused on what students think about Valorant as a tool for providing verbal forms such as: the use of words to share information with another person. The statistical analysis reveals notable insights into students' perceptions regarding communication options in Valorant. A substantial 36% of students stated that Valorant occasionally offers verbal channels for communication with others. Conversely, a sizable cohort, constituting 32%, argued that Valorant frequently provides such verbal communication avenues. Notably, a more limited but still noteworthy 12% maintain the perspective that Valorant consistently furnishes effective verbal communication mechanisms.

These findings illuminate the varied opinions among students concerning the frequency and adequacy of verbal communication features within the Valorant platform, underscoring the need for a nuanced understanding of user preferences and expectations in online gaming environments. Interpreting the following data, it was a very positive analysis for the students, since it showed that there are students who can identify the verbal forms in which Valorant helps them to improve communication with other people, in addition, Valorant can help them to improve communication with other people, and that they can identify the verbal forms in Valorant.

### 3.1.5 Analysis and interpretation of the results

Figure 5 - Question 5

5. Do you consider that Valorant promotes the verbal form (the use of words to share information with other people) using voice chat?



Note: Student's thoughts about Valorant promote the use of verbal forms using voice chat.

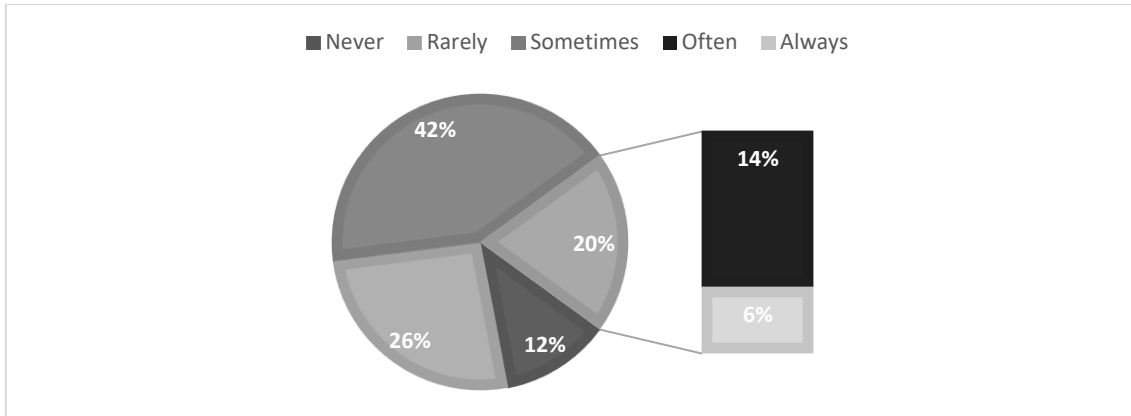
This study delves into students' perspectives on whether Valorant actively encourages the utilization of verbal communication through voice chat. Analyzing the top three responses, it becomes evident that 30% of the surveyed students believe Valorant frequently promotes the use of verbal forms via voice chat. Conversely, a substantial 26% of respondents hold the view that Valorant intermittently fosters the use of verbal communication through its voice chat feature. Notably, a considerable 22% of participants assert that Valorant consistently advocates for the utilization of verb forms via its voice chat functionality. These findings light on the diverse opinions regarding the extent to which Valorant supports verbal communication through voice chat.

A concise interpretation of the acquired data reveals a predominantly positive perception among students regarding Valorant's encouragement of verbal communication through its voice chat. Evidently, slightly over half of the students express favorable sentiments on this matter. Contrarily, the remaining portion of surveyed students provides responses ranging from neutral to negative, indicating a noteworthy divide in opinions regarding Valorant's efficacy in promoting verbal forms through its voice chat feature. This nuanced analysis underscores the need for a more comprehensive understanding of the diverse viewpoints held by students in relation to Valorant's communication functionalities.

### 3.1.6 Analysis and interpretation of the results

Figure 6 - Question 6

6. Do you consider that Valorant provides you with tools to improve non-verbal (the transmission of messages or signals through a nonverbal platform such as eye contact, facial expressions, gestures, posture, use of objects, and body language.) communication?



Note: Student's opinion that Valorant provides non-verbal communicative tools.

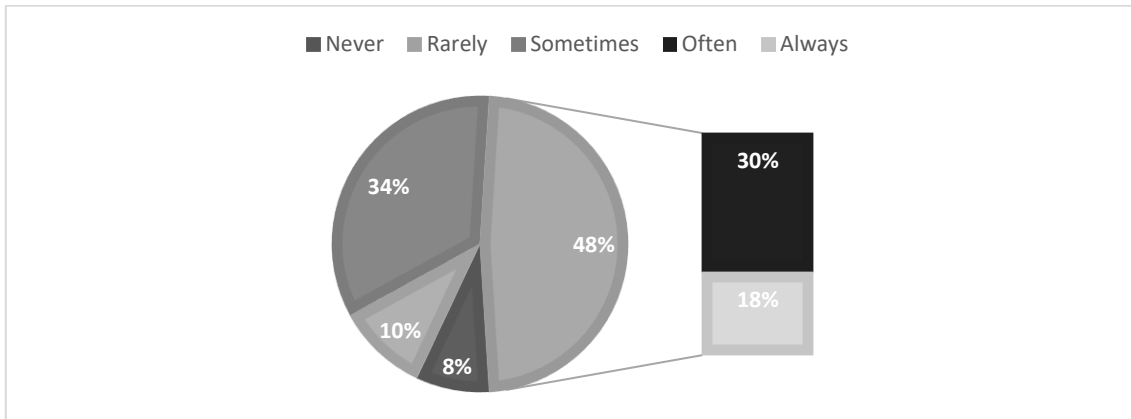
This statistical analysis elucidates Valorant's provisions for enhancing non-verbal communication, with a focus on the top three percentage values. Initially, 42% of students assert that Valorant occasionally offers tools for non-verbal communication. Conversely, 26% of students hold the view that Valorant seldom provides resources conducive to non-verbal communication. Interestingly, diverging from the previous trends, a notable 14% of students believe that Valorant frequently furnishes tools to enhance non-verbal communication. These findings provide a nuanced insight into the varied perceptions among students regarding the frequency and efficacy of non-verbal communication tools within the Valorant platform.

This substantial and constructive contribution to the research underscores its pivotal significance, exerting a neutral yet influential impact on the students. A prevalent observation reveals that a considerable number of students consistently encounter instances of non-verbal communication within Valorant, emphasizing the nuanced ways in which this element is perceived and seamlessly integrated into the fabric of the gaming experience. This insight contributes to a deeper understanding of the multifaceted role that non-verbal communication plays in shaping the overall dynamics of interaction within the Valorant gaming community.

### 3.1.7 Analysis and interpretation of the results

Figure 7 - Question 7

7. Do you think the in-game rewards would motivate you to continue learning and practicing English through Valorant?



Note: Students thinking about in-game rewards as a motivational factor for practicing English.

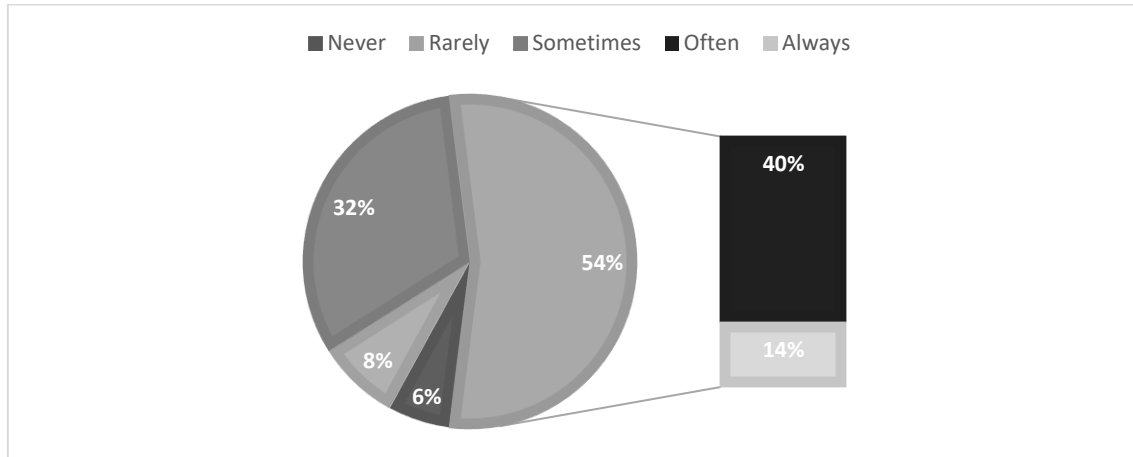
This study illuminates the motivational influence exerted by rewards on students' commitment to ongoing English practice and learning through Valorant. A meticulous analysis of the presented table reveals that 34% of respondents perceive in-game rewards as an intermittent yet impactful motivator for sustaining their learning efforts within Valorant. Complementing this primary data, an additional 30% of students believe that in-game rewards frequently serve as a compelling factor to bolster their commitment to learning. Notably, 18% of students express the belief that in-game rewards consistently play a fundamental role, serving as an enduring motivator to propel them forward in their continuous learning journey.

These findings illuminate the multifaceted impact of in-game rewards on students' motivation within the realm of language learning through Valorant. The discerned positive correlation suggests that rewards play a crucial role in not only sustaining but also enhancing students' engagement over time. Beyond motivation, these incentives are found to be significant contributors to the active acquisition of new vocabulary and meaningful interactions. The nuanced understanding derived from this correlation underscores the potential of incorporating gamified elements, such as rewards, to create a more immersive and effective learning environment. As a result, students not only stay motivated but also experience an enriched and dynamic learning.

### 3.1.8 Analysis and interpretation of the results

Figure 8 - Question 8

8. Do you consider that the different types of rewards can help you to learn English?



Note: Student's opinions about the different types of rewards can help them learn English.

This study unveils students' perceptions regarding the efficacy of various types of rewards in facilitating English learning. Delving into the initial three outcomes, a substantial percentage, notably 40%, emphasizes that rewards are frequently beneficial for learning English, providing specificity to their positive impact. Conversely, 32% of students acknowledge that rewards hold a sometimes-helpful role in the language learning process. Noteworthy is the 14% of respondents who assert that rewards consistently play a pivotal role, always aiding in the effective acquisition of English skills. These nuanced insights dropped light on the varied ways students perceive the influence of rewards on their English learning journey.

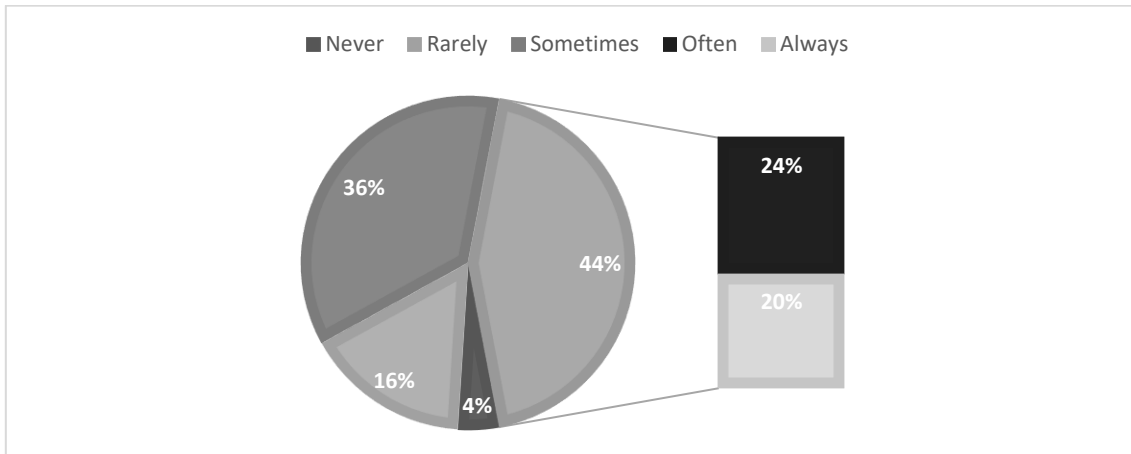
Interpreting this data reveals a notable interest and perceived efficacy of implementing rewards in Valorant as a beneficial and enjoyable means for students to learn English. The positive interpretation of the data suggests that students find the integration of rewards in Valorant to be not only interesting but also helpful, adding a fun and motivating dimension to their language learning experience. However, from this graph, students can discern that a sense of neutrality exists among students regarding the use of rewards as a supportive tool for ongoing English learning. This nuanced perspective underscores the potential for rewards to serve as engaging and motivating elements, while recognizing the varied attitudes students may hold towards their role in the language learning process.



### 3.1.9 Analysis and interpretation of the results

Figure 9 - Question 9

9. Do you think that in-game challenges can be a motivating factor to keep practicing your speaking skills in Valorant?



Note: Student's thinking about the challenges within the video game being a motivating factor to practice English.

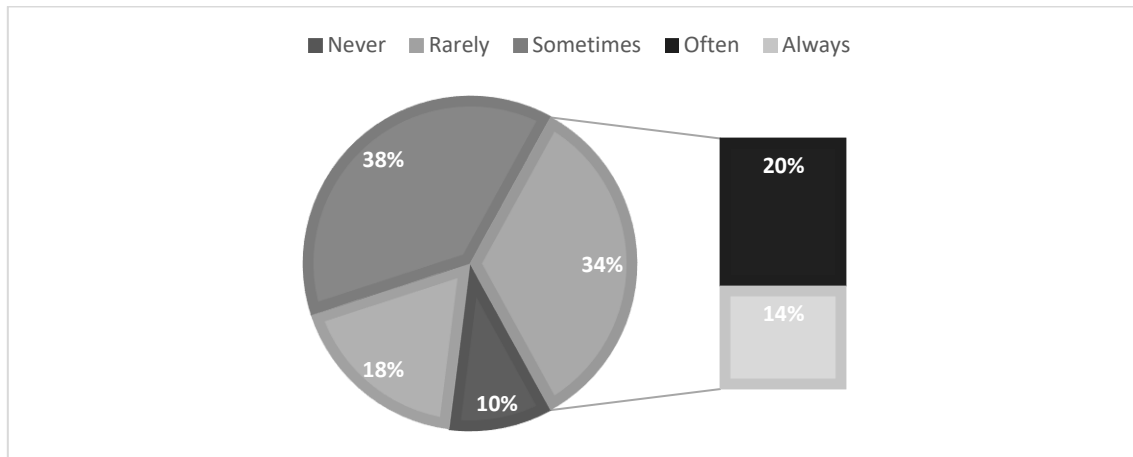
The statistical analysis of this question has shown the results about the challenges presented in Valorant as a motivational factor in practicing English. According to the three highest percentages obtained, 36% of the respondents are the highest percentage and show that students think that the challenges within Valorant can sometimes be a motivating factor. On the other hand, 24% of the respondents mentioned that challenges within Valorant often turn out to be a motivating factor to continue practicing. Last but not least, 20% think that challenges at Valorant are always a motivating factor to keep learning and putting the speaking skill into practice.

Interpreting this data, a prevailing trend emerges, indicating that most of students exhibit a neutral to positive stance regarding the impact of challenges within Valorant as a motivational factor. Evidently, these challenges not only serve to sustain students' motivation to continue playing but also act as catalysts for practicing and honing their speaking skills. Nevertheless, it is noteworthy that a minority of students deviate from this consensus, expressing a dissenting perspective on the implementation of challenges within Valorant. These nuanced insights emphasize the diversity of opinions among students regarding the efficacy of challenges in the context of language learning through gaming.

### 3.1.10 Analysis and interpretation of the results

Figure 10 - Question 10

10. Do you consider that in-game challenges help you unlock free Battle Pass content?



Note: Student's opinion about the importance of the challenges within the game to achieve a motivating factor to continue practicing English.

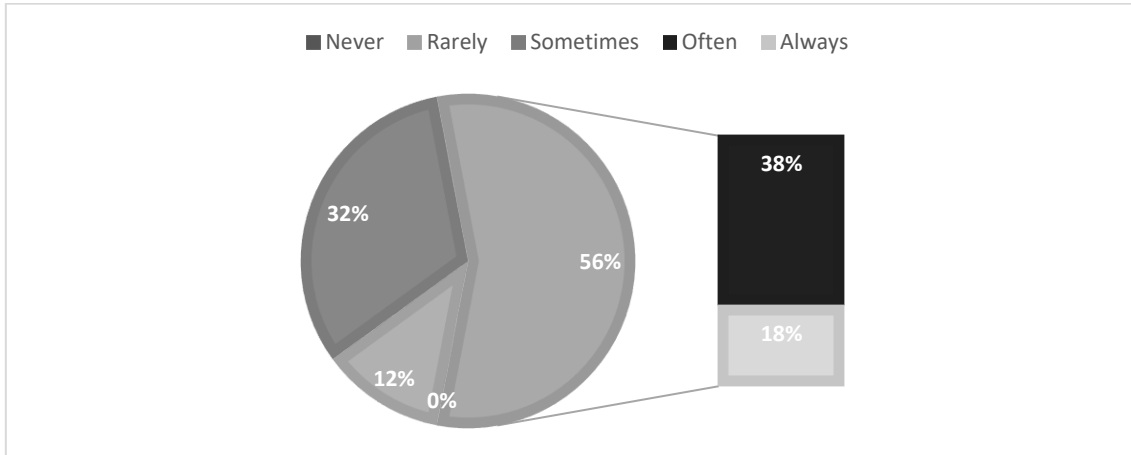
This study shows the statistical analysis of students' consideration of unlocking free battle pass content through completing challenges within Valorant. The following statistical analysis shows 38% of students feel that challenges sometimes help with unlocking free Battle Pass content. However, the statistics continue to decline and indicate that 20% of respondents believe that challenges often help with unlocking free Battle Pass content. Consequently, 18% of the students, barely consider that the challenges within Valorant rarely help or collaborate with the unlocking of the free Battle Pass content.

Making a succinct interpretation of this data, there is a generally neutral to positive impact concerning the belief that challenges can aid players in unlocking free content within the battle pass. As previously discussed, this not only serves as a motivating factor for continued learning but also allows players to unlock items of personal interest as they progress in their language acquisition journey. Consequently, a minority of students holds a negative perspective, asserting that challenges do not contribute significantly to unlocking such content. This observation underscores that, while individual opinions may vary, the overall positive impact highlighted in the study suggests potential benefits for the broader student population.

### 3.1.11 Analysis and interpretation of the results

Figure 11 - Question 11

11. Do you usually speak about familiar topics in your classes? For example: movies, music, books, etc.



Note: Student's habits of talking about familiar topics such as: movies, books, etc.

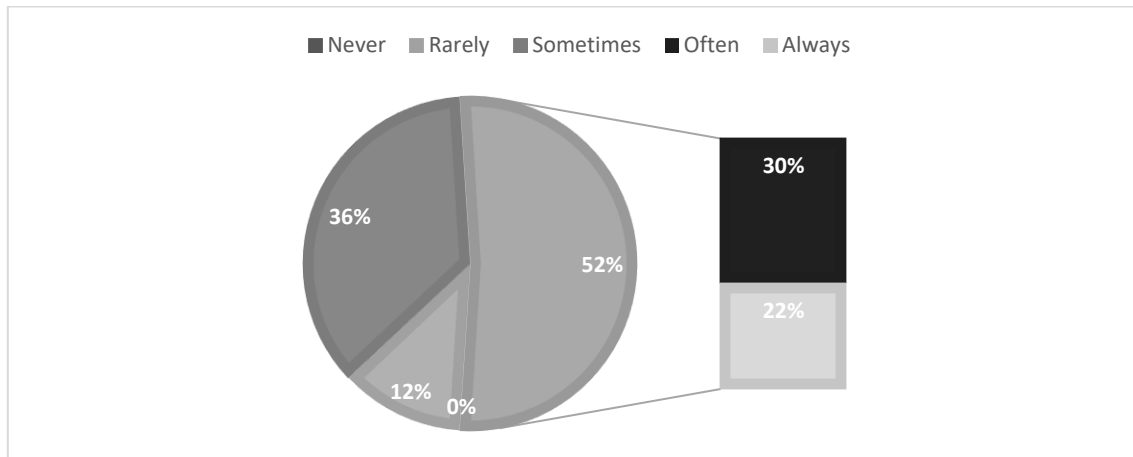
This study analyzes how often students talk about topics that are familiar or known to everyone, such as movies, books, music, etc. Considering the three most significant data points, a comprehensive analysis reveals intriguing insights, 38% of students frequently engage in discussions about familiar topics within their classrooms. Conversely, a comparable percentage, totaling 32% of students, occasionally incorporates these familiar topics into their class interactions. Furthermore, a distinct 18% of students consistently rely on familiar topics as a constant method in their classes, actively utilizing them to facilitate interaction and exchange of ideas. These findings showcase the varied levels of integration and frequency with which students employ familiar topics.

Interpreting the gathered data, it becomes evident that most students concur on the idea that engaging in conversations about everyday topics not only enhances their oral skills but also plays a pivotal role in yielding positive outcomes for the study as a whole. The prevailing sentiment among most students is that such discussions are instrumental in their linguistic development. Notably, only a minor percentage of students indicated infrequent utilization of these everyday topics for interaction in their classes, suggesting a limited divergence from the overall consensus. This observation underscores the widely acknowledged benefits of incorporating commonplace subjects into classroom discussions, aligning with the positive trajectory of the study's outcomes.

### 3.1.12 Analysis and interpretation of the results

Figure 12 - Question 12

12. How often do you talk about your everyday life situations with your friends?



Note: Student's frequency for about their daily situations with their friends.

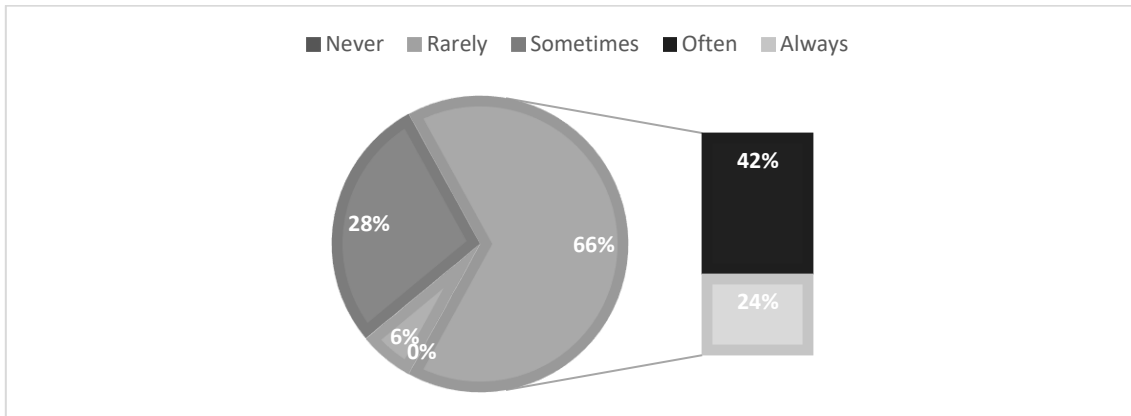
The statistical analysis meticulously examines students' responses regarding the frequency of discussing their everyday life situations with friends. Within the top three highest percentages, a discerning pattern emerges: 36% of students acknowledge occasionally engaging in conversations with friends about their daily experiences. In a parallel vein, a substantial 30% of students reveal a more frequent inclination, expressing that they often delve into discussions about their everyday life situations with peers. Adding to this, a noteworthy 22% of respondents consistently share that they always engage in conversations with friends regarding their everyday life situations. This nuanced breakdown underscores the varied degrees of interaction.

Interpreting the data gleaned from this research, a clear preference emerges among most students for engaging in conversations with their friends centered around everyday life situations. Notably, the predominant inclination is towards employing these topics as a preferred means of interaction. Conversely, a small cohort of students stands out for not favoring the use of everyday life situations in their conversations with friends. These findings underscore the significance of students leveraging commonplace scenarios to foster meaningful interactions with their peers. It also emphasizes the perceived importance of honing their speaking skills through discussions rooted in the familiarity of everyday life situations, highlighting the pivotal role such exchanges play in their social and linguistic development.

### 3.1.13 Analysis and interpretation of the results

Figure 13 - Question 13

13. How often do you use topics related to personal interests to create a conversation with your classmates?



Note: The frequency with which the student uses topics related to personal interests to create conversations with classmates.

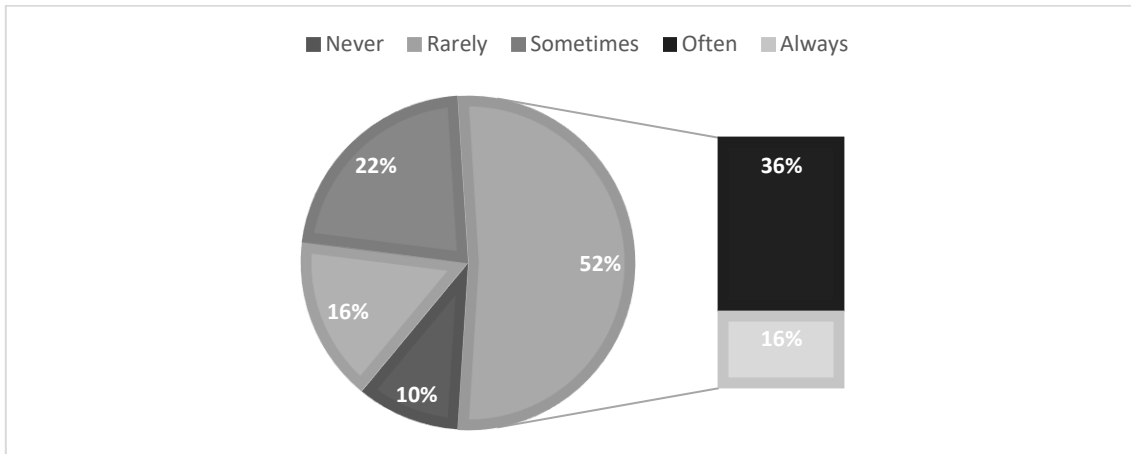
The scrutiny of the three most pertinent datasets from the study illuminates distinct patterns in students' conversational preferences. Notably, a substantial 42% of students frequently engage their classmates through discussions centered around personal interests, indicating a prevalent inclination towards leveraging these topics for interaction. In a parallel vein, 28% of students acknowledge occasionally initiating conversations with peers by delving into subjects aligned with their personal interests. Concluding this analysis, a notable 24% of students consistently underscore the importance of personal interests by expressing that they always employ such topics as a foundation for conversations with their classmates.

Interpreting the acquired data reveals a prevalent tendency among students to actively employ subjects related to their personal interests for initiating conversations with their peers. Furthermore, these topics serve a dual purpose as students utilize them not only for interpersonal interactions but also as a means to enhance their speaking skills. While a significant majority exhibits a positive inclination towards such discussions, others noteworthy that a small subset of respondents opts for minimal engagement in conversations revolving around personal interests. This nuanced finding underscores the multifaceted role these topics play in both fostering social connections and contributing to linguistic proficiency among students.

### 3.1.14 Analysis and interpretation of the results

Figure 14 - Question 14

14. Do you usually talk to your friends at school about travel plans? For example: to the beach, to the zoo, to a swimming pool, etc.



Note: Frequency with which the student talks to friends about travel plans.

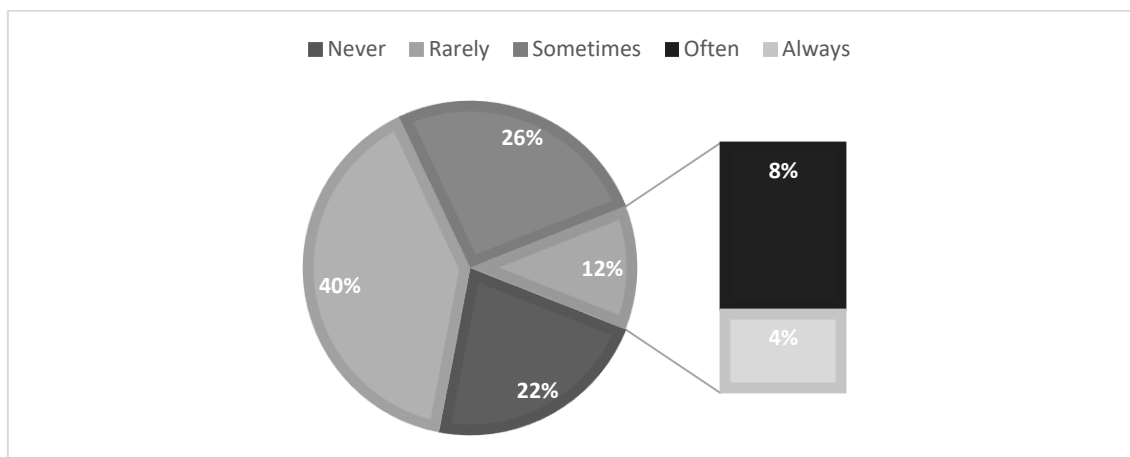
In this comprehensive statistical analysis, an investigation into how students engage in conversations with their friends regarding travel plans, encompassing destinations like the beach, zoo, swimming pool, and various other places. Evaluating the initial three data points reveals a notable pattern, with 36% of students expressing a frequent inclination to discuss travel plans with their friends while at school. Additionally, 22% of students indicate that they occasionally engage in conversations about travel plans with their peers. Interestingly, the final set of data presents an intriguing equilibrium, as both values stand at 16%. This parity indicates that an equal number of respondents mention rare or consistent discussions about travel topics with their friends.

In interpreting the data, a distinct and positive correlation emerges, indicating that engaging in discussions about travel topics with friends positively influences the use of verbal forms, contributing to the enrichment of their speaking skills. Most students appear to find value in incorporating travel-related content to enhance their conversational abilities. However, a minority of students choose not to share their travel plans during conversations with their peers. These nuanced findings offer valuable insights into the multifaceted ways students integrate travel-related discussions into their interactions, underscoring the diverse preferences within the respondent group and the various approaches students take in utilizing such topics for verbal enrichment.

### 3.1.15 Analysis and interpretation of the results

Figure 15 - Question 15

15. Do you usually talk about your interests with your English teacher? For example: hobbies, leisure activities, arts, sports, etc.



Note: Frequency with which the student talks about his or her interests with his or her English teacher.

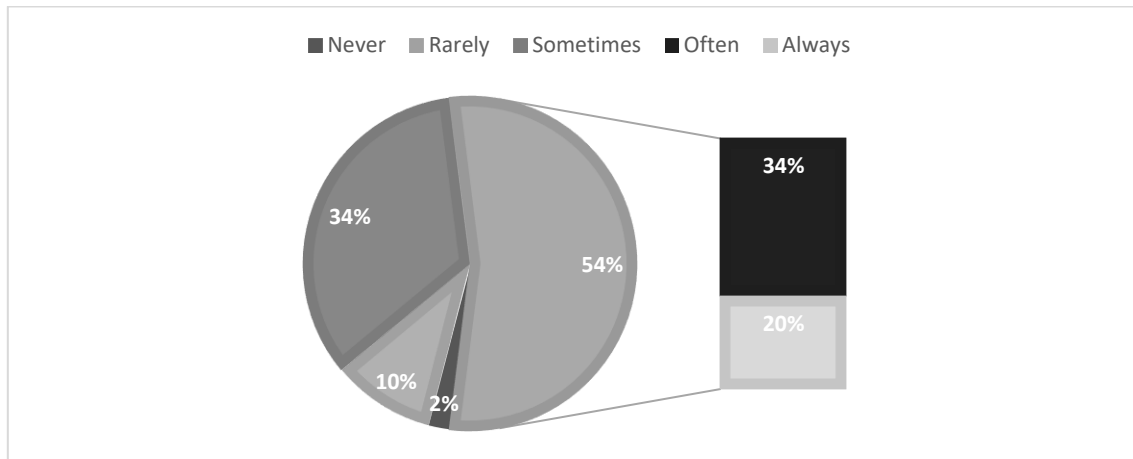
The analytical findings highlight a conspicuous trend: a considerable twenty students seldom initiate conversations with their teachers about personal interests or hobbies, suggesting a potential lack of a meaningful connection between teachers and students. Conversely, a significant 40% of students indicate infrequent discussions about their interests with their English teachers. Additionally, 26% of students occasionally engage in conversations with their English teachers about their personal interests. Notably, 22% of students reveal that they have never broached topics of personal interest in conversations with their English teacher. These results shed light on the varying degrees of openness in teacher-student communication about personal interests.

Interpreting the outcomes of this statistical study reveals a prominent trend: the majority of students exhibit a limited impact when discussing their interests with their English teacher, as evidenced by the highest percentage. In contrast, the percentage indicating a positive impact resulting from such discussions is notably low among students. These findings underscore a potential disparity in the perceived influence of personal interest conversations in the teacher-student dynamic, emphasizing the need for exploring strategies to enhance the positive impact and foster more meaningful connections in the English learning environment.

### 3.1.16 Analysis and interpretation of the results

Figure 16 - Question 16

16. Do you usually talk about your ambitions with your parents?



Note: Frequency with which the student talks about his/her ambitions with his/her parents.

The statistical study provides insights into the frequency with which students incorporate topics, like their ambitions, into conversations with their parents to enhance their speaking skills. Upon analyzing the top three highest percentages, a notable pattern emerges, with the first two results showcasing an equal percentage of 34%. In this balance, students express that they often and sometimes engage in discussions about their ambitions with their parents. Conversely, a significant 20% of students note that they consistently utilize these specific topics to communicate with their parents. This nuanced analysis underscores the varying levels of frequency and importance attached to discussing personal aspirations within parent-student interactions.

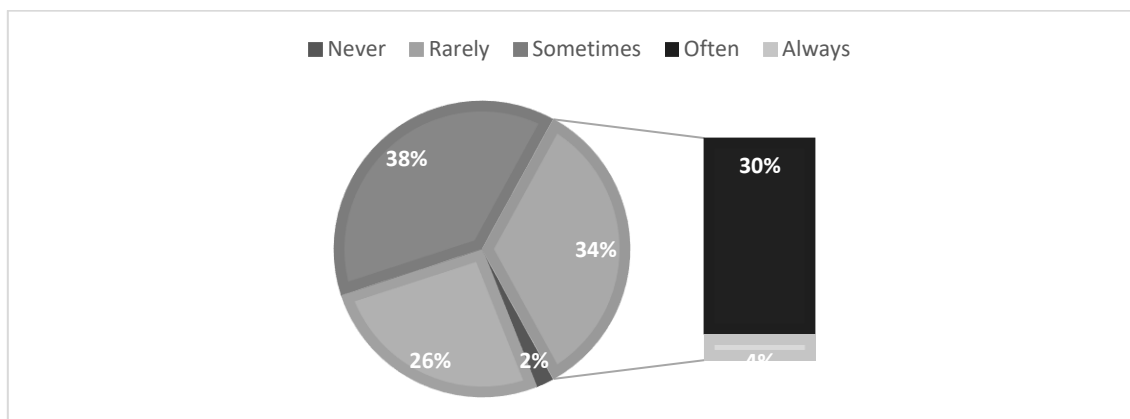
Through analysis of the collected data on the given question, a clear trend emerges: most students express a distinct preference for engaging in discussions about their ambitions with their parents. This inclination indicates a notable interest among a significant portion of the student body in sharing and conversing about their aspirations within the familial context. However, one thing that is important to note that a minority of students exhibit minimal interest or engagement when it comes to discussing these specific topics with their parents. These findings underscore the diversity of preferences among students regarding conversations about their ambitions within the family dynamic.



### 3.1.17 Analysis and discussion of the results

Figure 17 - Question 17

17. How often does your teacher ask you to talk about your experiences in front of the whole class?



Note: Frequency of the teacher to ask students to talk about their experiences in front of the class.

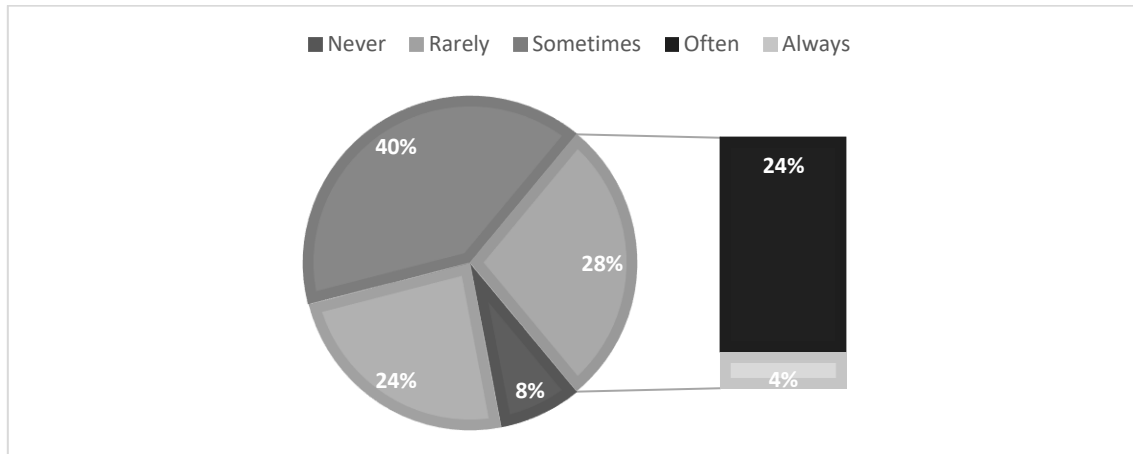
In the current analysis, graph was explored about how frequently teachers encourage students to share their experiences in front of the entire class, emphasizing the importance of oral expression in the learning process. Upon completion of the analysis, a noteworthy finding surfaced: 38% of students conveyed that the teacher sometimes encourages them to discuss their experiences before the entire class. On the other hand, fifteen of the students responded that often their teacher asks them to talk about their experiences in front of the whole class. Finally, 26% of the students rarely responded to talk about their experience with their entire class. This practice is perceived as advantageous, not only fostering a collaborative and interactive learning environment but also serving as a valuable means for speaking skills.

Interpreting analysis of the gathered data, it becomes evident that, according to the surveyed students, their English teachers infrequently inquire about their experiences in a manner that involves sharing them with the entire class as a practice for enhancing their speaking proficiency. Despite the limited frequency of such interactions, the data indicates that the presence of student participation, albeit not as frequent, contributes positively to the development and application of their speaking skills. This implies that, even with occasional instances, student engagement plays a crucial role in fostering the necessary utilization of speaking skills within the classroom context.

### 3.1.18 Analysis and discussion of the results

Figure 18 - Question 18

18. Do you usually ask questions, and give reasons and explanations about your friends' expositions?



Note: Frequency with which the student asks questions and gives reasons and explanations about the presentations of his/her classmates.

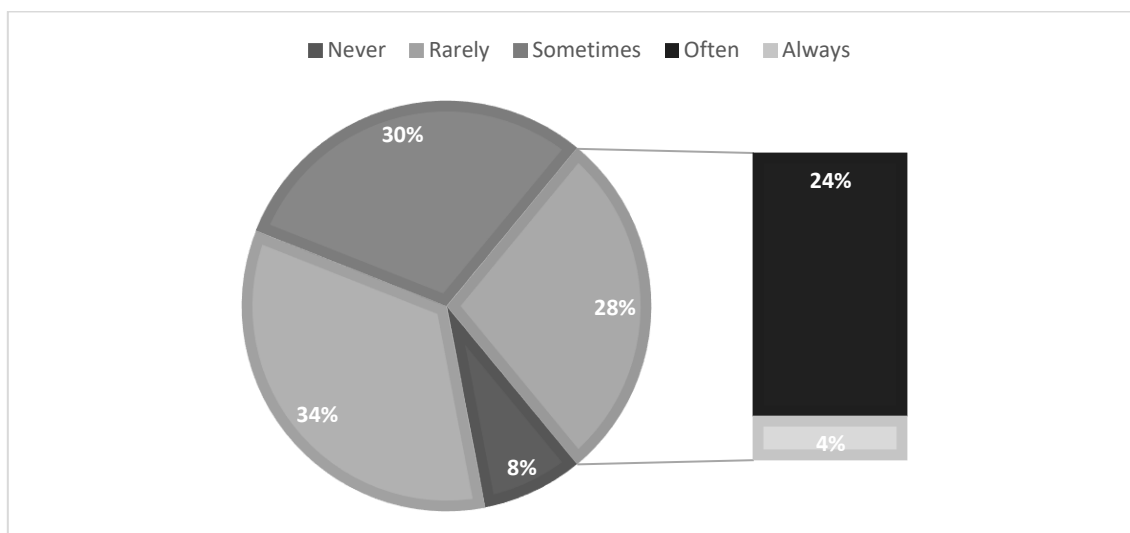
The statistical analysis sheds light on the frequency with which students engage in questioning and providing explanations or reasons during their classmates' presentations. Among the three most significant outcomes, a notable 40% of students indicate that they sometimes partake in these activities in class. Subsequently, an equitable distribution of 24% showcases that students mention both often and rarely engaging in asking questions and offering reasons or explanations during their peers' presentations. This nuanced breakdown underscores the varied levels of participation and interaction dynamics within the classroom setting, showcasing a diverse range of engagement frequencies among the student body.

Interpreting this data, it is apparent that students do not frequently engage actively with their friends' presentations. However, a notable portion of the student body participates, although infrequently. Conversely, there exists a smaller group of students who stay neutral from involvement in this type of activity. The substantial number of students who participate, even on an occasional basis, holds significant value as it contributes considerably to the practice and enhancement of their speaking skills. This underscores the importance of sporadic participation in fostering a conducive environment for improving linguistic abilities within the student community.

### 3.1.19 Analysis and discussion of the results

Figure 19 - Question 19

19. How often do you tell stories in your English classroom?



Note: Student's frequency of storytelling in English class.

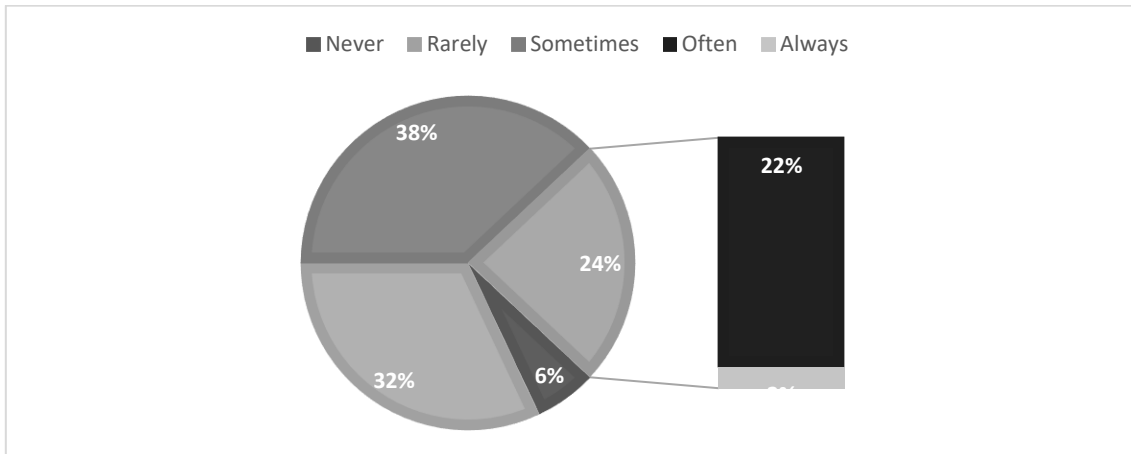
The presented statistical analysis in this study delves into the frequency with which students share stories during their English class. Scrutinizing the three most pertinent percentages, it is discerned that 34% of students rarely engage in storytelling within their English class. Following this, 30% of students actively participate in the practice of storytelling during their English sessions. Concluding this analysis, a notable 24% of students express a frequent involvement in this type of activity in their English class. These findings unveil the diverse levels of engagement students exhibit when it comes to storytelling within the language-learning context.

Interpreting the observed data, it is evident that most of the surveyed students actively engage in storytelling activities within their English classes, aiming to stimulate language production and enhance their speaking skills. The positive frequency with which most students participate underscores the constructive impact of this practice on their language development. However, it is noteworthy that a smaller subset of students either desist from or participate infrequently in these storytelling activities. This nuanced finding highlights the varied approaches students take toward such exercises, revealing a spectrum of engagement levels within the surveyed group.

### 3.1.20 Analysis and discussion of the results

Figure 20 - Question 20

20. How often does your teacher ask you to watch a movie or read a book, and then in class talk about what you think about it?



Note: Frequency with which the teacher asks students to watch a movie or read a book and then in class to give an opinion about the material.

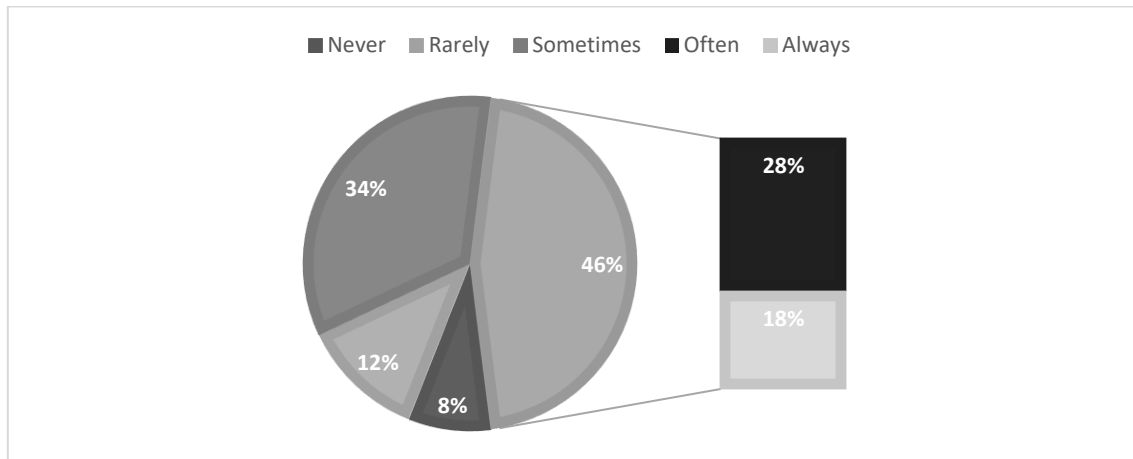
The following analytical study shows the frequency with which the teacher asks his students for their opinion about a movie or a book they have read, exposing their ideas in class. Considering the three most significant percentages, the primary focus lies on the leading figure of 38%, indicating that students sometimes engage in discussions about books or movies recommended by their teachers. Subsequently, 32% of students mention that they rarely delve into conversations about the literary or cinematic materials assigned by their teachers. In contrast, a noteworthy 22% of students express a frequent involvement in these activities suggested by their teachers. This breakdown underscores the diverse levels of student engagement with teacher-assigned content.

Interpreting the obtained data, a notable observation is that students do not consistently engage in this type of activity with a positive frequency. Nevertheless, it is evident that they do participate, suggesting that teachers are making efforts to motivate students to continually enhance their speaking skills. While the number of students who have never participated in such activities is small, it signifies a potential lack of motivation in this approach. This nuanced insight underscores the importance of continuous encouragement and diverse motivational strategies to foster active student participation in activities aimed at improving their speaking abilities.

### 3.1.21 Analysis and discussion of the results

Figure 21 - Question 21

21. Do you consider that Valorant game could help you to improve your speaking skills?



Note: Opinion about how Valorant can help improve oral skills.

The spotlight shifts to the final question of the survey, addressing the entirety of the research. In examining the three most significant percentages, it is evident that 34% of the surveyed students believe that Valorant sometimes contributes to the improvement of their speaking skills. Contrarily, 28% assert that Valorant often serves as an effective tool in enhancing their speaking abilities. Unexpectedly, a remarkable 18% of students express a high degree of confidence, affirming that Valorant consistently aids in the improvement of their speaking skills. This insightful breakdown encapsulates the diverse perspectives among students regarding the role of Valorant in their language development.

In interpreting the acquired data, it becomes evident that Valorant has demonstrated a discernible positive impact on a notable percentage of the population, with individuals acknowledging its efficacy in enhancing their speaking skills. While not every student attributes constant improvement to Valorant, the principal sentiment is one of positive influence for a considerable portion of the surveyed population. It is noteworthy, however, that a small minority of students express a contrary perspective, stating that Valorant does not contribute significantly to the improvement of their speaking skills. This nuanced analysis highlights the varying perceptions regarding Valorant's role in language development, underlining the need for individualized approaches in testing the impact on students' speaking abilities.

### 3.2 Verification of the hypothesis

Table 2 - Hypothesis Test Summary

	<b>Null Hypothesis</b>	<b>Test</b>	<b>Sig.</b>	<b>Decision</b>
<b>1</b>	Do you consider that Valorant game could help you to interact and socialize with others?	One simple Chi-Square Test	.019	Reject the null hypothesis
<b>2</b>	Do you usually interact with other gamers using English?	One simple Chi-Square Test	.147	Reject the alternative hypothesis
<b>3</b>	Do you usually interact in your house using English?	One simple Chi-Square Test	.005	Reject the null hypothesis
<b>4</b>	Do you think that Valorant provides you with verbal forms (the use of words to share information with other people) to communicate with other people?	One simple Chi-Square Test	.002	Reject the null hypothesis
<b>5</b>	Do you consider that Valorant promotes the verbal form (the use of words to share information with other people) using voice chat?	One simple Chi-Square Test	.021	Reject the null hypothesis
<b>6</b>	Do you consider that Valorant provides you with tools to improve non-verbal (the transmission of messages or signals through a nonverbal platform such as eye contact, facial expressions, gestures, posture, use of objects, and body language.) communication?	One simple Chi-Square Test	<.001	Reject the null hypothesis
<b>7</b>	Do you think the in-game rewards would motivate you to continue learning and practicing English through Valorant?	One simple Chi-Square Test	.009	Reject the null hypothesis
<b>8</b>	Do you consider that the different types of rewards can help you to learn English?	One simple Chi-Square Test	<.001	Reject the null hypothesis
<b>9</b>	Do you think that in-game challenges can be a motivating factor to keep practicing your speaking skills in Valorant?	One simple Chi-Square Test	.009	Reject the null hypothesis
<b>10</b>	Do you consider that in-game challenges help you unlock free Battle Pass content?	One simple Chi-Square Test	.021	Reject the null hypothesis

11	Do you usually speak about familiar topics in your classes? For example: movies, music, books, etc.	One simple Chi-Square Test	.033	Reject the null hyphotesis
12	How often do you talk about your everyday life situations with your friends?	One simple Chi-Square Test	.090	Reject the alternative hyphotesis
13	How often do you use topics related to personal interests to create a conversation with your classmates?	One simple Chi-Square Test	.004	Reject the null hyphotesis
14	Do you usually talk to your friends at school about travel plans? For example: to the beach, to the zoo, to a swimming pool, etc.	One simple Chi-Square Test	.044	Reject the null hyphotesis
15	Do you usually talk about your interests with your English teacher? For example: hobbies, leisure activities, arts, sports, etc.	One simple Chi-Square Test	<.001	Reject the null hyphotesis
16	Do you usually talk about your ambitions with your parents?	One simple Chi-Square Test	<.001	Reject the null hyphotesis
17	How often does your teacher ask you to talk about your experiences in front of the whole class?	One simple Chi-Square Test	<.001	Reject the null hyphotesis
18	Do you usually ask questions, and give reasons and explanations about your friends' expositions?	One simple Chi-Square Test	<.001	Reject the null hyphotesis
19	How often do you tell stories in your English classroom?	One simple Chi-Square Test	.001	Reject the null hyphotesis
20	How often does your teacher ask you to watch a movie or read a book, and then in class talk about what you think about it?	One simple Chi-Square Test	<.001	Reject the null hyphotesis
21	Do you consider that Valorant game could help you to improve your speaking skills?	One simple Chi-Square Test	.019	Reject the null hyphotesis

Note: This table shows the asymptotic significance of each question.

**Null Hypothesis:** There is not a relationship between Valorant game and speaking skill.

**Alternative hypothesis:** There is a relationship between Valorant game and speaking skill.

For hypothesis verification, the hypothesis was validated by the chi-square, which means that when the significance level is less than 0.5 the null hypothesis is rejected, and the alternative hypothesis is accepted. As can be seen in Table 2, each of the 21 questions were analyzed by the program to give us a significance level for each one. Observing these data, were concluded the following: questions 2 and 12 have a value greater than 0.5, which means that the alternative hypothesis is rejected, and the null hypothesis is accepted. However, apart from the aforementioned questions, all the questions have a value less than 0,5 which means that the null hypothesis is rejected, and the alternative hypothesis is accepted.

Therefore, based on the insights derived from the data presented in Table 2 and explicated in the preceding paragraph, it is evident that a correlation exists within the context of Valorant and the proficiency in spoken communication. To put it differently, the findings lead to the acceptance of the alternative hypothesis, affirming the discernible influence of the Valorant game on the speaking abilities of third-level high school students at Unidad Educativa "Sagrada Familia." This conclusion suggests a positive impact on the ongoing enhancement and practice of speaking skills within this academic setting.

## **Discussion**

The objective of this research was to analyze the influence of the components of Valorant game with the oral skills of the English language. Students understand the interaction, communication, and mechanics that Valorant offers. In addition, the students showed great interest in practicing their speaking skills. Saputra and Sawitri (2023) obtained that virtual communication that exists in Valorant is very necessary to develop a strategy, that is to say that beyond communicating to converse, it is a tool that helps us to improve speaking skills. In comparison to the results of this research, Valorant game has also been found to be a tool to help and support its players to improve their communication skills.

The social interaction during communication that exists in Valorant creates various possibilities, such as being able to exchange ideas, or even change customs with



people from other countries, what is shown in this research is that most students like to interact using English because they want to improve, even with the implementation of Valorant the students feel more motivated and have fun while learning. Huffman (2023) mentioned the importance of this communication role in Valorant, that even though communication between genders is complicated, they try and each time communication and respect between genders improves.

Winaldo and Oktaviani (2022) established that the influence of English in the gamer language is very important and fundamental. Furthermore, the author focused on Spanish-speaking content creators who managed to improve their oral skills while playing. In addition, Susanti (2022) pointed out that the use of English abbreviations such as "GG" meaning "good game" or "NT" meaning "nice try" is not only used in English, but in Spanish as well, making people learn their meanings and be able to communicate in a faster and more effective way. In the same way, it is mentioned that the players implement a new enriching vocabulary, focusing on communication, interaction, and the mechanics that Valorant provides for all its players.

Kuning (2019) stated that verbal expression can pose challenges, stemming from learners' apprehension about potential errors or misspeaking. However, noteworthy observations indicate that Valorant serves as a catalyst, enabling students to communicate with increased freedom and extroversion, both within the Valorant platform and in traditional classroom settings. The immersive environment created by Valorant empowers students, fostering a more open and expressive communication style. As a result, students demonstrate an enhanced ability to engage in diverse and meaningful conversations, transcending the limitations typically associated with spoken production.

Jaramillo and Bravo (2023) pointed out that the significant role of video games in facilitating spoken interactions for learners, emphasizing the intentional inclusion of voice chat features in these games. The incorporation of voice chat aims to create an environment where learners can engage in spoken interactions swiftly and efficiently, fostering a sense of comfort and ease. This strategic use of video games, with integrated voice chat functionality, enhances the learner's ability to interact seamlessly with others, promoting a conducive atmosphere for effective spoken communication.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

Once the data from the research "Valorant game and speaking skill" have been collected and analyzed, the following can be concluded for the help of other researchers in future research:

- In conclusion, students were able to identify all the components (interaction, communication, and mechanics) of Valorant, demonstrating a high level of knowledge based on the video game and being able to generate more knowledge through the use of these components. Notably, communication emerged as a crucial aspect, given the game's collaborative nature and the need for effective teamwork. The students' comprehension practice highlighted their nuanced understanding of the elements of Valorant, which contributed to a more insightful exploration of the connection between game dynamics and language skills.
- On the other hand, it can be concluded that students prefer to work with spoken interaction inside the two types of spoken communication. Emphasizing spoken interaction, the research highlighted how students use video game scenarios to verbally interact with their teammates, thus, improving their communicative skills. In addition, students apply oral production in class, discussing topics related to everyday life or recounting past events. This dual approach illustrates the versatility of spoken communication, bridging the virtual game and classroom discourse for an exploration of language development.
- Finally, the study concluded that students maintain a positive outlook on Valorant because of all that Valorant can offer as a tool to improve speaking skills with voice chat, which allows players to engage in open communication, fostering an atmosphere of respect and friendliness. Over time, learners will naturally accumulate a larger vocabulary through the immersive gaming experience, which contributes to improving their speaking skills in and out of the game environment. Valorant's integrated voice chat not only to improve in-game communication but also fosters comprehensive language development, showcasing the enduring value of the platform for skills enrichment.

## 4.2 Recommendations

Taking into account both the positive and negative results of the research, appropriate recommendations can be provided for a better outcome:

- Students in Valorant should prioritize communication while recognizing the game's multifaceted components like mechanics, interactions, and team dynamics. Delving into these aspects is crucial for a comprehensive perspective and an enriched gaming experience. Valorant's diverse components offer a unique opportunity for skill development beyond communication. Recognizing that the game extends beyond communication fosters effective communication skills within its dynamic context. Embracing Valorant enhances the potential for a richer gaming experience and overall skill development in an immersive environment.
- Effective spoken communication holds paramount importance for language practice, particularly within the classroom, as it endeavors to refine students' speaking skills. In the distinctive realm of Valorant, actively participating in spoken communication is not only strongly advocated but also proven to significantly elevate proficiency. This extends beyond mere language expression, contributing to a substantial enrichment of vocabulary. Valorant emerges as a pioneering tool, inspiring students to broaden their language usage and augment their overall communicative prowess in a dynamic and immersive setting.
- Students are encouraged to persist in using Valorant for ongoing development of speaking skills, benefiting from its dynamic and engaging nature. While not mandatory, the game offers a fun alternative, serving as a powerful motivator for multiple revisits. This iterative gameplay process not only makes language practice enjoyable but also fosters continuous improvement. Within Valorant's stimulating environment, repeated interactions lead to tangible progress in speaking abilities, creating a positive and self-reinforcing cycle of language learning. In essence, the game's enjoyable nature transforms language development into an engaging and rewarding experience.

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## ANNEXES

### Annex 1 - Authorization



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**SECRETARÍA DE FACULTAD**

Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334

Ambato-Ecuador

Ambato 03 octubre 2023

**Res. N° FCHE-CD- 2523 -2023**

Señores/as

**YÁNEZ GAMBOA VÍCTOR JOSÉ**

Estudiante de la Carrera de Pedagogía de los Idiomas Nac. y Extr., Modalidad presencial  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Presente

De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 03 octubre del 2023 en atención a la solicitud presentada por el/la estudiante **YÁNEZ GAMBOA VÍCTOR JOSÉ** sobre el tema "**VALORANT GAME AND SPEAKING SKILL.**", por usted propuesto resuelve:

DESIGNAR A LA DOCENTE **MG. RUTH INFANTE** COMO TUTOR DEL TRABAJO DE TITULACION QUIÉN OBLIGATORIAMENTE REALIZARÁ EL REFERIDO PROCESO EN CONFORMIDAD LO ESTABLECE EL **ART.17** "REGLAMENTO PARA LA TITULACIÓN DE GRADO EN LA UNIVERSIDAD TÉCNICA DE AMBATO ESTIPULA: Artículo 17.- Del tiempo para el desarrollo del trabajo de titulación. – El estudiante deberá asistir a las tutorías planificadas conjuntamente con el tutor para el desarrollo del trabajo de titulación, concluir y aprobar la modalidad de titulación escogida en el período académico destinado en la malla curricular. Se entenderá que el estudiante concluye y aprueba su trabajo de titulación únicamente cuando haya realizado la sustentación de este.

SE RECOMIENDA QUE EN LA EJECUCION DEL TRABAJO DE TITULACIÓN SE TOMA EN CUENTA LA REDACCIÓN, ORTOGRAFIA, EL NOMBRE DE LA CARRERA Y EL TITULO A OBTENER CORRECTO.

Atentamente,

Dr. Mg. Víctor Hernández del Salto  
PRESIDENTE

C.C DIRECTOR DE PROYECTO Adj: Proyecto  
SECRETARIA DE CARRERA - CARPETA ESTUDIANTIL  
ARCHIVO NUMERICO CONSEJO DIRECTIVO

VHS/CVD/JAB

## Annex 2 – Operationalization matrix of variables

UNIVERSIDAD TECNICA DE AMBATO

*Matriz de operacionalización de variables*

**Objective:** This survey aims to know the influence of Valorant through speaking skills in Sagrada Familia school.

**Valorant game:** <https://playvalorant.com/es-es/>

**Instructions:** After experiencing the Valorant game, students will answer the following questions choosing just one option as honestly as possible.

	<b>Dimensions</b>	<b>Indicators</b>	<b>Question numbers</b>
<b>Valorant game</b> (Valorant is a free-to-play first-person tactical hero shooter developed and published by Riot Games, in which you can find social interaction with many players, including verbal and non-verbal communication, and finally using mechanics like rewards and challenges.)	Interaction	Social.	1 – 3
	Communication	Verbal.	4 – 5
	Mechanics	Non-verbal.	6
		Rewards.	7 – 8
	Challenges.	9 – 10	
<b>Speaking skill</b> (Speaking skills are defined as the skills which allow us to communicate effectively. You have two types of spoken communication, the first is interaction in which students need to interact with others, and the second is production in which students need to produce speaking by themselves.	Spoken interaction.	Familiar topics.	11
		Everyday life situations.	12
	Spoken production	Personal interests	13 – 15
		Connection of phrases / Explanation of ideas.	16 – 20
Do you consider that Valorant game could help you to improve your speaking skills?			21

### **Annex 3 - Survey**

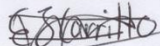
Survey link: <https://forms.gle/OrwgbydR2VVDrPu19>

## Annex 4 - Expert validation

### CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	/		/		/		/		/			
2	/		/		/		/		/			
3	/	X	/		/		/		/			
4	/		/		/		/		/			
5	/		/		/		/		/			
6	/		/		/		/		/			
7	/		/		/		/		/			
8	/		/		/		/		/			
9	/		/		/		/		/			
10	/		/		/		/		/			
11	/		/		/		/		/			
12	/		/		/		/		/			
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17	/		/		/		/		/			
18	/		/		/		/		/			
19	/		/		/		/		/			
20	/		/		/		/		/			
21	/		/		/		/		/			
<b>General Aspects</b>										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										/		
The items allow to accomplish the objective of the research.										/		
The items are distributed in a logical and sequential way										/		
The number of items is enough to collect data. If not, suggest the items to be included.										/		
APPLICABLE					NOT APPLICABLE							
Validated by: <i>Alba Hernandez</i>					ID: <i>1803691029</i>			Date: <i>05-10-2023</i>				
Signature: <i>Alba Hernandez</i>					Email: <i>albahernandez@vicia.edu.ec</i>							
Place of work: <i>Universidad Tecnica de Ambato</i>					Academic degree: <i>Magister en la Enseñanza del Idioma Ingles como Lengua Extranjera.</i>							
<p><b>Note.</b> Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los Instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

**CHECKLIST VALIDATION**

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	/		/		/		/		/			
2	/		/		/		/		/			
3	/		/		/		/		/			
4	/		/		/		/		/			
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17	/		/		/		/		/			
18	/		/		/		/		/			
19	/		/		/		/		/			
20	/		/		/		/		/			
21	/		/		/		/		/			
<b>General Aspects</b>										<b>Yes</b>	<b>No</b>	*****
The instrument has clear and precise instructions to answer the questionnaire										/		
The items allow to accomplish the objective of the research.										/		
The items are distributed in a logical and sequential way										/		
The number of items is enough to collect data. If not, suggest the items to be included.										/		
APPLICABLE					/	NOT APPLICABLE						
Validated by: Erick Carrillo					ID: 1803798279			Date: 04/12/2023				
Signature: 					Email: carrilberick946@gmail.com							
Place of work: SA-FA					Academic degree: Bachelor's degree							
<p><b>Note.</b> Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

**CHECKLIST VALIDATION**

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	/		/		/		/		/			
2	/		/		/		/		/			
3		X		X			/		/			
4	/		/		/		/		/			
5	/		/		/		/		/			
6	/		/		/		/		/			
7	/		/		/		/		/			
8	/		/		/		/		/			
9	/		/		/		/		/			
10	/		/		/		/		/			
11	/		/		/		/		/			
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13	/		/		/		/		/			
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15	/		/		/		/		/			
16	/		/		/		/		/			
17	/		/		/		/		/			
18	/		/		/		/		/			
19	/		/		/		/		/			
20	/		/		/		/		/			
21	/		/		/		/		/			
<b>General Aspects</b>										<b>Yes</b>	<b>No</b>	<b>*****</b>
The instrument has clear and precise instructions to answer the questionnaire										/		
The items allow to accomplish the objective of the research.										/		
The items are distributed in a logical and sequential way										/		
The number of items is enough to collect data. If not, suggest the items to be included.										/		
APPLICABLE					NOT APPLICABLE							
Validated by: <i>Wilma Saiz</i>					ID: <i>1803037454</i>			Date: <i>Oct. 5</i>				
Signature: <i>[Signature]</i>					Email: <i>wilmasaiz@yahoo.com</i>							
Place of work: <i>SA-FA</i>					Academic degree: <i>licenciada en Ciencias de la Educación - Inglés.</i>							
<p><b>Note.</b> Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

**CHECKLIST VALIDATION**

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	X		X		X		X		X			
2	X		X		X		X		X			
3	X		X		X		X		X			
4	X		X		X		X		X			
5		X		X	X		X		X	X		
6	X		X		X		X		X			
7	X		X		X		X		X			
8	X		X		X		X		X			
9	X		X		X		X		X			
10		X		X	X		X		X			
11	X		X		X		X		X			
12	X		X		X		X		X			
13	X		X		X		X		X			
14	X		X		X		X		X			
15	X		X		X		X		X			
16	X		X		X		X		X			
17	X		X		X		X		X			
18	X		X		X		X		X			
19	X		X		X		X		X			
20	X		X		X		X		X			
21		X		X	X		X		X			
<b>General Aspects</b>										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										X		
The items allow to accomplish the objective of the research.										X		
The items are distributed in a logical and sequential way										X		
The number of items is enough to collect data. If not, suggest the items to be included.										X		
APPLICABLE					NOT APPLICABLE							
Validated by: <i>Diego Rojas</i>					ID: 1804615406			Date: 05/10/2013				
Signature: <i>[Signature]</i>					Email: <i>Diego.villgas@gmail.com</i>							
Place of work: <i>Unidad Educativa Siglo Veintiuno</i>					Academic degree: <i>Master in Innovative Education</i>							
<p><b>Note.</b> Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												



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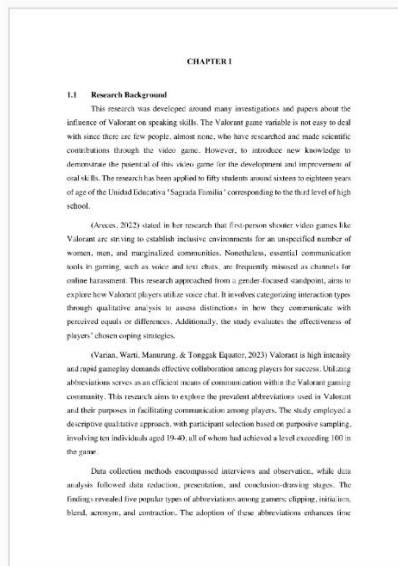


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