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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Licenciado/a en Pedagogía del Idioma Inglés.**

Theme:

"VIDEOGAMES AND ORAL INTERACTION"

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II. Tutor approval

CERTIFY:

I, Lic. Manuel Xavier Sulca Guale Mg. holder of the I.D No. 1802447548, in my capacity as supervisor of the Research dissertation on the topic: “Videogames and Oral Interaction” investigated by Mr. Nasimba Caisaguano Bryan Alexander with I.D No. 0502814527, 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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III. Declaration page

I declare this undergraduate dissertation entitled "Videogames and Oral Interaction" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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



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VI. Dedication

With this research work I would like to honor all people who stood by my side throughout this academic period. To my grandparents, Miguel and to the loving memory of my grandmother María, who took care about me during my childhood, and raised me up with all the values to be a good man. I wish she can see me reaching this objective, but I know she would be proud of me.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: ‘Videogames and Oral Interaction’

AUTHOR: Nasimba Caisaguano Bryan Alexander

TUTOR: Lic. Manuel Xavier Sulca Guale

DATE: January 2022

ABSTRACT

This research is aimed to analyze the impact of videogames in the oral interaction of learners from 2nd and 3rd grade of Bachillerato General Unificado from Unidad Educativa “Semillas de Vida” in Latacunga. The research work was pre-experimental with a mixed approach and it was carried out as a qualitative-quantitative study. The experiment was applied to 16 learners. There were a pre-test and a post-test which was scored by an adapted rubric from the Cambridge Assessing Speaking Performance – Level A2. It was a two-part test mainly focused on evaluating the oral interaction of learners by answering questions and describing pictures. Videogames were the main tool during the treatment because of one of its characteristics, the real time interaction; in which learners were encouraged to participate actively to reach a common goal to win a match. Learners were given a set of game-related vocabulary and phrases in order to practice it in the next step of the treatment to reach that goal. Thus, learners were exposed to videogames with the interactive game mechanic in which they had to work collaboratively and use the given vocabulary and phrases to communicate with each other during four weeks

Because of that encouragement they had not only to reach a game goal, but also an educational objective, developing a language skill and the ability to interact fluently. At the end of the research work it can be concluded that videogames influence in students’ learning, especially in the oral interaction. It is recommended for the educational field to research deeper about videogames, therefore it would be an excellent tool to keep learners engaged with the correct aim, and a well-designed curriculum.

Key words: English learning, Speaking Skill, Oral Interaction, Technology, Videogames

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RESUMEN

Esta investigación tiene como objetivo analizar el impacto de los videojuegos en la interacción oral de los alumnos de 2° y 3° de Bachillerato General Unificado de la Unidad Educativa "Semillas de Vida" de Latacunga. El trabajo de investigación fue preexperimental con un enfoque mixto y se realizó como un estudio cualitativo-cuantitativo. El experimento se aplicó a 16 alumnos. Hubo un pre-test y un post-test que fue calificado por una rúbrica adaptada del Cambridge Assessing Speaking Performance - Nivel A2. Se trataba de una prueba de dos partes centrada principalmente en la evaluación de la interacción oral de los alumnos mediante la respuesta a preguntas y la descripción de imágenes. Los videojuegos fueron la herramienta principal durante el tratamiento debido a una de sus características, la interacción en tiempo real; en la que se animaba a los alumnos a participar activamente para alcanzar un objetivo común para ganar una partida. Los alumnos recibieron un conjunto de vocabulario y frases relacionadas con el juego para que lo practicaran en el siguiente paso del tratamiento y alcancen ese objetivo. De este modo, los alumnos fueron expuestos a videojuegos con la mecánica de juego interactivo en los que tenían que trabajar en colaboración y utilizar el vocabulario y las frases dadas para comunicarse entre sí durante cuatro semanas

Gracias a este estímulo, no sólo tenían que alcanzar un objetivo de juego, sino también un objetivo educativo, desarrollando una habilidad lingüística y la capacidad de interactuar con fluidez. Al final del trabajo de investigación se puede concluir que los videojuegos influyen en el aprendizaje de los alumnos, especialmente en la interacción oral. Se recomienda que el ámbito educativo investigue más a fondo sobre los videojuegos, ya que sería una excelente herramienta para mantener a los alumnos comprometidos con el objetivo correcto, y un plan de estudios bien diseñado.

Key words: Aprendizaje de Inglés, Habilidad lingüística, Interacción Oral, Tecnología, Video juegos

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

1.1.1 Independent Variable

Web 2.0

A simplified way to explain what Web 2.0 would be that the term involves a whole generation of communities and services which works simultaneously on an extended web. This web is comprised by social networks and information technology. This term has changed according to the users' perception, because it may refer to technological environment which involves users' interaction and/or participation. Nowadays, this conception has been extended and established around the world. For this reason, web 2.0 encompasses the whole world, in every language, with millions of users interacting simultaneously (Padilha et al, 2020).

Gamification

First of all, a general view of gamification would be stated as a process of emerging gaming in a non-game context to get motivation from student; in an educational field. This term refers to the learners' encouragement into the learning process to be motivated, in which game mechanisms, game dynamics, video games, etc. are aimed to gamify and engage students. Gamification was stated against the fact that most of drop-outs are caused by the lack of engagement and motivation, this pattern is seemed repetitive and games in classroom tends to be a solution (Sandusky, 2015).

Videogames

As Squire (2010) pointed out, videogames are a huge industry that has become into the most profitable and influential form of entertainment around the world. This technological field has been increasing numbers, not only in an economic way, but also in the number of followers. Most of the videogame adepts are teenagers and young adults which are students from schools, high schools or universities. Based on the last fact, some scholars have put their attention in the educational potential of videogames. Scholars suggests that videogames have a powerful impact in developing important skills during a learning process in which gaming would create new opportunities to learn and expand teachers' strategies to develop their classes.

Elements of Videogames

Looking deeper into what a videogame is, Newman stated that there some elements that makes a videogame different of other technological media or other types of games. These elements are: graphics, sound, interface, gameplay, and story.

Graphics: Images and effects which are performed. It includes everything that the player can see (3D Objects, 2D objects and full-screen shots, Full Motion Video, etc.)

Sound: Music or sound effects into the game (Starting music, effects, MOD tracks, environment sounds, etc.)

Interface: It is the first seen of the game, how the player interacts with the game. It involves not only the software and hardware of the device, but also the menu systems, bottoms, graphics, and everything that let the player control and navigate into the videogame.

Gameplay: It involves the playability of the videogame, how immersive, interesting and engaging is for players. It refers to the experience given to the player in terms of rendering, programming, and of course, playability.

Story: The story involves the background, information, characters and everything that provides the game experience to the player. The story itself is what the game is about, and in fact, is the reason of why the user is playing.

Classification

Furthermore, to have a better understanding on what a videogame is, Newman suggests to keep in mind that videogames have their own classification. This classification was made by researchers, journalists, and marketers, because of the importance that videogames have gained during these last years, in order to have a manageable object to be part of a research project. Throughout the time, there were appearing many classification statements that tried to match videogames according to its nature and playability. The most repeated classes were the following:

1. Action and Adventure
2. Driving and Racing
3. First-Person Shooter
4. Platform and Puzzle
5. Roleplaying
6. Strategy and Simulation

A study carried out by Bautista (2018) titled 'Videogames and the Development on English Language Bachelor Students from Fifth Level A and B Of Unidad Educativa Picaihua,

From Ambato City, Province of Tungurahua' in which the main objective was to measure the importance of videogames usage on English language learning, used a mixed methodological approach. The population was 50 students from bachelor and three language teachers of the mentioned institution. As results from validated surveys, there is a lack usage of technological tools such as videogames into the teaching – learning process. The study concluded that game mechanics encourage students to improve their fluency as they need to communicate spontaneously and fearless because they would feel free to make mistakes without being scored. Finally, it concluded that videogames are the best tool for learners being exposed to the English language and get better results.

The research work conducted by Benalcázar (2017) studied 'The Effect of Online Role-Playing Games on the Executive Functioning skills of Students with ADHD' in which the main purpose was to implement a new approach to promote the learning process by using online role-playing videogames with an experimental design. For this research work, there were 50 volunteers with ADHD who took the DelisKaufman Executive Functioning System (D-KEFS) to measure their functioning levels for about 4 months . There were a control group and an experimental group in which the online role-playing games were applied obtaining improved scores form learners in the D-KEFS subtest, gaining cognitive flexibility, and deductive reasoning. In conclusion, due to the limited time the improvements were minimal; however it was proved that learners were encouraged and focused on the main objective.

The research work developed by Caldas (2016) in Bogota, dealt with 'Serious Games and Learning: Competence development by educative videogames'. It was a mixed method research in which forty six learners, from an upper-class high school, participate without acknowledgements about technology. The investigator used a questionnaire using *Qualtrics* as a pre-test and another questionnaire at the platform as a post-test. Besides, a semistructured interview was applied in order to get more data about learners' technological knowledge. As results, in general, both the experimental group and the control group got a higher punctuation in the post-test than the pre-test punctuation. Finally, seeing through the gaming experience it can be observed a good relationship between learning and videogames. However, a videogame without an educational scope and a pedagogical design in the curricula, will not be enough to develop students' capacities.

A research work titled 'Videogames: An Innovative Alternative for English language learning' carried out by Rozo (2016) was focused on videogames into the educational curricula.

It was mainly aimed to identify the educational possibilities that videogames can offer as an alternative for English language learning. This research had an action method, being part of the qualitative research. It took place in Carlos Abondano González High school with 27 learners from the tenth level, it is important to mention that this course was being part of the process since 2014, it means that the time for this research work is actually two years, the team was defined as *Mentaly To English – MTE*. At the end of this research work the investigator concluded that the traditional methods of teaching and learning were combated with a meaningful way to learn, in which learners took the leadership of their learning process by their own. Additionally, learners grew up their mental capacities in terms of memory and concentration, they were more active in the learning process being autonomous, motivated and reflective.

The research work titled ‘The use of Videogames in the auditory skill development of the English Language’ carried out by Ortega (2016) had the main objective of determine the influence of videogames on the auditory skills development in the English language. It had a qualitative – quantitative approach in which 120 high school learners and 4 English teachers participated. It was carried out on a field research and documentary research. The results were obtained by an interview which showed that the participants claimed that videogames are a good technological tool in order to encourage learners to keep learning even though they are playing on their free time. Besides, the research work establish that videogames actually influences auditory skill development in learners.

The research titled ‘Online Games as a strategy in the development of the Mental Process of Analysis and Synthesis in students of the Fourth and Fifth years of Basic General Education in Honduras School of the City of Ambato, Province Tungurahua’ carried out by Chalá (2015) has the main objective to determine the action of videogames into the learners cognitive development. The methodology used was a qualitative – quantitative approach through the survey tool. It was applied to 59 learners and 3 teachers of the aforementioned institution. At the end of the research, it concluded that videogames are actually helpful tools into the classroom, because its characteristics can not be founded in other type of tools for learning. Therefore, videogames are a good ally for learning process if they are aimed with a pedagogical focus.

The study called ‘The importance of Videogames in the learning and development of young children’ carried out by Zhao & Linaza (2015) stated the objective of to know how and

what students learn when facing a new videogame. In these experimental research there were young children from 2nd, 4th, and 6th level which were organized into groups of 4 students, half boys and the other half girls per group, they were given just one console with two controls. The results showed that learners worked cooperatively in order to get everybody involved. Having so, each member of the groups developed new technological skills, autonomy in their learning, the capacity to solve problems collaboratively, and the capacity of make the knowledge significant.

1.1.2. Dependent Variable

Productive Skills

As Golkove & Hubackova (2014) mentioned, productive skills are the ones in which the speaker produces the language itself (Speaking and writing), not only in English language but also in other languages. These skills are meant to be active in the language by the reason of producing and transmitting ideas requires the speaker to put in practice the theoretical knowledge of the foreign language, talking about the implementation of grammar structures, lexis, chunks, etc. In addition, productive skills have a direct relationship with the receptive skills (Listening and reading).

Speaking Skill

Speaking is one of the productive skills along with writing. These are part of the macro skills required to communicate, no matter what language. Nowadays, speaking in English in order to communicate, is one requirement into this globalized world in which English language is meant as a universal language. These productive skills must be developed along with both the other productive skill and the receptive ones, in order to get a complete development of the language. For this reason, speaking in action must be improved by teachers in an educational field by means of syllabus design based on a communicative approach with appropriate tasks and materials and assessments (Boonkit, 2010).

Oral Interaction

Language is aimed and used for the main principle of communication. This principle is viable because of the forms of the language, written and spoken. Oral interaction is seen as a collaborative activity in which individuals (two or more) exchange of ideas, feelings, thoughts, etc. Interaction states for oral communication in which there is a process of production and reception in an alternate way between the individuals which are involved. Besides, interaction

is part of the nature process of acquiring a language. For this reason, oral interaction is the main point to start when acquiring a second language. Interpersonal activities influence into the acquisition process, it would be between native speakers and non-native speakers. The importance is to get them joint and constructing knowledge by themselves having a reciprocal relationship which has to do with feedback, information, and experience during the process (Trong & Kim, 2010).

Fluency

For (Koponen & Riggensbach, 2000), oral fluency is an important aspect to care about when learning a second language. The most common meaning for fluency is attached to a 'high proficiency of language' which means an exceptional handling of the vocabulary and grammar of the English language. In addition, fluency can be defined as a phenomenon during the learning and performance process of the language; therefore, it is attached to flow, continuity, automaticity or smoothness of speech. It is highly correlated with appropriate speech rate, the length of the speech, frequency and silent pauses distribution and non-lexical fillers such as hesitation.

The research work conducted by Llumigusín (2007), called 'An Oral Approach for Teaching English Communicatively at the Ecuador National Police, 101 Metropolitan Assistance Central Station' in which the main objective was to design a proper syllabus to teach English to the personnel of the Police. It used a descriptive approach through a survey, that the personnel answered according to their learning experiences with the English language. As results, the personnel in general wants to learn properly, but there was a lack of designing in the syllabus that they were following. In conclusion, with the presence of interaction between the learners, they would be able to transmit at least basic commands, phrases, messages, etc. Besides, oral communication demands an authentic material usage in order to encourage them to communicate and practice with each other.

Another research thesis work is titled 'Playful activities in the oral expression of English, in the students of the Unidad Educativa Giordano Bruno' which is made by Jaramillo (2020). The main objective settled was to determine the importance of the playful activities into the oral expression in the english language of eighth-level learner from Unidad Educativa Giordano Bruno. It presented a descriptive research with a qualitative approach, because of its methodological framework, which will be useful for the researcher and the variables are not

manipulated nor being experimented with, so it results in the researcher describing the phenomena itself as it occurs in the real environment. In conclusion, the investigation details the way playful activities are didactic instruments that permits learners feel relaxed, fearless, and encourage them to interact with each others. *Ludus* ease the way learners interact orally, because during this process learners improve their fluency, intonation, and comprehension.

The research work conducted by Cevallos (2019) was titled as 'Playful activities in the oral expression of the English language, in tenth-year students, Evening Section from "Manuela Cañizares" School of Quito city, Period 2015 - 2016'. It had the main objective to determine how playful activities help students in the oral expression development. It was carried out with an on-campus study with a qualitative quantitative approach in order to describe the phenomena and obtain statistic data to measure the final results. The population was 80 students of the institution and 3 teachers, there were two surveys, one applied to learners and the other one for teachers. The researcher got the results and she concluded that the incorporation of motivation in the learning process, it results in a better relationship between teacher and learner in an intrinsic and extrinsic way. Besides, the implementation of playful games encourage learners' security, self-confidence, and motivation.

The work of Morales (2020), which was carried out by the name 'Mixed Ability Teaching in the development of the Oral Expression in the English Language'. The main objective is to determine how the mixed ability teaching contributes in the development of the oral expression in the english language. For this research, the focus used was a qualitative-quantitative, descriptive and exploratory, with a documentary and on-campus research. In order to get data, the better way that fits the framework was the interviews and surveys applied to the population. The population was 128 students from first grade of bachelor and two english teachers at Unidad Educativa 'Los Shyris'. As conclusion, the researcher said that the learning styles are not analyzed by the teachers before making a lesson plan nor giving the class, in consequence the mixed ability teaching do not come to the learners. Besides, traditional strategies are the most common ones applied and planified into the classroom, in consequence students do not feel comfortable to discover new abilities or improve others.

The thesis work called 'The flipped classroom and the oral production in students at Universidad Técnica de Cotopaxi- Language Department' was carried out by Guamaní (2019), and stated the main objective to determine the relationship between her dependent variable, the oral production, and the independent variable, the flipped classroom. To reach the goal, the

research had a qualitative-quantitative approach, in order to measure the numerical data which were calculated by using statistics. Besides, there was field quasi – experimental research because the implementation of the study was applied into the experimental group and the control group. The researcher applied a pre-test to the students, before being presented the flipped method, and a post-test after the application. As evidence, the researcher concluded that the flipped classroom is a student – centered strategy in which the teacher facilitates the knowledge. Besides, the experimental group got higher grades (10%) in the post-test compared with the pre-test.

The research work titled ‘Intensive reading strategies to develop the oral interaction’ was conducted by Santamaría (2019). In this research work the author set the main objective in order to analyze the development of the oral interaction through intensive reading strategies. It was carried out with the methodological approach called Communicative Language Teaching (CLT). The research wanted to measure the oral interaction resulting from intensive reading of 50 students of the fourth semester of Escuela Politécnica Superior de Chimborazo. To reach the goal, a pre-test and a post-test were applied and contrasted at the end of collecting data. In conclusion, the application of intensive reading strategies are not that good in order to get better results in oral interaction due to the lack of motivation from students to read, however the most beneficial reading strategies were skimming and scanning.

1.2 Objectives

1.2.1 General Objective

- To analyze the impact of videogames in oral interaction

1.2.2 Specific Objectives

1. – To identify students’ fluency in oral interaction.
2. – To describe how videogames usage encourage the oral interaction.
3. – To determine the influence of videogames in students’ learning

CHAPTER II. METHODOLOGY

2.1 Resources

For the development of this research work, it was mandatory to take into account different types of resources such as human, technical, and technological. Therefore, the human resource was constituted by high-school students from second and third level of Unidad Educativa “Semillas de Vida” in Latacunga, as the principal individuals of the investigation for using videogames in the classroom to improve their speaking skills, specially, oral interaction. For technical resource, a set of game vocabulary and phrases are taken into account, because learners will be given those in order to learn and apply what they learn in a real context (in-game situations). Finally, as technological resource there were internet, as the main tool for connection, and cellphones in order to get the third resource real-time interaction videogames (*Garena Free Fire* or *Among Us*) learners choose one between them, these are the main resources used and/or applied to carry out the investigation.

2.2 Basic Methods of Research

2.2.1 Research Approach

This research work was implemented by a mixed approach, involving the qualitative and quantitative approach. According to Timans et al. (2019), mixed approach refers to the two ways for data collection and the analysis of the obtained information. Therefore, it was qualitative because it collected information about students’ gaming experiences, talking about oral interaction using the foreign language. On the other hand, it was quantitative because the research collected numerical data and information, talking about the scores reached by the students in the pre-test and post-test. At the end, both, qualitative and quantitative approach were helpful in order to get the information and analyze it.

2.3 Research Modality

2.3.1 Field

This research project was immersed into field research, because as Bhasin (2020) stated that it took place into a real context where the problem exists, permitting researcher to analyze, collect data, and understand the problem. Field research has to do with the researcher and its relationship with the researched individuals by and observational approach. Thus, the present research work had studied the phenomenon of oral interaction, into the English classroom

environment keeping in touch with the researcher, allowing to know the influence of videogames in oral interaction.

2.3.2 Bibliographic

The current project presented bibliographic research because it followed the critical steps into the research process, such as reading, and reviewing prior work and information about the topic in order to get a strong foundation to develop the investigation. In addition, bibliographic research will provide information gaps into the previous research works. Having a strong foundation meant for the researcher to review several handbooks, monographs, journals, abstracts and indexes, websites, databases, papers and theses, which were mainly related with the two variables and the whole written support, videogames and oral interaction (Reed & Baxter, 2005).

2.3.3 Experimental

This research presented an experimental study design which McLeod (2017) describes as how individuals are studied into an experiment, and the treatment applied. In this research, the treatment was the usage of videogames as a technological tool in the classroom in order to improve students' oral interaction. Besides, it was important to focus videogames in an educational context, it means the way learners used them having a specific educational goal. During the process, there were a speaking pre-test which was applied in order to get an overview of students' oral interaction, and a speaking post-test in order to verify the results of the treatment.

At first, the study required a specific test about videogames that were created by the researcher, and applied to the students. They must be aimed to evaluate the speaking sub-skill: oral interaction, having so, a set of questions in which the students answered using their current lexicon and knowledge about the foreign language. In addition, it was mandatory to create a way to score learners' oral ability; therefore, these tests were created and scored based on the Cambridge Assessing Speaking Performance Rubric – Level A2, which was selected because of the parameters it has.

After that, students needed some tools in order to get better results. For this step, the researcher created a game-related set of vocabulary and phrases, which helped students to know words and phrases, and even create new ones by mixing some words and phrases. To apply these game-related set of vocabulary and phrases, it was important to get in contact with the

English teacher of the institution in order to introduce the new vocabulary to the students. Then, the researcher had time to work with the students using the set of vocabulary and phrases, so that, they were able to use their prior knowledge and apply the new one into a real-game situation.

At the end of the research, learners were given the post-test, by this way the researcher got new information about learners' oral interaction in order to contrast and analyze the results.

2.4 Level or Type of Research

2.4.1 Exploratory Research

According to Makri & Neely (2021), the exploratory research is part of the qualitative studies and is the most used when having a mixed approach. The main purpose for the exploratory research is to get a closer look at the problem, to know what is happening there, having different points of view., and gathering information Having so, this research was prepared and aimed to get better results because of the impact of videogames in the learners' life

2.5 Population and Sample

The research work was carried out with 16 high school students of the Unidad Educativa "Semillas de Vida". There were two groups, the first one was the second grade of high school and the other one was the third grade of high school, whose age average was between 16 and 18 years old.

Table 1. *Population*

Population	Group	Total	Percentage
2nd BGU	7	7	43,8%
3rd BGU	9	9	56,2%
Total	16	16	100%

Source: Direct research

Prepared by: Nasimba, A. (2021)

2.6 Techniques and Instruments

Dimitrov & Rumrill Jr (2003) stated that a pres-test and a post-test are mainly used when the researcher's purpose is to compare groups or behavior. By this way, the researcher would

be able to measure the results from experimental treatments. In this case, the main technique used were a pre-test and a post-test, in order to compare how students started before the treatment, and how much they improved after the whole process. Both tests were applied to 16 students from high school of Unidad Educativa “Semillas de Vida”. The instrument was created by the researcher in order to gather students’ knowledge about the oral interaction sub-skill and videogames for learning a foreign language. It was a validated technique because an expert has reviewed and approved it.

According to Laufer & Hulstijn (2001), incidental vocabulary acquisition is a phenomenon that occurs by the dimensions of need, search and evaluation. This definition is applied when students have the need of knowing how to say something in English while they are playing with foreigners, especially English speakers, then they search for information and applied in the real context. Having this background, it is important to mention that for this research work, there was a game-related set of vocabulary and phrases which was created by the researcher in order to get learners the sufficient tools that might be helpful for them when communicating with each other during the treatment.

2.6.1 Procedure

The treatment was applied for about four weeks in which learners were mainly playing videogames, while communicating in English language. The process started with the game-related set of vocabulary and phrases, each student was given this set, and they work along with the researcher in order to understand every word and phrase, also to practice pronunciation and avoid hesitation. As students became familiar with the new words and phrases, they started playing the chosen videogame and using the new lexicon. At that point, they have the need to communicate with their partners, so they were aware that they must know more words and expressions to reach their goal, win the match. To conclude this process, the closure was the post-test in which the researcher gathered new information about students’ sub-skill.

Finally, the collected data was mainly used to make a statistical analysis in order to contrast students’ scores from the pre-test, in which learners got lower scores, with the post-test, in which there was a remarkable difference. Therefore, at this point the quantitative approach is present, and the data was analyzed.

2.7 Hypothesis

Alternative Hypothesis

Videogames do influence the oral interaction sub-skill of students of high school from Unidad Educativa “Semillas de Vida”

Null Hypothesis

Videogames do not influence the oral interaction sub-skill of students of high school from Unidad Educativa “Semillas de Vida”

2.8 Variable Identification

Videogames (Independent variable)

Oral Interaction (Dependent variable)

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter is aimed to analyze and discuss the results in the pre-test and post-test. These data were collected from 16 students of Unidad Educativa ‘Semillas de Vida’ which participated actively during 4 weeks in the application of videogames in the English learning process, especially with the oral interaction. The results are organized and shown through tables and figures due to simplify the interpretation for readers.

Each table shows the statistics, which means the media, the standard deviation, the minimum and the maximum from each indicator of both, the pre-test and the post-test, followed by the figures or histograms which represents the data shown in the table. The three indicators, which are presented in the rubric are: pronunciation, interactive communication and oral interaction.

Video games as a didactic tool in the development of oral interaction skills is analyzed by comparing the descriptive statistics calculated with the results of the pre-test and post-test.

Table 2. *Descriptive statistics for the indicator: Pronunciation*

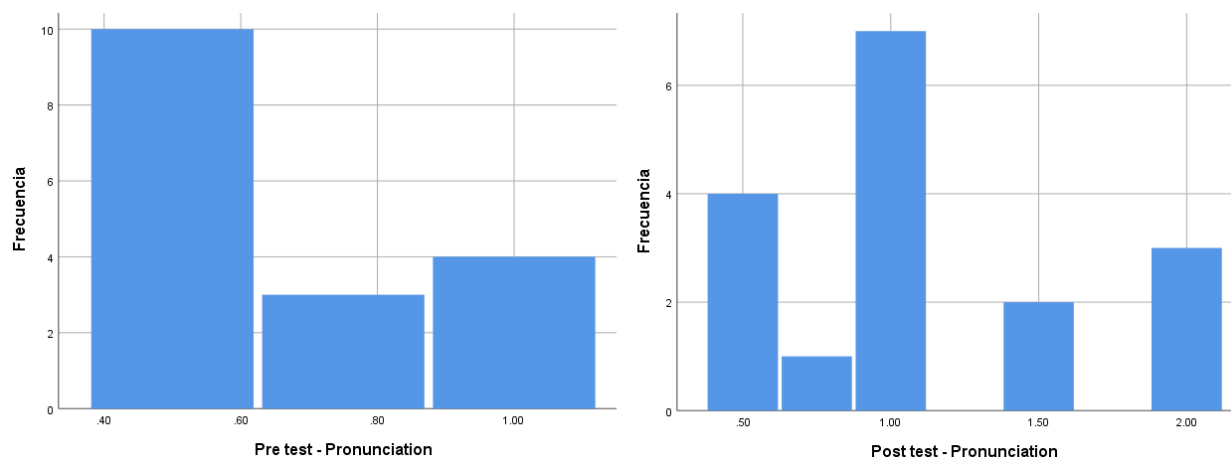
Statistics		Pre test	Post test
Media		0.662	1.103
95% confidence interval for the media	Lower Limit	0.551	0.834
	Upper Limit	0.773	1.372
Standard Deviation		0.215	0.523
Minimum		0.500	0.500
Maximum		1.000	2.000

Comparative table between test and post test results

Source: Direct Research

Prepared by: Nasimba, A (2022)

Figure 1. Histograms: Pronunciation



Source: Direct Research

Prepared by: Nasimba, A (2022)

Analysis and interpretation

Table 2 shows the comparison of the descriptive statistics of the pre-test with those of the post-test, for the 'pronunciation' indicator.

The results show an increase of 0.441 points in the media. It means that the average of the evaluation increased from 0.662 to 1.103. In this improvement, the lower limit of the post-test confidence interval is located above the upper limit of the pre-test, so a significant difference is assumed proving the improvement of pronunciation through video games.

The dispersion of the data increases in the post-test because the standard deviation goes from 0.215 to 0.523 with a minimum score that is maintained and a maximum score that rises to 2, after the application of the video games. Observing the histograms in Figure 1, it can be seen that this increase in the dispersion occurs due to the increase in students achieving scores of 1.00, 1.50 and 2.00.

At the beginning of the research work, the pre-test showed a lower level of pronunciation of learners, especially with unknown words. The remarkable increase dealing with the pronunciation indicator due to two guided sessions in which the researcher presented a set of game-related vocabulary and phrases with the corresponding pronunciation, which were taken directly to the game selected by each group of learners. The researcher spent two sessions along with learners to teach new words and new phrases which are the most used in each videogame. The researcher presented the correct pronunciation of each word and phrase

through the repetition technique and let them practice and build their own sentences. Besides, learners had previous experience with some gaming-related words and the researcher gave feedback of its pronunciation. For the other two sessions, the researcher monitored learners while playing videogames and helped them with the pronunciation of the words they were using or they want to use.

Table 3. *Descriptive statistics for the indicator: Interactive communication*

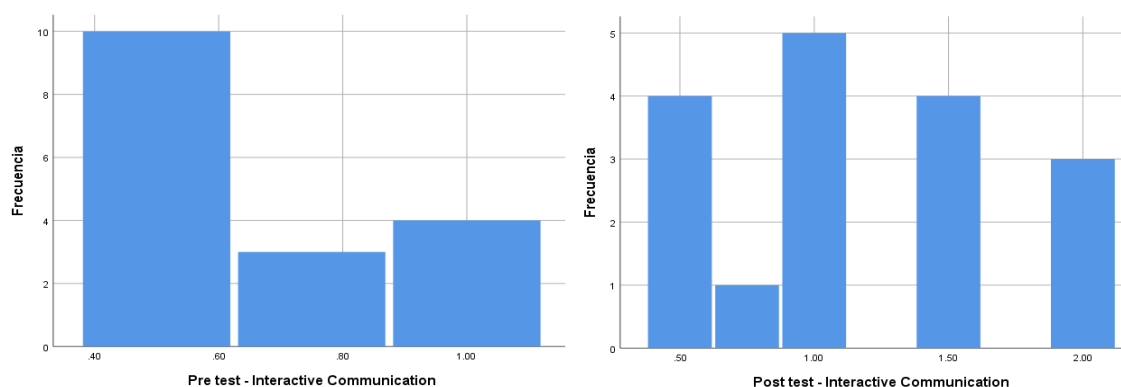
Statistics		Pre test	Post test
Media		0.662	1.162
95% confidence interval for the media	Lower Limit	0.551	0.886
	Upper Limit	0.773	1.438
Standard Deviation		0.215	0.537
Minimum		0.500	0.500
Maximum		1.000	2.000

Comparative table between test and post test results

Source: Direct Research

Prepared by: Nasimba, A (2022)

Figure 2. *Histograms: Interactive communication*



Source: Direct Research

Prepared by: Nasimba, A (2022)

Analysis and interpretation

Table 3 shows the comparison of the descriptive statistics of the pre-test with those of the post-test, for the indicator "interactive communication".

The results show an increase of 0.50 points in the media. It means that the average of the evaluation increased from 0.662 to 1.162. In this improvement, the lower limit of the confidence interval of the post-test is located above the upper limit of the pre-test. Thus, a

significant difference is assumed, which proves the improvement of interactive communication through video games.

The dispersion of the data increases in the post-test because the standard deviation comes from 0.215 to 0.537 with a minimum score that is maintained and a maximum score that rises to 2, after the application of the video games. Observing the histograms in Figure 2, it can be seen that this increase in dispersion occurs because of the increase in students achieving scores of 1.50 and 2.00.

As shown in the pre-test, the level of interactive communication is lower than the shown in the post test because learners were exposed to an English environment in the videogame. The interactive communication was improved when students got in touch with the language while playing with peers, the playful environment was a motivation for learners to try to communicate between them. The researcher encouraged learners in each session to increase their vocabulary progressively and asked for new words they would need. In addition, the presented set of vocabulary and phrases was helpful for learners because they used it to get new knowledge and apply it in a real context into the game. There were several common words and phrases which players tended to use to communicate with the teammates. The improvement was notorious when learners started to build complete sentences or the use of imperatives, depending on the situation into the game.

Table 4. *Descriptive statistics of oral interaction*

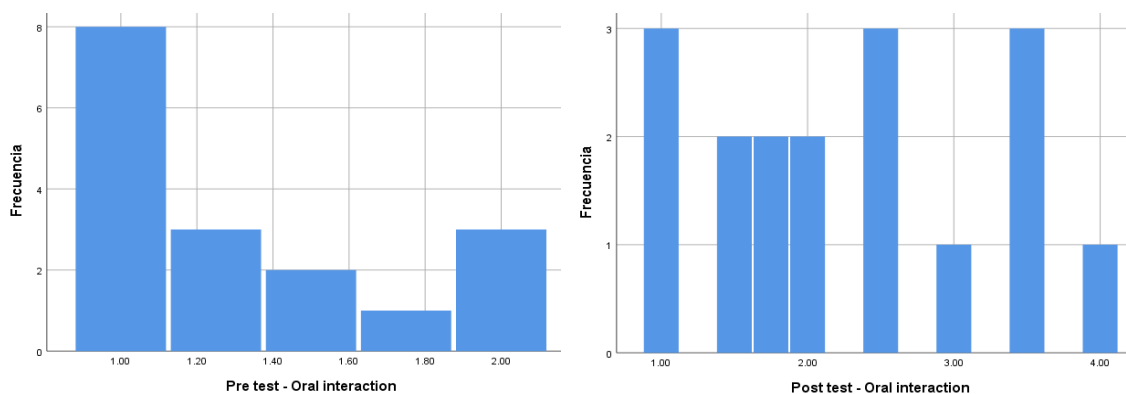
Statistics		Pre test	Post test
Media		1.324	2.265
95% confidence interval for the media	Lower Limit	1.121	1.768
	Upper Limit	1.526	2.761
Standard Deviation			0.966
Minimum			1.000
Maximum			4.000

Cuadro comparativo entre los resultados del test y post test

Source: Direct Research

Prepared by: Nasimba, A (2022)

Figure 3. Histograms: Oral Interaction



Source: Direct Research

Prepared by: Nasimba, A (2022)

Analysis and interpretation

Table 4 compares the descriptive statistics of the total results of the evaluation applied with the Scoring Rubric for Oral Interaction, before and after the application of the video games.

The results show an increase of 0.941 points in the media. It means that the average of the assessment increased from 1.324 to 2.265. In this improvement, the lower limit of the confidence interval of the post-test is located above the upper limit of the pre-test. Thus, a significant difference is assumed that proves the improvement of oral interaction skills through the use of video games.

The dispersion of the data increases in the post-test because the standard deviation goes from 0.393 to 0.966 with a minimum score that remains the same and a maximum score that rises from 2 to 4, after the application of the video games. By observing the histograms in Figure 3, it can be seen that this increase in dispersion occurs because of the increase in students who were able to raise their scores from 2.50 to 4.00.

First, learners showed a lower level in oral interaction because neither they did not know enough vocabulary or grammar to produce the language while playing, nor they had a specific motivation to learn by they own as they felt it would not be useful. It was because learners tended to play individually, and with the application of the treatment students not only improved the oral interaction sub-skill but also, they improved their social skill to be more interactive with each other. During the sessions, learners realized that communication would be important depending on each game situation, the researcher encouraged them to speak, and asked some

questions while playing which were related to the current game situation. At the end of the treatment as the videogame mechanic was conducted for learners to be orally active, they found the motivation to communicate, and they felt the need to try new words, new phrases, and asked for suitable language that may help them to communicate with their teammates. As shown in the post-test results, learners improved their oral interaction knowing new vocabulary and grammar that now seem useful for them.

3.2 Verification of hypotheses

A hypothesis test based on the comparison of dependent samples is established in order to verify the relationship between the use of video games and oral interaction. For this purpose, a normality test is initially applied in order to establish the appropriate statistic for the characteristics of the data obtained in the research.

Table 5. *Shapiro - Wilk normality test*

Variable	Sig.
Pre test: Pronunciation	0.000
Pre test: Interactive Communication	0.000
Pre test: Oral Interaction	0.001
Post test: Pronunciation	0.011
Post test: Interactive Communication	0.038
Post test: Oral Interaction	0.210

Source: PET standardized vocabulary

Prepared by: Nasimba, A (2022)

Table 5 shows the results of the Shapiro-Wilk normality test performed with SPSS software. The test values (Sig.) greater than 0.05 indicate normality in the data series, therefore, there is normality only in the indicator: Oral interaction of the pre-test.

Based on the normality test, the Wilcoxon test is established as a statistical test for the validation of the hypothesis.

Hypothesis tests are applied using the following criteria:

- Statistical hypothesis

H_0 : The media of the pretest results is equal to the media of the post-test results.

$$H_0: \bar{X}_1 = \bar{X}_2$$

H_1 : The media of the pre-test results is different from the media of the post-test results.

$$H_1: \bar{X}_1 \neq \bar{X}_2$$

- Significance level and decision rule

With a significance level of 5% the decision rule is:

$$H_0: Sig > 0.05$$

$$H_1: Sig \leq 0.05$$

Table 6. Hypothesis test results

Variable	Sig.
Pronunciation	0.002
Interactive Communication	0.002
Oral Interaction	0.001

Source: PET standardized vocabulary

Prepared by: Nasimba, A (2022)

The calculations are performed using SPSS 25 software and the results are presented in Table 6. It is observed that the differences are significant (Sig. < 0.05) in all the comparisons performed. This indicates that ‘the media of the pre-test results is different from the media of the post-test results’

3.3 Decision

There is enough statistical evidence to affirm that video games improve students' oral interaction skills. This is the result of the improvement of both pronunciation and interactive communication.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

At the end of this research work, having analyzed and interpreted the data collected about the influence of videogames in the oral interaction, it is of a remarkable importance to set conclusions based on the results.

- The real-time interaction is one of the important characteristics of videogames, it means that for learners it is mandatory to interact with each other to reach their goal into the game. This oral interaction is commonly spoken through the native language, and learners are rarely in touch with English speakers, which means that they are not surrounded by a complete English environment; however, the experiment was focused on this aspect, and it is concluded that learners can be adapted to an English environment in which they feel the need to interact orally and improve their fluency.
- According to the results, it can be concluded that learners had a lower level of fluency in comparison with the results of the post-test. Learners' fluency was not enough empowered in the classroom before the experiment, the lower level shown in the pre-test is because of to the traditional ways to practice their oral interaction in the class. During the treatment, videogames helped as an important tool for learners to feel motivated to develop their fluency during the class, as explained in the previous chapter, the students' fluency level had a notorious increasement due to this technological tool
- In addition, videogames have been claimed in an educational context throughout the experiment because it served as a motivator for learners to feel encouraged to improve their oral interaction during the class. Nowadays, videogames are innovative and the mechanics have changed, real-time interaction is one of the main characteristics that the educative field might inquire in order to get better results into the English learning process, as learners are attached to technology, it can be a powerful learning tool within a well-design curriculum along with trained teachers.
- Videogames demonstrated a huge impact into the English learning process during this experiment, because it served as an engaging tool that caught students' attention and encouraged them to participate actively and built their own knowledge depending on each situation into the videogame. They can be adapted to the learning process depending on the educational goals, once the videogame is studied it can be included, and conducted successfully in the planning of the class.

4.2 Recommendations

- It is recommended to insert videogames into the English learning process highlighting the educational characteristics of them. To get learners engaged with the learning process, it is important to know what kind of videogames keep them focused and motivated; however, this introduction must be studied and analyzed deeply, making a study of which videogames would fulfill the educational needs of the students, and which ones can be introduced into the curricula.
- It would be helpful for learners to change the traditionalism in the classroom, especially when practicing or improving a language skill, engaging learning material is not just written or handmade material, teachers must see technology as a powerful tool. The main point of learning a new language is to be in contact with it as much as possible, and keep learners motivated to improve their skills and sub-skills.
- Videogames have the potential to be an educative tool, if there are improvements and adjustments in the curriculum of the institutions. Because of its multiple characteristics, the gamification of the class through technology can be applied with the correct training for teachers, and the correct usage and aim of the videogames in the English language learning. Developing this project on a large scale would show educational improvements progressively.
- English learning process can be potentialized by technology in terms of engaging learners actively. It is recommended for schools and universities to go deeper into technology research, especially with videogames. There is a wide variety of videogames which can fit with the learning goals of a class, or even with a lesson. It depends on the ability of the professor to manage them correctly and apply into the class, therefore it is also important to train professors in the technological field.

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PREGRADO
CARRERA DE PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS
Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

<p>4. What is your favorite videogame?</p> <p>5. How often do you play videogames?</p> <p>6. Do you think videogames can be helpful in your English training? How?</p> <p>7. Have you ever played with a foreigner?</p>																			
<p style="text-align: center;">SPEAKING PART 2</p> <p>Evaluation Criteria: Responds appropriately during oral interaction expressing own ideas and thoughts.</p> <p>Instructions: Answer the questions based on the images</p> <p>1. You were knocked out. What do you do in this situation?</p> <p>2. You see an enemy. What can you say, to inform to your teammates?</p> <p>3. You find a box with items. What can you say to your teammates?</p> <p>4. You are watching enemies in different positions. How do you communicate with your partners?</p>																			



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Observaciones:

Realizado por:
Alexander Nasimba
CI: 0502824527



Firmado electrónicamente por:
**MANUEL XAVIER
SULCA GUALE**

Validado por:
Mg. Xavier Sulca
CI: 180244758

Pre-Test & Post-Test

ORAL INTERACTION TEST

Objective: To evaluate students' oral interaction

Time: 10 – 15 minutes

Level: 2nd and 3rd BGU

Average Age: 16 – 18

PART 1: Greetings

Examiner: Asks introductory questions

1. What is your full name?
2. How old are you?
3. Do you like videogames? Why?
4. What is your favorite videogame?
5. How often do you play videogames?
6. Have you ever played with a foreigner?

PART 2: Videogame

Examiner: Provides pictures to the student and asks some questions

1. You were knocked out. What would you do in this situation?



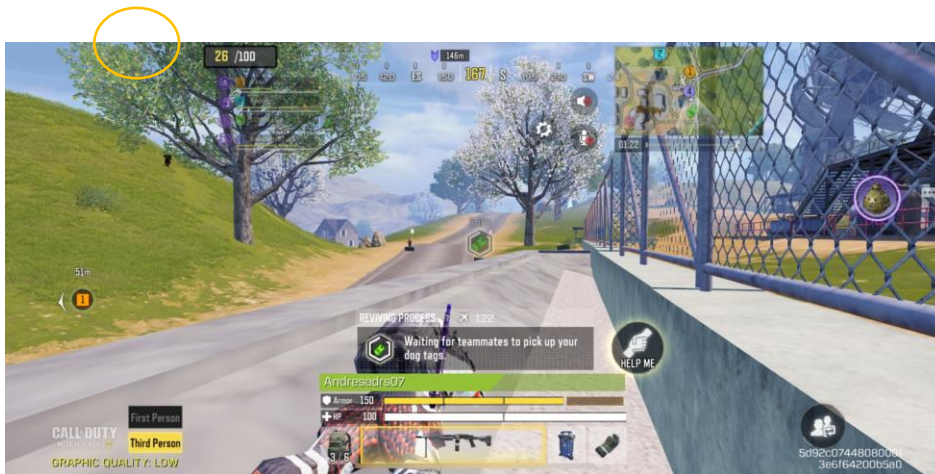
2. You see an enemy. What can you say, to inform to your teammates?



3. You find a box with items. What can you say to your teammates?



4. You are watching enemies in different positions. How do you communicate with your teammates?



Rubric

SCORING RUBRIC FOR ORAL INTERACTION

Student's Name: _____

Score: _____

Date: _____

	1	0,5	0,25	Part 1	Part2
Pronunciation	Is mostly intelligible and has some control of phonological features at both utterance and word levels	Is mostly intelligible despite limited control of phonological features	Has very limited control phonological features and is often unintelligible		
Interactive Communication	Maintains simple exchanges Requires very little prompting and support	Maintains simple exchanges, despite some difficulty Requires prompting and support	Has considerable difficulty maintaining simple exchanges Requires additional prompting and support		

Adapted from: Cambridge Assessing Speaking Performance – Level A2
Prepared by: Bryan Alexander Nasimba Caisaguano

Schedule



UNIVERSIDAD TÉCNICA DE AMBATO
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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
UNIDAD EDUACTIVA “SEMILLAS DE VIDA”

Work Schedule

N°	Months Activities	November 22 – December 17																			
		WEEK 1					WEEK 2					WEEK 3					WEEK 4				
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	Socialization of the research work to authorities and students																				
2	Introduction to the Project (Pre-test)																				
3	Game-related Vocabulary																				
4	Gaming Proof																				
5	Game-related Expressions																				
6	Gaming Proof																				
7	Closure (Post-test)																				

Made by: Alexander Nasimba

Experiment

GAME VOCABULARY SET (Among Us)



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Avda. Los Chasquis y Río Cayamán, Ambato - Ecuador

GAME-VOCABULARY SET (Among Us)

Author: Alexander Nasimba

PLACES

Upper Engine: Motor superior

Lower Engine: Motor inferior

Reactor: Reactor

Security Cams: Cámaras de seguridad

Medical Bay: Bahía médica

Electrical: Eléctrica

Storage: Almacenamiento

Admin/ administration: Administración

Comms/Communication: Comunicaciones

Shields: Escudos

O₂: Oxígeno

Hall/corridor: Corredor/pasillo

Navigation: Navegación

Weapons: Armas

Cafeteria: Cafetería

Launchpad: Plataforma de lanzamiento

Balcony: Balcón

Locker Room: Vestuario

Decontamination: Descontaminación

Laboratory: Laboratorio

Office: Oficina

Greenhouse: Invernadero

Boiler Room: Sala de calderas

Dropship: Nave de descenso

Specimen Room: Sala de especímenes

Trapdoor: Trampilla, alcantarilla

Duct: Ducto

PERSONNEL/ROLES

Scientist: Científico

Engineer: Ingeniero

Guardian Angel: Ángel guardian

Shapeshifter: Cambia formas

Impostor: Impostor

Innocent: Inocente



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VERBS, WORDS AND PHRASES

Tasks: Tareas

Common task: Tareas comunes

Long task: Tareas largas

Short task: Tareas cortas

Meeting: Reunión

Emergency Meeting: Reunión de emergencia

Fuel/gas: Gasolina/combustible

Lights: Luces

Card: Tarjeta

Leaves: Hojas

Garbage: Basura

Engine: Motor

Take out: sacar

Go up: Subir

Go down: Bajar

To the right: Derecha

To the left: Izquierda

Put: Poner

Pass: Pasar

Kill: Matar

Walk: Caminar

Vote: Votar

Hide: Esconder

Watch: Mirar

Watch cameras: Ver las cámaras

See: Ver

Be: Ser/estar (was/were)

Do: Hacer (Did)

Fill: Llenar

Turn off: Apagar

Turn on: Encender

Slow down: Despacio

In front of: delante de

Next to: al lado de

Behind: detrás de

Above of: encima de

At the top: en la cima de

At the bottom: Al fondo de

Under: debajo

GAME VOCABULARY SET (Free Fire)



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GAME-VOCABULARY SET (CODM)

Author: Alexander Nasimba

PLACES AND STRUCTURES

Airport: aeropuerto	Garden: jardín
Barricade: barricada	Town: pueblo
Bush: arbolito	Container: contenedor
Building: edificio	Railway lines: línea férrea
Tree: árbol	Farm House: casa de campo
Rock: roca	Windmill: molino molino de viento
House: Casa	Fuel station: estación estación de gasolina
Mountain: montaña	Bridge: puente
Train Station: estación de tren	River: río
Mansion: mansión	Antenna: antena

WEAPONS AND COMPLEMENTS

Score streaks: raza racha de puntos	Shovel: pala
Attachment: accesorio	Baseball bat: bate de béisbol
Sight/scope: mirra mira	Sword: espada
Air Drop: entrega aérea	Ammo: munición
Assault Rifle: rifle de asalto	Light ammo: munición ligera
SMG (Sub-machine Gun): ametralladoras	Heavy ammo: munición pesada
LMG (Light Machine Gun): amet. ligera	Armor: armadura
Shotgun: escopeta	Armor repair: reparación de armadura
Pistol: pistola	Frag grenade: granada fragmentación
Sniper: francotirador	Cluster grenade: granada de racimo
Shooter: tirador	Smoke grenade: granad de humo
Launcher: lanzacohetes	Flashbang grenade: Granada flash
Melee: arma cuerpo a cuerpo	Bomb: bomba
Axe: hacha	Nova Gas: gas nova
Knife: cuchillo	Backpack: mochila



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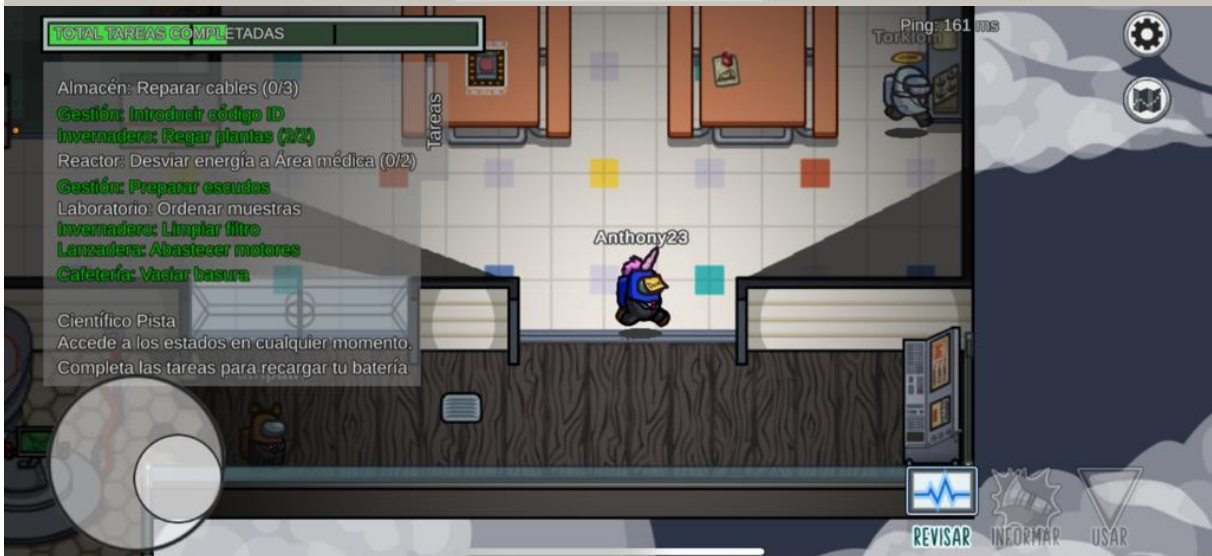
VEHICLES

Car: carro	Parachute: paracaídas
Motorcycle: motocicleta	Wingsuit: traje de alas
Quad: cuadrón	Helicopter: helicóptero
Tank: tanque	Revive Flight: Vuelo de reanimación
Truck: camión	Snowboard: patineta de hielo

VERBS AND PHRASES

Land: aterrizar	Hold on: esperar
We can land in the mark: Podemos aterrizar en la marca	Hold: mantener
Shot: disparar	Watch out: cuidado
Shot them: disparenles	Spread out: sepárense
Throw/launch: lanzar	Get in: entrar
Throwing a frag: lanzando una frag	Cover me: cúbreme
Pick up: recoger	Gather around: reúnanse
Lend: prestar	Ahead: delante
Need: necesitar	Enemy/ies ahead: enemigo/s adelante
I need supplies: necesito suministros	In front of: delante de
I need backup: necesito refuerzos	Next to: al lado de
Help: ayudar	Behind: detrás de
Go down: bajar	Above of: encima de
Go up: subir	At the top: en la cima de
	Under: debajo

SCREENSHOTS OF AMONG US



SCREENSHOTS OF FREE FIRE



Urkund Report



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