UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado en Pedagogía del Idioma Inglés.

Theme: Video Games and English Vocabulary Learning

Author: Fernando David Villacís Calvache

Tutor: Dra. Mg. Wilma Elizabeth Suárez Mosquera

Ambato – Ecuador

2022

SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Wilma Elizabeth Suárez Mosquera holder of the I.D No. 1802859841, in my capacity as supervisor of the research dissertation on the topic: "VIDEOGAMES AND ENGLISH VOCABULARY LEARNING" investigated by Fernando David Villacís Calvache with I.D No. 1804478053, 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.

……………………………………

Mg. Wilma Elizabeth Suárez Mosquera

SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled "VIDEO GAMES AND ENGLISH VOCABULARY LEARNING" 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.

……………………………….
Fernando David Villacís Calvache
I.D. 1804478053

AUTHOR

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "VIDEO GAMES AND ENGLISH VOCABULARY LEARNING" which is held by Fernando David Villacís Calvache, undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2021 – March 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

REVISION COMMISSION

……………………………   …………………………………

Mg. Elsa Mayorie Chimbo Caceres   Mg. Ruth Elizabeth Infante Paredes
REVISER   **REVISER**

COPYRIGHT REFUSE

I, Fernando David Villacís Calvache with I.D. No. 1804478053 confer the rights of this undergraduate dissertation "VIDEO GAMES AND ENGLISH VOCABULARY LEARNING", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

…………………………………….
Fernando David Villacís Calvache
I.D. 1804478053

DEDICATION

To God for never abandoning me and giving me strength throughout this journey. To my mother who has been a fundamental pillar in my life. To my grandmother for always being with me and Rodrigo for being an excellent father.

Fernando

AKNOWLEDGEMENTS

First of all, I want to thank God for giving me life and helping me achieve this goal. In the same way to my mother and Rodrigo for always supporting me and guiding me along the path of good. To my true friends who were always there for me to support me and never let me give up.

To my teachers, especially to Mg. Ruth Infante and Mg. Mayorie Chimbo, revisers of this thesis and my professor Mg. Wilma Suárez who guided me in this work to be able to finish university.

Finally, to Paola, Ninna and Natali who without her unconditional support either with a word or with her teachings, I would not have achieved this.

Fernando

Index of tables

Index of figures

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: Video games and English vocabulary learning

Author: Fernando David Villacís Calvache

Tutor: Dra. Mg. Wilma Suárez

Abstract

Video games are technological tools which are useful for teaching English vocabulary, especially for high school learners. The objective of this study was to investigate the influence of the use of video games on the development of vocabulary learning in the English language. The participants were 30 learners whose ages range from 14-16 years old from Unidad Educativa Juan Leon Mera "La Salle", a private school in Ambato, Ecuador. This was a quantitative and quasi-experimental research. The data was collected in three stages: pre-test, experiment, and post-test during seven sessions. The pre-test was an adapted test from the book "Test your vocabulary 2" published and distributed by Pearson education limited. Then, the material for the experiment consisted of one video game that was Pokémon Emerald. At the end of the experiment, the teacher applied the same test as a post-test out of 10 points. Learners obtained the grade of 5,15 over 10 points as average in the pre-test. It shows a great difference between pre-test and post-test in which the average was 8,4 over 10 points. Finally, the results showed that the students increased their English vocabulary using video games.

Key Words: Video games, vocabulary, technological tools, teenagers.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Tema: Video games and English vocabulary learning

Autor: Fernando David Villacís Calvache

Tutora: Dra. Mg. Wilma Suárez

Resumen

Los videojuegos son herramientas tecnológicas útiles para la enseñanza de vocabulario en inglés, especialmente para estudiantes de secundaria. El objetivo de este estudio fue investigar la influencia del uso de videojuegos en el desarrollo del aprendizaje de vocabulario en el idioma inglés. Los participantes fueron 30 alumnos cuyas edades oscilan entre 14 y 16 años de la Unidad Educativa Juan León Mera "La Salle", una escuela privada en Ambato, Ecuador. Esta fue una investigación cuantitativa y cuasi-experimental. Los datos fueron recolectados en tres etapas: pre-test, experimento y post-test durante siete sesiones. El pre-test fue una prueba adaptada del libro "Test your vocabulary 2" publicado y distribuido por Pearson Education Limited. El material para el experimento consistió en un videojuego que era Pokémon Esmeralda. Al final del experimento, el docente aplicó la misma prueba como post-test sobre 10 puntos. Los alumnos obtuvieron la calificación de 5,15 sobre 10 puntos como promedio en el pre-test. Y se muestra una gran diferencia entre el pre-test y el post-test en el que la media fue de 8,4 sobre 10 puntos. Finalmente, los resultados mostraron que los estudiantes aumentaron su vocabulario en inglés usando videojuegos.

Palabras clave: Video juegos, vocabulario, herramientas tecnológicas, adolescentes.

Chapter 1

1.1 Investigative background

This study involves the use of educational tools, specifically video games in the English vocabulary learning in classrooms where English is taught and these tools were implemented as an innovative teaching way. This research was based on some previous research works such as scientific articles, journals, previous studies, thesis and book sections which contributed to develop this study. In this section recent investigations are analyzed to show the relationship between video games and vocabulary learning. Although these studies were carried out with students of different ages and levels of English, they are important because they provide a deeper and clearer basis for developing the present study.

Ebrahimzadeh (2017) investigated about vocabulary learning through the use of video games compared with traditional treatment. 241 male high school students were chosen to participate in the study through cluster sampling, randomly assigned to different groups where the first group was based on the intensive reading learning, the second learnt vocabulary playing videogames, third group were only observers and they watched to their classmates playing. The process between the pre-test of the vocabulary items, research, experiment and the post-test lasted five weeks. Also, field notes were made. To compare the results of the three student groups an ANOVA mixed was run between subjects. Results showed that the observers and players outperformed the readers, concluding that videos games can be beneficial activities for vocabulary learning.

Camacho and Ovalle (2019) analyzed the effects of video games in the vocabulary learning in a group of 15 students from the eighth semester of the program of English at the University of Tolima. A mixed method approach based on action research was used in this study. Data analysis, collected through vocabulary tests, and daily student and teacher journals, showed that students were able to achieve a remarkable chunk of vocabulary. The experience improved the commitment and interrelationships of the pupils inside and outside the class. The analysis allowed the construction of categories of words that have the possibility of serving as a basis for future inquiries and use in the classroom. Video games seem to be a totally new trend

brought by technology with pleasure goals and have proven themselves in the educational field as a viable learning participation, and they are soon to be replaced by new devices that currently could not be considered as a choice for learning.

Rashad Bin-Hady (2020) analyzed the benefits of (digital) games in developing ESL learners' vocabulary learning. In addition, examined some of the most used games to improve the vocabulary acquisition of students and showed to the instructors of English as a foreign language so that they can be used extensively in their classroom education practices. This review further explored the fundamental classroom methods required to integrate games into classroom education. Games made lessons enjoyable for students, minimize student anxiety, helped students recall vocabulary simply and naturally, and provided a classroom environment. Teachers are advised to use the appropriate vocabulary games to teach vocabulary and to link the games to the course content.

Urun, Aksoy and Comez (2017) studied the effectiveness of a Kinect-based game called Tom Clancy's Ghost Recon: Future Soldier to find out the contributions of game-based learning in a virtual language classroom at a state university in Ankara, Turkey. A quasi-experimental design was used in which the procedural set (N = 26) underwent Kinect-based learning spaces, and the control set (N = 26) continued with classical learning domains. All competitors were administered a performance test as a pre-test and a follow-up test. In addition, the qualitative part of the analysis included post-analysis semi-structured interviews with 10 pupils. The findings showed that there was a significant mean difference in student performance on post-test scores in favor of the empirical set. In addition, the analysis explored students' views on the use of gesture-based computer systems for educational purposes. The findings suggested certain relevant points of view to consider when using Kinect-based games for educational purposes, such as relationship and student motivation.

Chen and Hsu (2019) investigated the influence of a game titled Slave Trade that was adopted to analyze whether the vocabulary and reasoning of the story have the possibility of simultaneously obtaining and finding out how the students perceived the game with respect to learning language and history. The analysis found statistically significant improvements in both vocabulary and reasoning in the story. Vocabulary learning can be attributed primarily to the rich contextual clues of the playing field and

repetitive exposure to the target words (that is, well over 6 times). However, it was also found that lower frequency words were achievable due to the scope of the game.

Tan and Tan (2020) studied the contributions of video games to learning, including vocabulary acquisition. Game prompts have the potential to represent the majority of such contributions. This analysis tested whether such prompts have the potential to arouse the curiosity of competitors and then improve their vocabulary purchase. 10 students aged 11 to 12 were recruited for a month-long video game experiment. Three different instruments were used, including vocabulary tests, interview questions, and observation checklists. The qualitative data was analyzed to decide the key points of the game prompts and how they improved the vocabulary learning of these students. The results showed that not all competitors acquired additional vocabulary from the rules of the game. While all the competitors were interested in playing the video game, only four of them showed curiosity about the rules of the game. Consequently, the usefulness of cues in the game is basically dependent on the reactions of the players to the game, the appropriateness of the degree of language used in the game, and the player's demand for such cues.

AlNatour and Hijazi (2018) investigated the effect of the use of electronic games in the education of English vocabulary to kindergarten students to see if such selected games could facilitate the skills of English students. In order to carry out the purpose of the analysis, a previous and subsequent test was made to measure the students' English level. The analysis sample consisted of 100 kindergarten students in private kindergartens in Irbid throughout the first semester 2016-2017 and was distributed in 4 sets, which were chosen as a target: 2 experimental and 2 control. The results of the analysis indicated that there were statistically significant differences in the post-test between the control groups and the experimental groups in favor of the empirical group. Furthermore, there were no statistically significant differences in student performance due to gender or the relationship between set and gender.

Salehi (2017) conducted an investigation whether there is any benefit in the use of instructional video games (IVG) among Iranian pre-intermediate EFL students or not. Therefore, 60 students of English as a Foreign Language from the Padideh Derakhshan Institute in Sahinshahr, Isfahan, Iran were chosen as a sample. First, a novelty test was administered in the initial phase to ensure the novelty of the words to

be taught. The competitors were then divided into experimental and control sets to receive their respective treatments. Finally, from the course, the two ensembles sat down for the post-test and about a month later they sat down for the delayed post-test. The findings of the analysis showed that there is no significant difference in vocabulary learning through the use of IVG. The results also showed that the students of masculine and feminine languages had the same progress and no significant differences were observed. And in the end, the results showed that the use of IVG has a relevant impact on the retention of vocabulary of students.

Rudis and Poštić (2018) conducted a survey to discover the connection between playing video games and proficiency in English. Ninety-six students completed the survey by answering a sequence of questions about the portion and quality of their video game. The reached conclusion was that video games had a profound effect on language learning. The areas of greatest benefits were vocabulary and pronunciation. As a highly desirable form of entertainment, video games provide a positive and motivating environment, perfect for adopting a foreign language.

Abdulhussein and Alimardani (2021) surveyed the impact of using story-based video games on the vocabulary retention of Iraqi students of English as a foreign language. In order to achieve the objective of the analysis, 40 Iraqi students of pre-intermediate English as a foreign language, divided into 2 teams of experimental and control teams with 20 competitors indicated to the experimental set and 20 competitors indicated to the control set. The empirical set received vocabulary instruction using a story-based video game: Clifford the Big Red Dog. The control set enjoyed other vocabulary education techniques, classical techniques were used, including visual techniques (such as blackboard drawings) and verbal techniques (such as synonyms, definitions, examples and use of dictionaries) that were prevalent in the Iraqi environments of English as a foreign language. The results revealed that there was a statistically significant difference between the sets in terms of vocabulary retention and motivation, which indicates the effectiveness of using story-based video games to help students increase their understanding of vocabulary.

Fithriani (2021) evaluated the effectiveness of gamified vocabulary learning in a mobile-assisted language based on the vocabulary learning outcomes of adult learners of English as a foreign language in Indonesia, and explored their perceptions

of its benefits. Two classes including 74 first-year students taking a general English course at a state university in Indonesia were selected as competitors in this analysis and then randomized to experimental and control sets. In addition to the pre and post-tests, online forms were used to collect data, which were analyzed using the SPSS 20 package. The primary findings indicated that students in the empirical set outperformed their counterparts in the control set. In addition, they confirmed the positive results of gamification assisted by mobile devices for vocabulary learning in 3 points: learning results, enjoyment and motivation. In conclusion, these findings proved the legitimacy of gamification and language learning assisted by mobile devices to reinforce the teaching of English as a foreign language.

Ayache (2021) did research about the effect of video games on optimizing students' target language vocabulary. The first premise is that the use of video games in English as a foreign language class would improve students' vocabulary learning, while the second is that the use of video games in English as a foreign language class would motivate vocabulary learning of the students. In addition, the interview was done with 3 teachers of English as a foreign language from the same high school. Based on the results, the premise of the investigation was confirmed in the sense that the use of video games meets the requirements of a language learner to master the vocabulary of the target language in a pleasant way. As a consequence, playing video games as a hobby or daily practice is suggested to improve vocabulary learning as it is a huge mix of all kinds of vocabulary practice (reading, listening, communication and practice).

Li, Meng and Tian (2019) investigated the effects of fluent experiences on the learning outcomes of Chinese students of English as a Foreign Language (EFL). Especially, this analysis explored the influences of student components (balance between ability and challenge, and clear objective) and contextual components (feedback and play capacity) on students' flow experiences, such as concentration, intrinsic motivation and enjoyment. They also reviewed the effects of fluid experiences on students' perception of learning and satisfaction. Based on a survey of 291 Chinese learners of English as a foreign language who used a digital game-based vocabulary learning application (DGBVL) called Baicizhan, the results showed that the equality between skill and challenge, clear objective and playability provided by the DGBVL

have a positive impact on concentration. In addition, both concentration and intrinsic motivation were positively affecting perceived learning and satisfaction, however enjoyment only positively influences perceived learning rather than satisfaction. In the end, satisfaction is positively affected by perceived learning.

Zhonggen (2018) collected data from selected competitors who were randomly assigned to the PC game prone to interactivity (Group 1), the PC game less prone to interactivity (Group 2), and pen-assisted vocabulary learning approaches and paper (Group 3). The first set learned English as a foreign language vocabulary through the Hujiang Fun Vocabulary PC game. The second set learned English as a foreign language vocabulary with the support of the less interactive Baicizhan PC game. And the third set learned English vocabulary through the classic pen and paper approach. It was concluded that (1) the PC game with a tendency to interactivity has been more effective than the PC game with less tendency to interactivity in learning English as a foreign language; (2) EFL vocabulary learning assisted by PC games was significantly more effective than the classic pen and paper approach; (3) Men outperformed women in learning EFL vocabulary assisted by PC games.

Lai and Chen (2021) investigated the effects of virtual reality (VR) and PC games on language learners' vocabulary learning, as well as their emotional perception. Thirty students from 12 level in high school participated in this analysis and were randomly assigned to the VR or computer pool. The VR set played a sci-fi VR visual novel game Angels and Demigods using Oculus Go, while the computer set played the same game on the computer version without the VR features. The game session lasted fifty minutes for both teams. A vocabulary translation and recognition pre-test, a post-test and a deferred post-test were adopted to match its performance, along with a questionnaire to investigate their perception of their respective procedure. The results revealed that the VR as well as the computer set were able to gain vocabulary knowledge in both translation and recognition tests.

Hasram, Nasir, Mohamad, Daud, Abd and Wan (2021) researched about the level of optimization in the performance of the students' vocabulary. Quantitative data were analyzed by means of a detailed and dependent t-test study. The cross-sectional survey was adapted from the ACRS-V model. The survey was distributed to fifth-year students of a national elementary school in Negeri Sembilan who uses the curriculum

of the English for elementary school (KSSR). The findings show a moderate degree of satisfaction, attention, relevance, trust and volition. Additionally, a paired-sample t-test suggests significant optimization in students' vocabulary scores after using WordWall (WOW) as supplemental vocabulary learning material. Furthermore, the magnitude of the impact demonstrated is greater in relation to its effects in the behavioral sciences. This analysis provides fundamental information as a guide for elementary school English teachers in the union of online games as a learning instrument for learning the English language, especially in the development of the English vocabulary repertoire of students.

Ali Zarei and Amani (2018) investigated the effects of some online techniques (word reference, vocabulary media and games) on reading comprehension, as well as vocabulary comprehension and production. For this, 60 language students were selected and divided into 3 sets, and each set was randomly named to one of the procedural conditions. In the first procedural session, a vocabulary test was administered as a pretest of the analysis. Throughout the procedure, language learners in those 3 sets received instruction through online vocabulary games, online media along with online transcripts and word references. Finally, the procedure was followed by a reading comprehension test, a vocabulary comprehension test and a vocabulary production test as post-tests. The collected data were analyzed using 3 one-way ANOVA methods. The results showed that the online media pool outperformed the other teams. Based on the findings of this analysis, it can be concluded that different online tools have the possibility of having differential effects on learning different points of the language.

In summary, the previous articles support this analysis on "Video games and vocabulary learning", its importance and effectiveness. Most of these studies were empirical in nature, with a pre-test, a subsequent test, and sometimes even a delayed test. Additionally, such earlier studies have often shown the effect and effectiveness of video game on vocabulary learning, and have had positive results. In most of the studies, the population consisted on school students of different ages and levels. This is because game video has more effect on them than on adults. More relevant still, this analysis is innovative since video game have the possibility of being applied in different ways and it is feasible to use more technological materials.

1.2 Theoretical framework

Independent variable: Video games

1.2.1 Technological tools

Technological tools cover everything that is software and hardware whose objective is to facilitate the performance of a task on a technological device. These tools help to obtain the expected results, saving time and resources (Euroinnova Business School, 2021). Moreover, technological tools are characterized by having the possibility of varying in scope. The internet itself registers a massive reach and allows us to enter the immense world of digital communication having a fundamental role, since its use has been key to obtaining optimal results and reducing costs, being very versatile and being able to apply them in different areas they become more and more important.

Technological tools include resources and programs, which are used to process, manage and share information through various technological supports, establishing a relationship between technology and the knowledge acquired through it and developing thanks to the use of ICT (Monroy, 2020)

ICT

Information and Communication Technologies or ICT are the resources and tools that are used for the process, administration and distribution of information through technological elements. Through the passage of time, the use of this type of resources has increased and currently provides useful services such as email, information search and filtering, downloading of materials, online commerce, among others. Its main function is to facilitate easy and fast access to information in any format, this is possible through immateriality; that is, the digitization of information to store it in large quantities or have access even if it is on distant devices (Universidad Latina de Costa Rica, 2021)

The term ICT refers to information and communication technologies, in other words they are technological tools such as computers, Smartphone, Software, video games, social networks, among others, which have earned a place in the daily life of society by radically changing the way we communicate and learn (Unesco, 2015). ICT

open a very large window in the educational field since they contribute enormously to producing better opportunities for improvement and development for users of the world.

1.2.2. Educational technology

Educational technology is the pedagogical intellectual space whose object of study is the media, information and communication technologies, as forms of representation, dissemination and access to knowledge and culture in different educational contexts such as schooling, formal education, informal education, distance education and higher education (Moreira, 2009).

In the same way educational technology constitutes a discipline in charge of the study of media, materials, web portals and technological platforms at the service of learning processes; in whose field are the resources applied for training and instructional purposes, originally designed in response to the needs and concerns of users (Serrano et al., 2016). These authors coincide in the study of the use of ICTs in the teaching and learning process (both in formal and non-formal contexts), as well as the impact of technologies in the educational world in general through educational technologies. They allege that everything lies in a socio-systemic approach, where it always analyzes processes mediated with and from a holistic and integrative perspective.

As a result of the COVID-19 crisis, teachers and students have had to adapt to using electronic devices more than ever in the training process, which has made them more permeable to changes. For this reason, a great boost is expected soon in educational innovation processes in which ICT will play an essential role. It must be considered that students are already constantly interacting with technological innovation outside the classroom, so its integration into learning is logical. In addition, educational technology, through a systematic approach to teaching processes and resources, serves to improve student performance and allows for monitoring their development, identifying the needs of individuals and adapting ICT to training (UNIR, 2021).

1.2.3. Digital game-based learning

The learning methodology based on utilizing games of any type in education is called game-based learning. By playing games, Students learn in a playful, dynamic and enjoyable way (Anastasiadis et al., 2018), In the same way, in order to promote motivation in education (Prensky, 2001) presented a new approach based ON the game-based learning named digital game-based learning or (DGBL), in which he incorporated to the traditional games, new digital games in combination with curricular contents.

In addition, it can be conceptualized as the act of developing, designing and promoting interactive digital learning game activities that can convey definitions and direct pupils towards an end objective while provide a feeling of achievement where the content or the gameplay allow students to discover lots of game parts in order to acquire new knowledge and enhance their skills at the same time, they are achieving learning goals and outcomes (Anastasiadis et al., 2019)

Benefits

The benefits that digital game-based learning promotes and offers to students are: cognitive growth and digital literacy, socio-emotional growth and development of soft skills, improved decision-making and problem-solving skills as well as critical thinking, improved collaboration and communication environment, positively competitive environment, high self-esteem and autonomy, progressive learning through experience, reward the feeling of progress and achievement, student-centered and feedback-based learning (Anastasiadis et al., 2018)

1.2.4. Video games

The term video game, also known as computer game, is received by all those electronic simulators that make one or more individuals manage to have fun and interact through an analog control better known in this franchise as a lever or control. Although its original name and the one that most players use is joystick. This is the means by which orders are given to the main mechanism that can be a specialized video game console or a computer. and these responses are reflected in the form of

different movements and maneuvers of the game characters visible through a screen (Murray, 2017).

For some years, video games were related to various stereotypes and were seen as something harmful or a threat to maintain stable mental health, as well as a form dedicated exclusively to entertainment and leisure (Berger, 2017). Interactive video games are a technology available and within the reach of anyone, however generally they are not seen as educational tools. However, as technology advances, all those stereotypes have been disproved and it has even been confirmed that video games do not have a negative impact as long as they are not played excessively.

Nowadays it is much easier and cheaper to create or design an own video game thanks to the various existing graphic–engines, design programs and the so-called 'mods' which are nothing more than altered versions of existing games. All these aforementioned factors have contributed to various users with knowledge of programming or computing creating their own video game (Muriel & Crawford, 2018) That way, teachers with the initiative to design video games for pedagogical purposes can focus more on pedagogy than on technical details. A clear example are Second Life II virtual interfaces that have been used for teaching biology or training firefighters. In recent years, the immersive experience of Second life II has been integrated into Moodle which is a learning management system for obtaining sliders, which is a virtual interface in which players can explore, interact and visit virtual classrooms, thus making communication easier and geographical limitations that often limit teachers and students.

Dependent variable: Vocabulary learning

1.2.5. Communication

Language is the tool that enables man to realize or express his ideas, thoughts, feelings and that materializes through verbal signs producing communication (Gómez, 2016). Language and communication are closely related to each other, where language applies signs and communication uses different elements where linguistic signs are configured.

Communication is understood to be that process by which a certain amount of information is transferred from one individual to another, thus causing modifications in the level of knowledge that the receiver had of something in particular, in simpler terms communication can be defined as an event where the sender transmits a message to the receiver, although other sender subjects who transmit the same message as well as other receiver subjects may appear, who can interpret said message in the same way or capture it individually (Pearson et al., 2017)

1.2.6. English language learning

Learning a foreign language, with an emphasis on English, has gone from being a privilege to being a necessity in the different educational and productive sectors. The globalization process has been the main reason why English has gained worldwide importance, to the point of being considered today as a universal language (Fernandez, 2017). On the other hand, studying English or learning any language other than the native one, can generate certain stimuli in the brain that help improve skills in other areas such as creativity, problem solving, reasoning or mental ability. One of the long-term benefits of acquiring another language is that you are always learning and therefore keeping your brain active.

The English language learning process as a foreign language most of time occurs inside the classrooms, where different types of activities are carried out in a controlled way (Beltrán, 2017). Although this process occurs mostly in an educational environment, students can achieve a high level of English language development throughout the learning of this language.

About Covid-19 and learning of foreign languages, English teachers used platforms such as YouTube to promote communicative skills from a multimodality that focuses not only on the linguistic but also on the visual and non-verbal that also intervene in the discursive construction. They did this with the help of videos that stimulated skills such as listening, speaking and reading comprehension at the same time. And that, in addition, they could be shared and discussed almost in real time through apps like WhatsApp (Cerra, 2021).

1.2.7. Vocabulary instruction

Vocabulary instruction involves more than searching words in a dictionary or on internet and using those words in a phrase or sentence (Diamond & Gutlohn, 2021). Vocabulary is learned incidentally through indirect exposure to different words and intentionally through explicit instruction in a specific group of words and word-learning strategies.

In addition, vocabulary instruction refers to didactic activities that involve explaining the meaning of words and reflecting on them with a playful and interactive nature. (Pizarro et al., 2020) consider a series of guiding principles that allow the design of intervention strategies that facilitate the acquisition of new concepts, one of them being the frequency with which toddlers are exposed to new words. A second principle is to focus vocabulary instruction on meaning, where definitions are friendly and clear, and where new words are presented within a context, such as a story and finally, consider spaces for explicit teaching of vocabulary and usage. of questions and involvement with language.

Vocabulary instruction it also focuses on the importance of learning a large number of words, the necessity of learning various aspects about these words, receptive and productive mastery. Also include knowledge of formulaic language, the incremental nature of vocabulary acquisition, and the need for multiple incidental and intentional exposures to a word in order to develop a proficient enough mastery to be able to use it appropriately in all situations (González-Fernández & Schmitt, 2017)

1.2.8. Vocabulary learning

Vocabulary learning is understood as a fundamental element in the learning of different types of linguistic units, in its relationship with the total system of the language, which implies its analysis as a means and not as an end in itself, since without its mastery, all linguistic learning would be transformed into something devoid of meaning and functionality (Molina et al., 2018). The vocabulary must be based on content relevant to the students and adapted to their interests; It must be adapted to their level of learning and presented in context and not in isolation; The creative use of the lexicon should be encouraged, based on the formation and creation of words, with an emphasis on compound words and from different semantic fields.

Vocabulary learning does not occur in a vacuum; however, learners bring with them a series of variables that will affect the process of lexical acquisition. One of the most important variables when we learn vocabulary in SL is our mother tongue. Thus, in a general way, we can say that different L1s will lead to some difficulties, problems and different and idiosyncratic characteristics of that specific linguistic group. (Pilar & Llach, 2017)

When talking about vocabulary learning and acquisition, the selection and understanding of vocabulary must also be taken into account, in other words, how a grammatical unit fits or makes sense within a written or spoken text. (Novoa Lagos, 2019) Vocabulary comprehension affects the global understanding of texts and the specific skills that underlie the comprehension process itself.

Learning a language such as English supported by the educational use of video games will allow students to enrich their vocabulary, develop reading skills, situational and conversational analysis if the video game requires it, for example, different classic video games such as Pacman, Super Mario or Donkey Kong make them recognize elementary vocabulary to solve a passage in the game. Hence, today video game platforms and consoles, despite the fact that the market develops content in the language of the country where it is sold, maintain multilanguage systems for the user or player to choose (Lopez, 2020).

1.3 Objectives

General Objective

- To investigate the influence of the use of video games on the development of vocabulary learning in the English language.

Specific Objectives

- To analyze the level of vocabulary knowledge in the students before and after using video games.

- To define the importance of videogames in the English language learning process.

- To determine the advantages of using video games in the English language vocabulary learning.

Chapter II

Methodology

2.1 Research approach

This research is based on a quasi-experimental design and quantitative approach, because it observes the influence in the dependent variable (video games) in to the independent variable (English Vocabulary Learning). Moreover, in quasi-experimental research, the study subjects are not selected in a random way (Maciejewski, 2018). In this case a whole class of 30 students from Juan Leon Mera "La Salle" High school participated in the research.

2.2 Research modality

Hernández et al. (2016) state that field research is based on the collection of data directly from the reality where the events occur. For this reason, this research was conducted in a real educational context. Carrying out it with first year high school students Juan Leon Mera "La Salle" High school in order to determine the relationship between video games and English Vocabulary learning.

2.3 Type of research

Bibliographic research is defined as any research process that requires gathering information from different published sources (Allen, 2017). This research project collected information from various sources such as: magazines, essays, articles, books and from various pages on the internet that will help to support the research background related to the two variables that are video games and English vocabulary learning.

2.4 Procedure

The research project lasted 2 weeks with a total of 7 sessions where the researcher worked with 30 students between the ages of 14 and 16 from Unidad Educativa Juan Leon Mera "La Salle". During the 7 sessions the entire research process was carried out.

In the first session, the researcher introduced himself to the class. After that, the researcher presented the main parts of his research project such as: the topic and the objectives. Next, the researcher asked to the students about how much they know about videogames and which ones they have played. Finally, the researcher took a pre-test about vocabulary knowledge of the students.

In the second session the researcher presented the game that the class used for the research, after that the researcher explained to the class how to install it in their computers and for the students that don't came to class the researcher sent a video tutorial with the same instructions to install the game in the student's computers. At the end of the class the researcher played the game for the students understanding.

The third session was based mainly on the use of the video game, understood of the mechanics and how to played it. The researcher clarified any doubts of the students, also the researcher played the game with help of the students until the end of the session,

In the fourth session the researcher asked students how they were doing with the video game, in which part of the story they are, how they are looking it and if they are understanding it. In the same way, the researcher shares his experiences in relation to the video game.

In the fifth session, the researcher presented his progress on the history of the video game so that the students could compared it with their own, and in the same way the researcher gave feedback on both the video game and the vocabulary seen during all the sessions to reinforce the acquired knowledge.

In the sixth session, the researcher spoke with the students and asked several of them how was their experience playing the video game. In the same way what they thought about video games and if they are going to take video games as a source of learning for the future, Finally the researcher shared his point of view about the used video game for the investigation and also various video games more than the he has had the opportunity to play and how they have helped the development of the English language during his life.

Finally, in the last session the researcher ADMINISTERED the post-test about vocabulary knowledge with a duration of 20 minutes. The students who are in face-to-

face classes did it on a sheet of paper and the students who were at home did it by filling out a google forms. During this process the researcher helped students guiding and clarifying their doubts about the test.

Population

The students or also called participants of this research work were 30 students, men and women whose ages range from 14-16 years old from "La Salle" High School that weren't chosen in a random way. This research took around 2 class weeks.

2.5 Data collection technique

A pre-test in the first session and a post-test in the last session of the experiment were given by the researcher to recognize and check the students' vocabulary level. In this way, it was possible to established if students learned more vocabulary through the use of the video game. The tool used was adapted from "Test your vocabulary 2" a book with different vocabulary tests published and distributed by Pearson Education Limited; it was addressed to A2 pre-intermediate students. The whole class took the test, 30 the students on a sheet of paper in face-to-face classes and the rest of the class through google forms due to the virtual modality and capacity with which the institution works at that time.

Chapter III

Results and discussion

3.1 Analysis and discussion of the results

This part shows the results of all data collected through the seven session that lasted 2 class weeks. The participants that collaborate with this project research were 30 students from Unidad Educativa "La Salle" from first B.G.U. level of education.

The pre-test and the post-test were adapted from "Test your vocabulary 2" a book with different vocabulary tests published and distributed by Pearson Education Limited were graded over 10 points because there were 20 items and each item had the value of 0,5 marks.

The results of the collected information are presented in figures and tables with a brief analysis and interpretation. The pre-test and post-test students' grades are in table 1 and table 2. Both show the grades over 10 points. In the first table is presented the pre-test scores, while in the second table are shown the results obtained after applying the experiment.

The average between the pre-test and the post-test is presented in table 3 and figure 2. Thanks to this information, it is possible to recognize how the experiment improve learner's vocabulary knowledge increase.

Finally, the hypothesis has two statements, the null hypothesis and the alternative hypothesis, which was verified with SPSS software with the Wilcoxon hypothesis test summary.

Table 1

Pre-test results

		Frequency	Percentage
	2,5	1	3,3
	3,0	5	16,7
	4,0	2	6,7
	4,5	3	10,0
Graded	5,0	3	10,0
over 10	5,5	2	6,7
Points	6,0	7	23,3
	6,5	3	10,0
	7,0	4	13,3
	Total	30	100,0

Source: Field research
Author: Villacís, F. (2022)

Table 2

Post-test results

		Frequency	Percentage
	7,0	4	13,3
	8,0	7	23,3
Graded	8,5	3	10,0
over 10	9,0	8	26,7
points	9,5	4	13,3
	10,0	4	13,3
	Total	30	100,0

Source: Field research
Author: Villacís, F. (2022)

3.2 Data interpretation

3.2.1 Pre-test and post-test individual grades

Figure 1

Results of pre-test and post-test over 10
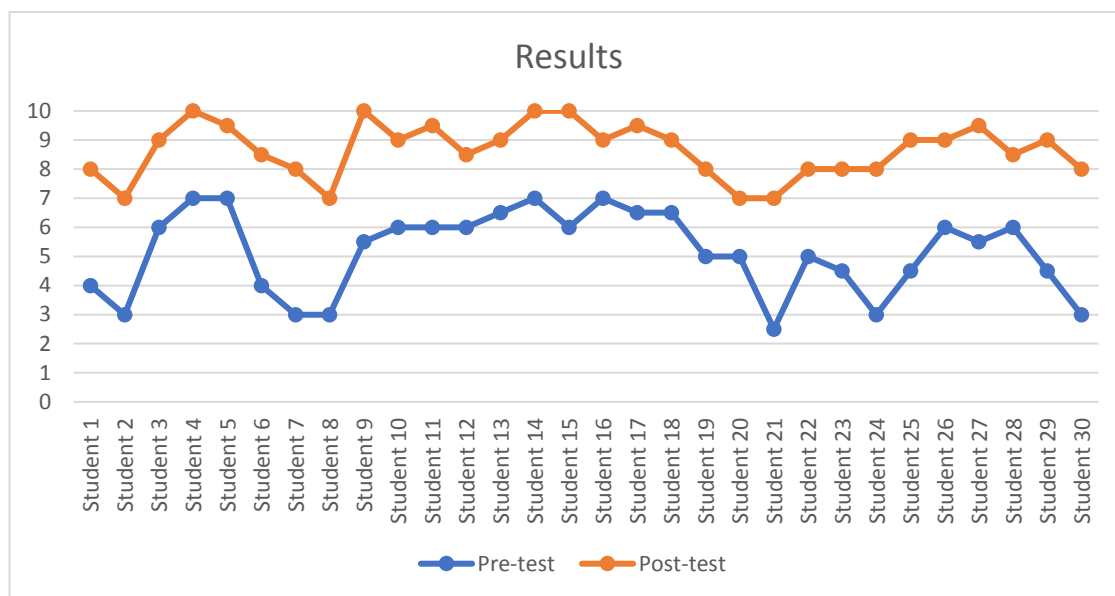
Source: Field research
Author: Villacís, F. (2022)

Analysis and interpretation

As it can be seen in figure 1, 30 students from first B.G.U. level took the pre-test and the post-test where it shows a difference between them. The grades of the two tests are over 10 points, in the pre-test the lowest grade is 2,5 points and the highest is 7. Meanwhile, in the post-test, the lowest grade is 7 and the highest is 10 points.

The results analysis shows that students improved their grades using video games. In the pre-test the students did not know most of the words presented in the vocabulary test therefore they did not answer it in a correct way obtaining low grades. However, after applying the treatment based in using video games in learning, students improved their grades, as seen in the post-test results.

3.2.2 Pre-test and post-test average

Table 3

Pre-test and post-test average and difference

Results	Pre-test	Post-test	Difference
Average	5,15	8,4	3

Source: Field research
Author: Villacís, F. (2022)

Figure 2

Average scores of pre-test and post-test
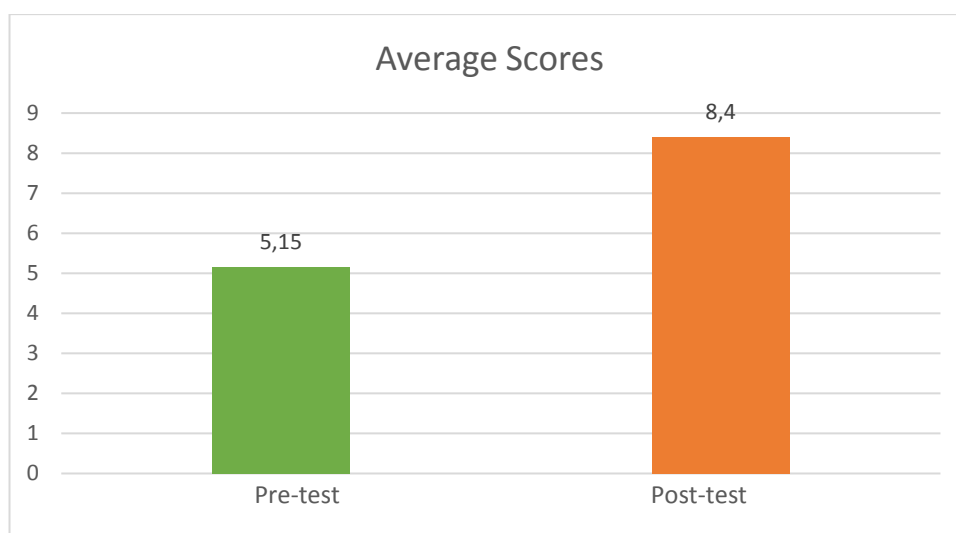
Source: Field research
Author: Villacís, F. (2022)

Analysis and interpretation

Table 3 and figure 2 show the average and the difference between the pre-test and post-test. The average in the pre-test was 5,15 points over 10, meanwhile the average in the post-test was 8,4 points over 10 and the difference between the two test was 3 points. According to the results, the use of video games for learning vocabulary English is useful and effective.

3.3 Hypothesis verification

The data collected during the researcher project were analyzed with SPSS software through Shapiro Wilk-normality test and Wilcoxon hypothesis test summary.

3.3.1. Hypothesis statement

Null hypothesis (H0)

The use of video games does not contribute in the vocabulary learning on students from first B.G.U. level at Unidad Educativa "La Salle"

Alternative hypothesis (H1)

The use of video games contributes in the English Vocabulary learning on students from first B.G.U. level at Unidad Educativa "La Salle"

3.3.2 Shapiro Wilk-normality test

Table 4

Shapiro Wilk-normality test

	Statistic	**df**	**Sig.**
Pre-test	,908	30	,013
Post-test	,919	30	,025

Source: Field research
Author: Villacís, F. (2021)

Analysis and interpretation

Table 4 shows the signification and represents the normality of the results. Thus, Shapiro Wilk is used on samples smaller than 50. The scales for this research in significance are stablished where if Sig. is less than 0.05 a non-parametric statistic will be applied, in this case Wilcoxon test.

3.3.3. Wilcoxon hypothesis test summary

Table 5

Wilcoxon hypothesis test summary

Null hypothesis	Test	Sig.	Decision
The medium of differences between pre-test and post-test is equal to 0	Wilcoxon Test of Signed Ranges of Related Samples	,000	Reject the null hypothesis

Asymptotic significances are shown. The significance level is .05

Source: Field research
Author: Villacís, F. (2022)

Analysis and data interpretation

Table 5 establishes the hypothesis test for the collected data. The test summary shows the decision to reject the null hypothesis thus the alternative hypothesis is approved. For this reason, it can be concluded that use of video games in the English vocabulary learning is influence in a positive way in students from first B.G.U. level from Unidad Educativa "La Salle".

Chapter IV

Conclusions and recommendations

4.1 Conclusions

- The use of video games promotes English vocabulary learning. The influence of video games on vocabulary learning has had a positive impact in students of 1st B.G.U level from Unidad Educativa Juan Leon Mera "La Salle". When using video games in class, learners feel motivated and excited to learn, first about the story of the video game they are playing and at the same time acquiring new vocabulary knowledge. This is because video games are an interactive way to learn. Depending on the video game, these can have pictures, cinematics or puzzles that will make players immerse themselves in the game.

- Pre-test results showed that pupils had a low level in their English vocabulary knowledge. The average in this test was 5,15 points over 10. Meanwhile in the post-test that was applied at the end of the experiment the students obtained an average of 8,4 points over 10, showing an improvement in the vocabulary level of the students.

- The application of video games on the English language learning is important because promotes and offers to students the development of the different English skills not only increasing their vocabulary knowledge. Depending on the game and its purpose, it is possible to improve their ability about speaking and communicate with other people thanks to online games where they can connect with anyone in the world who has the same game, or reading skill where players must read passages from the game in order to understand and complete it.

- The advantages of using video games in the English vocabulary learning process are clear. Video games do not make students feel that they are learning something academic, they are just enjoying a moment of leisure with their friends or an independent way. In the same way video games foster attention where progressive learning through experience rewards the student and encourages their self-esteem.

4.2 Recommendations

- For increasing English vocabulary knowledge in students, it is recommended to use video games in class. The teacher should avoid using traditional methods for only memorizing a list of words. Instead of that, the teacher could use a specific video game to encourage vocabulary learning and develop different skills.

- For assessing students´ vocabulary level, it is important to give them a test. The teacher should use an appropriate instrument to evaluate students, depending on their age and level. Furthermore. To test students, teachers could use different activities that are helpful to identify if pupils acquire new vocabulary knowledge or not.

- For defining the importance of video games in the English learning process teachers have to constantly do research about the implementation of video games inside the classroom and how students react and feel about it. In addition, the teacher could ask students about the how the video games help them in their education.

- For determining the advantages of using video games in the English language vocabulary learning it is recommended to choose adequate video games according to the level, age and interests of the students. However, it is better to use video games with easy access because in most cases video games could be expensive or difficult to obtain.

Bibliography

Abdulhussein, S. H., & Alimardani, E. (2021). *On the Effect of Employing Story-Based Video Games on Iraqi EFL Learners' Vocabulary Retention and Motivation*. *7*, 2021. https://doi.org/10.5281/zenodo.4681267

Ali Zarei, A., Asadi Amani, M., & Professor, A. (2018). The Effect of Online Learning Tools on L2 Reading Comprehension and Vocabulary Learning. *Journal of Teaching Language Skills (JTLS)*, *37*(3), 211–238. https://doi.org/10.22099/jtls.2019.32248.2637

Allen, M. (2017). The SAGE Encyclopedia of Communication Research Methods. *The SAGE Encyclopedia of Communication Research Methods*. https://www.researchgate.net/publication/316215553_Sage_Encyclopedia_of_Communication_Research_Methods

Amal Shehadeh AlNatour, & Dima Hijazi. (2018). The Impact of Using Electronic Games on Teaching English Vocabulary for Kindergarten Students. *US-China Foreign Language*, *16*(4). https://www.researchgate.net/publication/325574532_The_Impact_of_Using_Electronic_Games_on_Teaching_English_Vocabulary_for_Kindergarten_Students

Anastasiadis, T., Lampropoulos, G., & Siakas, K. (2018). *Digital Game-based Learning and Serious Games in Education*. https://doi.org/10.31695/IJASRE.2018.33016

Anastasiadis, T., Lampropoulos, G., & Siakas, K. (2019). Digital Game-based Learning in Education: Significance of Motivating, Engaging and Interactive Learning Environments. *International Journal of Advances in Scientific Research and Engineering*, *4*(12), 139–144. https://www.researchgate.net/publication/336559371_Digital_Game-based_Learning_in_Education_Significance_of_Motivating_Engaging_and_Interactive_Learning_Environments

Ayache, H. (2021). *Investigating the Impact of Video Game in Learning Vocabulary: The Case of Third-Years gamers' Students at "Omar Idriss" Secondary School*

in   El-Kantara.   http://archives.univ-
biskra.dz/bitstream/123456789/18382/1/AYECHE_HAYEM.pdf

Beltrán, M. (2017). El aprendizaje del idioma inglés como lengua extranjera. *Revista Boletín Redipe*, *6*(4), 91–98. https://doi.org/10.36260/RBR.V6I4.227

Berger, A. A. (2017). Video games: A popular culture phenomenon. *Video Games: A Popular Culture Phenomenon*, 1–119. https://doi.org/10.4324/9781351299961

Camacho, G., & Ovalle, J. (2019). *The Influence of Video Games on Vocabulary Acquisition in a Group of Students from the BA in English Teaching*. Gist Education   and   Learning   Research   Journal.   .
https://latinjournal.org/index.php/gist/article/view/707/613

Cerra, D. C. (2021). En tiempos de pandemia: La enseñanza de lenguas extranjeras en la   educación   remota.   *Revista   Boletín   Redipe*,   *10*(8),   192–198.
https://doi.org/10.36260/RBR.V10I8.1399

Chen, H. J. H., & Hsu, H. L. (2019). The impact of a serious game on vocabulary and content learning. *Https://Doi.Org/10.1080/09588221.2019.1593197*, *33*(7), 811–832. https://doi.org/10.1080/09588221.2019.1593197

Diamond, L., & Gutlohn, L. (2021). *Teaching Vocabulary | Reading Rockets*.
https://www.readingrockets.org/article/teaching-vocabulary

Ebrahimzadeh, M. (2017). Readers, Players, and Watchers: EFL Students' Vocabulary Acquisition through Digital Video Games. *English Language Teaching*, *10*(2), 1.
https://doi.org/10.5539/elt.v10n2p1

Euroinnova Business School. (2021). *HERRAMIENTAS TECNOLOGICAS EN INTERNET   /   Web   Oficial   EUROINNOVA*.
https://www.euroinnova.ec/blog/herramientas-tecnologicas-en-
internet#iquestqueacute-son-las-herramientas-tecnoloacutegicas

Fatih Urun, M., Aksoy, H., & Comez, R. (2017). Supporting Foreign Language Vocabulary Learning Through Kinect-Based Gaming. *International Journal of Game-Based Learning*, *7*(1). https://doi.org/10.4018/IJGBL.2017010102

Fernandez, R. (2017). *La importancia del aprendizaje y conocimiento del idioma Inglés para las sociedades modernas. | Universidad de Oriente Cancún.* https://cancun.uo.edu.mx/blog/la-importancia-del-aprendizaje-y-conocimiento-del-idioma-ingl%C3%A9s-para-las-sociedades-modernas

Fithriani, R. (2021). The Utilization of Mobile-assisted Gamification for Vocabulary Learning: Its Efficacy and Perceived Benefits. *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, *2021*(3), 146–163. http://callej.org/journal/22-3/Fithriani2021.pdf

Gómez, F. S. J. (2016). La Comunicación. *Salus*, *20*(3), 5–6. http://ve.scielo.org/scielo.php?script=sci_arttext&pid=S1316-71382016000300002&lng=es&nrm=iso&tlng=es

González-Fernández, B., & Schmitt, N. (2017). Vocabulary Acquisition. *The Routledge Handbook of Instructed Second Language Acquisition*, 280–298. https://doi.org/10.4324/9781315676968-16

Hasram, S., Nasir, M. K. M., Mohamad, M., Daud, M. Y., Rahman, M. J. A., & Mohammad, W. M. R. W. (2021). The Effects of WordWall Online Games (WOW) on English Language Vocabulary Learning Among Year 5 Pupils. *Theory and Practice in Language Studies*, *11*(9), 1059–1066. https://doi.org/10.17507/TPLS.1109.11

Hernández, R., Fernandez, C., & Baptista, P. (2016). *Metodologia de la investigación.* http://observatorio.epacartagena.gov.co/wp-content/uploads/2017/08/metodologia-de-la-investigacion-sexta-edicion.compressed.pdf

Lai, K. W. K., & Chen, H. J. H. (2021). A comparative study on the effects of a VR and PC visual novel game on vocabulary learning. *Computer Assisted Language Learning*. https://doi.org/10.1080/09588221.2021.1928226

Li, R., Meng, Z., Tian, M., Zhang, Z., & Xiao, W. (2019). Modelling Chinese EFL learners' flow experiences in digital game-based vocabulary learning: the roles of learner and contextual factors. *Computer Assisted Language Learning*, *34*(4), 483–505. https://doi.org/10.1080/09588221.2019.1619585

Lopez, A. (2020). *Los videojuegos en la enseñanza del idioma inglés | Edumedia - Creando juntos*. https://edumedia.com.co/los-videojuegos-en-la-ensenanza-del-idioma-ingles/

Maciejewski, M. L. (2018). Quasi-experimental design. *Biostatistics & Epidemiology*, *4*(1), 38–47. https://doi.org/10.1080/24709360.2018.1477468

Molina, P., Atiénzar, O., & Aguilera Rosalva. (2018). *Principales enfoques empleados en la enseñanza-aprendizaje del vocabulario en inglés con fines específicos*. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S2218-36202018000100015

Monroy, G. (2020). *HERRAMIENTAS TECNOLÓGICAS APLICADAS A LA EDUCACIÓN A DISTANCIA | Gices*. https://www.gicesperu.org/articulo.php?id=q+sNp2eAe7ON4EYpqsMuAQ==

Moreira, M. A. (2009). *Introducción a la Tecnología Educativa*. https://campusvirtual.ull.es/ocw/file.php/4/ebookte.pdf

Muriel, D., & Crawford, G. (2018). *Video games as culture: Considering the role and importance of video games in contemporary society*. https://doi.org/10.4324/9781315622743

Murray, S. (2017). *On Video Games: The Visual Politics of Race, Gender and Space*. https://www.bloomsbury.com/us/on-video-games-9781786732507/

Novoa Lagos, A. (2019). Complejidad textual, vocabulario pasivo y comprensión lectora en escolares chilenos de segundo ciclo básico. *Literatura y Lingüística*, *40*, 251–272. https://doi.org/10.29344/0717621X.40.2068

Pearson, J., Nelson, P., Titsworth, S., & Hosek, A. (2017). *Human communication*. https://bowenstaff.bowen.edu.ng/lectureslides/1586878126.pdf

Pilar, M., & Llach, A. (2017). *Aprendizaje de vocabulario en la Lengua Extranjera*. https://doi.org/10.14277/6969-169-0/VP-1-2

Pizarro Laborda, P., Espinoza Velasco, V., & Riquelme Arredondo, A. (2020). Investigación en instrucción de vocabulario de preescolares en contextos de riesgo socioeconómico: una revisión de literatura. *Voces y Silencios. Revista*

Latinoamericana de Educación, *11*(1), 4–20. https://doi.org/10.18175/VYS11.1.2020.1

Prensky, Marc. (2001). *Digital game-based learning*. https://marcprensky.com/writing/Prensky%20-%20Ch1-Digital%20Game-Based%20Learning.pdf

Rashad Bin-Hady, W. (2020). *The Role of Games in Enhancing EFL Students' Vocabulary Acquisition*. https://www.researchgate.net/publication/344283980

Rudis, D., & Poštić, S. (2018). INFLUENCE OF VIDEO GAMES ON THE ACQUISITION OF THE ENGLISH LANGUAGE. *Verbum*, *8*(0), 112–128. https://doi.org/10.15388/Verb.2017.8.11354

Salehi, H. (2017). Effects of using instructional video games on teaching English vocabulary to Iranian pre-intermediate EFL learners. *International Journal of Learning and Change*, *9*(2), 111–130. https://doi.org/10.1504/IJLC.2017.084609

Serrano Sánchez, J. Luis., Gutiérrez Porlán, Isabel., & Prendes Espinosa, M. P. (2016). *Internet como recurso para enseñar y aprender : una aproximación práctica a la tecnología educativa*. https://www.researchgate.net/publication/303023012_Internet_como_recurso_para_ensenar_y_aprender_una_aproximacion_practica_a_la_tecnologia_educativa

Tan, P., Tan, P., & Tan, K. (2020). In-Game Instructions: The Extent of Their Usefulness in Enhancing the Vocabulary Acquisition of ESL Learners. *International Journal of Emerging Technologies in Learning (IJET)*, *15*(4), 73–89. https://online-journals.org/index.php/i-jet/article/view/11647

Unesco. (2015). *Las TIC en la educación*. https://es.unesco.org/themes/tic-educacion

UNIR. (2021). *Tecnología educativa: Ventajas, importancia y retos futuros*. https://ecuador.unir.net/actualidad-unir/tecnologia-educativa/

Universidad Latina de Costa Rica. (2021). *Qué son las TIC y para qué sirven | Universidad Latina de Costa Rica*. https://www.ulatina.ac.cr/blog/qu3-son-las-tic-y-para-que-sirven

Zhonggen, Y. (2018). Comparative Effectiveness Between Game-Enhanced and Pencil-and-Paper English Vocabulary Learning Approaches. *International Journal of Gaming and Computer-Mediated Simulations*, *10*(2). https://doi.org/10.4018/IJGCMS.2018040101

Annexes

Annex 1 – Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 21/10/2021

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Silvana Marilu Meléndez Ibarra en mi calidad de Rectora de la Unidad Educativa "La Salle", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Videogames and English Vocabulary Learning" propuesto por el estudiante Fernando David Villacís, portador de la Cédula de Ciudadanía 1804478053, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. Silvana Meléndez.
0201651650
0992886527
rectorambatojlm@lasalle.edu.ec

UNIDAD EDUCATIVA PARTICULAR
"JUAN LEÓN MERA"
La ☆ Salle
RECTORADO

Annex 2 – Lesson plans

Lesson plan 1

Teacher: Fernando Villacís   **Subject:** English

Unidad Educativa Juan León Mera "La Salle"		
Date: December 6th, 2021		
Group: 30 Students – 20 face to face class / 10 online class		
Duration 30 mins		
Aims: • To explain the research project • To discuss about the use of video games like an educational tool • To discover student's level vocabulary applying the pre test		
Time	**Activity**	**Tools and materials**
5 mins	The teacher waits for all the students both in the classroom and at home to get ready to start. After that he introduces himself to the class and starts with the daily prayer.	Computer Microsoft teams Board Markers
10 mins	The teacher explains the process, objectives and purposes of his research project	Computer Microsoft teams
5 mins	The teacher and students talk about what video games they know and how they can be used to learn English	Computer Microsoft teams
10 mins	The teacher asks students to take the pre-test. In face-to-face class in a sheet of paper and with the students that are in online class through Google forms.	Computer Microsoft teams Google forms: Pre-test

Note: As la Salle is a catholic institution, teachers are required begin all the lessons with a prayer.

Lesson plan 2

Teacher: Fernando Villacís

Level: 1st BGU

Subject: English

<table>
<tr><td colspan="3" align="center">Unidad Educativa Juan León Mera "La Salle"</td></tr>
<tr><td colspan="3">
Date: December 8th, 2021

Group: 30 Students – 20 face to face class / 10 online class

Duration 30 mins
</td></tr>
<tr><td colspan="3">
Objectives:

- Ss will be able to install the game on their computers.
- Ss. will be able to start the game.
</td></tr>
<tr><td>**Time**</td><td>**Activity**</td><td>**Tools and materials**</td></tr>
<tr><td>5 mins</td><td>The teacher waits for all the students both in the classroom and in those who are from home to be ready to start the class.
The teacher will start with the daily prayer</td><td>Computer
Microsoft teams
Board
Markers</td></tr>
<tr><td>10 mins</td><td>The teacher presents the game to all the students.</td><td>Computer
Microsoft teams</td></tr>
<tr><td>5 mins</td><td>The teacher explains how to install it in their computers and posts it in Microsoft teams so students can download it.</td><td>Computer
Microsoft teams</td></tr>
<tr><td>10 mins</td><td>The teacher shows how to start with the game and explains if students don't understand something.</td><td>Computer
Microsoft teams</td></tr>
</table>

Lesson plan 3

Teacher: Fernando Villacís

Level: 1st BGU

Subject: English

Unidad Educativa Juan León Mera "La Salle"		
Date: December 8th, 2021		
Group: 30 Students – 20 face to face class / 10 online class		
Duration 30 mins		
Aims: • To show how to play the video game • To play the video game with students' help.		
Time	**Activity**	**Tools and materials**
5 mins	The teacher waits for all the students both in the classroom and in those who are from home to be ready to start the class. The teacher will start with the daily prayer	Computer Microsoft teams Board Markers
10 mins	The teacher plays the game and asks students if they have any doubt.	Computer Microsoft teams
15 mins	The teacher continues playing the video game but now with and guide of the students.	Computer Microsoft teams

Lesson plan 4

Teacher: Fernando Villacís

Level: 1st BGU

Subject: English

Unidad Educativa Juan León Mera "La Salle"		
Date: December 8th, 2021 **Group:** 30 Students – 20 face to face class / 10 online class **Duration** 30 mins		
Objectives: • Ss will be able to express how the game is going on • Ss. will be able to share their experiences about the video game.		
Time	**Activity**	**Tools and materials**
5 mins	The teacher waits for all the students both in the classroom and in those who are from home to be ready to start the class. The teacher will start with the daily prayer	Computer Microsoft teams Board Markers
10 mins	The teacher asks students how the game is doing.	Computer Microsoft teams
15 mins	The teacher and students share their experiences about the video game.	Computer Microsoft teams

Lesson plan 5

Teacher: Fernando Villacís

Level: 1st BGU

Subject: English

Unidad Educativa Juan León Mera "La Salle"		
Date: December 8th, 2021		
Group: 30 Students – 20 face to face class / 10 online class		
Duration 30 mins		
Aims: • To present the video game progress and compare it. • To give feedback about the video game vocabulary		
Time	**Activity**	**Tools and materials**
5 mins	The teacher waits for all the students both in the classroom and in those who are from home to be ready to start the class. The teacher will start with the daily prayer	Computer Microsoft teams Board Markers
10 mins	The teacher shows his video game progress and asks students where they are to compare it	Computer Microsoft teams
15 mins	The teacher give feedback about different vocabulary learned during the use the video game.	Computer Microsoft teams

Lesson plan 6

Teacher: Fernando Villacís

Level: 1st BGU

Subject: English

Unidad Educativa Juan León Mera "La Salle"		
Date: December 8th, 2021		
Group: 30 Students – 20 face to face class / 10 online class		
Duration 30 mins		
Aims: • To analyze the experience of using video games in class. • To share experiences about video games with students		
Time	**Activity**	**Tools and materials**
5 mins	The teacher waits for all the students both in the classroom and in those who are from home to be ready to start the class. The teacher will start with the daily prayer	Computer Microsoft teams Board Markers
10 mins	The teacher asks students how the felt playing the video game.	Computer Microsoft teams
15 mins	The teacher debates with students about the use of video games in education	Computer Microsoft teams

Lesson plan 7

Teacher: Fernando Villacís

Level: 1st BGU

Subject: English

Unidad Educativa Juan León Mera "La Salle"		
Date: December 8ᵗʰ, 2021		
Group: 30 Students – 20 face to face class / 10 online class		
Duration 30 mins		
Objectives: • Ss will be able to take the post-test. • Ss will be able to finish the post-test.		
Time	**Activity**	**Tools and materials**
5 mins	The teacher waits for all the students both in the classroom and in those who are from home to be ready to start the class. The teacher will start with the daily prayer	Computer Microsoft teams Board Markers
20 mins	The teacher asks students to take the post-test. In face-to-face class in a sheet of paper and with the students that are in online class through Google forms.	Computer Microsoft teams
5 mins	The teacher thanks to all the students and to the teacher of Unidad Educativa "La Salle" for their participation and collaboration in the research project	Computer Microsoft teams

Annex 3 – Test validation

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

EVIDENCE OF EXPERT JUDGEMENT

I, Mg. Sarah Jacqueline Iza Pazmiño, with I.D. No 0501741060, certify that I conducted the expert judgment of this instrument designed by the student: Villacís Calvache Fernando David, with I.D. No. 1804478053 for the Final Degree Project entitled "VIDEO GAMES AND ENGLISH VOCABULARY LEARNING" since it is a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros, mención Inglés at Universidad Técnica de Ambato.

In Ecuador, on the 30th ,November 2021.

Sincerely,

Mg. Sarah Iza

Docente

I.D. No 0501741060

EVIDENCE OF EXPERT JUDGEMENT

I, Dra. Mg. Elsa Mayorie Chimbo Cáceres, with I.D. No 1802696458, certify that I conducted the expert judgment of this instrument designed by the student: Villacís Calvache Fernando David, with I.D. No. 1804478053 for the Final Degree Project entitled "VIDEO GAMES AND ENGLISH VOCABULARY LEARNING" since it is a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros, mención Inglés at Universidad Técnica de Ambato.

In Ecuador, on the 30th ,November 2021.

Sincerely,

Dra. Mg. Mayorie Chimbo

Docente

I.D. No 1802696458

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

VOCABULARY TEST

Objective: To assess students' vocabulary knowledge

Time: 20 min

Test Type: Test your vocabulary

CEFR: A2

Instructions:

Read the instructions for each question carefully.

Write your answers in the answer sheet.

Answer all the questions within the time limit.

Definitions

1.- Write the words from the box in front of the corresponding definition.

Mythical	Region	Wilderness	Paralysis
Confused	Trade	Advantage	Ability
	Journey	Evolve	

1. The act of traveling from one place to another   _____

2. The extended spatial location of something   _____

3. Based on or told of in traditional stories   _____

4. An uninhabited area left in its natural condition   _____

5. Undergo development   _____

6. Loss of the ability to move a body part   _____

7. Thrown into a state of disarray   _____

8. The commercial exchange of goods and services   _____

9. Possession of the qualities required to do something   _____

10. The quality of having a favorable position   _____

Choose the word

2.- Choose the word or letter to best complete each sentence.

1. Hi! Sorry to keep you _____!

a) waiting   b) wasting   c) letting

2. Your very own adventure is _____ to unfold.

a) close   b) about   c) ready

3. Well, I'll be _____ you later.

a) waited   b) expecting   c) spelling

4. This is our new _____.

a) home   b) city   c) town

5. You can't change _____ coins at the bank.

a) strange   b) foreign   c) different

6. The shopping mall is always _____ of people on Saturday afternoon.

a) crowded   b) full   c) busy

7. It seems to be an _____ place to live.

a) quiet   b) easy   c) calm

8: He lives right _____ door.

a) next   b) side   c) across

9. Our daughter was excited about _____ a new friend.

a) having   b) doing   c) making

10. I'll _____ you later.

a) watch   b) observe   c) see

VOCABULARY TEST

ANSWER SHEET

Name: _____

Date: _____

1.- Write the words from the box in front of the corresponding definition.

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

2.- Choose the word or letter to best complete each sentence.

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

VOCABULARY TEST

ANSWER KEY

Date: _____

1.- Write the words from the box in front of the corresponding definition.

1. Journey	2. Region	3. Mythical	4. Wilderness	5. Evolve
6. Paralysis	7. Confused	8. Trade	9. Ability	10. Advantage

2.- Choose the word to best complete each sentence.

1. a	2. b	3. b	4. a	5. b
6. b	7. a	8. a	9. c	10. c

Source: Test your vocabulary 2 by Pearson Education Limited

Elaborated by: Villacís, F. (2021)

Annex 5 – Digital test

Link: https://forms.gle/7evdP4wjbvW7Yavr9

Vocabulary Test Part 1

Research Project by Fernando Villacís

Iniciar sesión en Google para guardar lo que llevas hecho. Más información

*Obligatorio

Select the words from the box in front of the corresponding definition

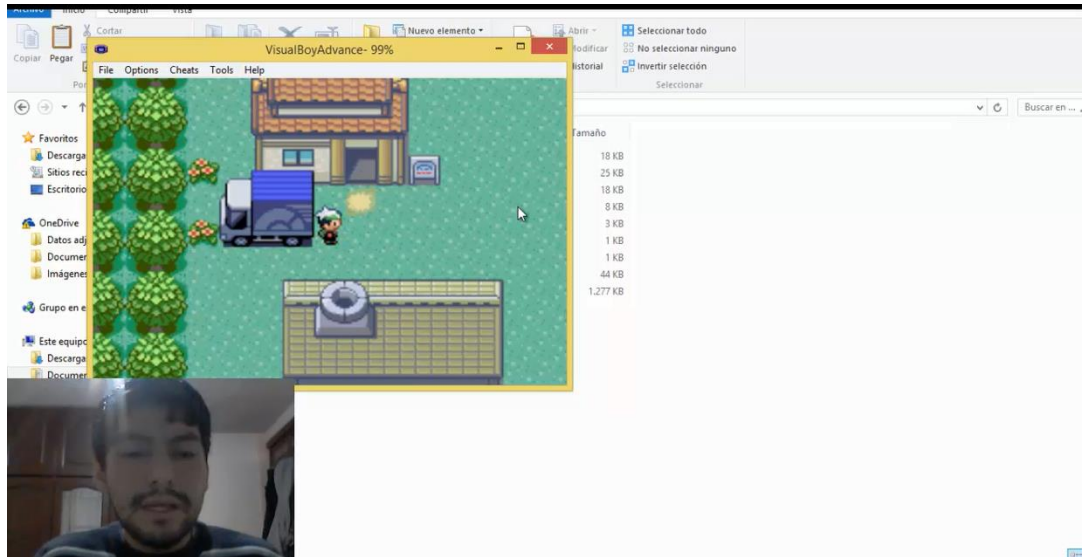The act of traveling from one place to another *   1 punto

Elige

The extended spatial location of something *   1 punto

Elige

Annex 6 - Video-tutorial

https://bit.ly/3uwDWmt

Annex 7 – Urkund report

Document Information

Analyzed document	VILLACIS_FERNANDO_DISSERTATION.pdf (D127113376)
Submitted	2022-02-05T04:51:00.0000000
Submitted by	
Submitter email	fvillacis8053@uta.edu.ec
Similarity	4%
Analysis address	wilmaesuarezm.uta@analysis.urkund.com