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MATERIAL ANEXO: Cuestionarios, entrevistas, plan de clase, guías, exámenes diagnósticos, exámenes, formato diario de campo

PALABRAS CLAVES EN ESPAÑOL E INGLÉS:

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|--|---|
| 1. Aprendizaje del vocabulario | Vocabulary learning |
| 2. Video juegos Scribblenauts Unlimited y Sim City Village con base en actividades | Scribblenauts Unlimited and Sim City Village video game-based tasks |
| 3. Habilidad oral y escrita en Inglés como Lengua Extranjera | Speaking and writing in EFL |

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

Este Proyecto de investigación examinó la implementación y efecto de video juegos como Scribblenauts Unlimited y Sim City Village basados en diferentes actividades, como estrategia para el aprendizaje de nuevo vocabulario de una lengua extranjera. Este estudio se llevó a cabo con 9 estudiantes de sexto grado en un colegio privado y certificado localizado en Neiva-Huila, quienes demostraron obtener un bajo nivel en la adquisición de nuevo vocabulario por medio de un examen diagnóstico. Como consecuencia, el aprendizaje de nuevo vocabulario fue desarrollado a través de la implementación de actividades de habla y escritura. Además, cuestionarios y entrevistas grupales fueron dirigidos con el fin de analizar las percepciones de los estudiantes acerca del uso de video juegos en espacios propicios para el aprendizaje del inglés como lengua extranjera. Los resultados obtenidos revelaron efectos positivos en cuanto a la implementación del video

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juegos como estrategia para aprender. Finalmente, el dominio de la escritura en inglés demostró un mayor mejoramiento que la habilidad de habla.

ABSTRACT: (Máximo 250 palabras)

This qualitative research study explored the implementation and the effects of Scriblenauts Unlimited and Sim City Village videogame based tasks as a strategy for EFL vocabulary learning. This study was conducted with 9 students from sixth grade in a certified private school located in the center of Neiva – Huila which demonstrated low proficiency in vocabulary acquisition through a diagnostic test. As a result, vocabulary learning was developed through the implementation of speaking and writing tasks. What is more, Likert scales and focus group interviews were administered in order to analyze students' perceptions related to the use of video games in EFL settings. Results of the study revealed a positive impact of the implementation of video games, as a strategy to learn. Finally, writing proficiency demonstrated a mayor improvement than speaking.

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Running head: DEVELOPING VOCABULARY PROFICIENCY USING
COMMERCIAL GAMING SOFTWARE

Developing Vocabulary Proficiency Using Commercial Gaming Software

Elihana Del Pilar Muñoz Roa

Master thesis presented as a partial requirement to obtain the degree of Magister in

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Dedication

To my determined and lovely mother who has been fighting against the difficulties to provide me a better future and who has supported me to achieve all that I propose.

Elihana del Pilar Muñoz Roa

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Abstract

This qualitative research study explored the implementation and the effects of Scribblenauts Unlimited and Sim City Village videogame based tasks as a strategy for EFL vocabulary learning. This study was conducted with 9 students from sixth grade in a certified private school located in the center of Neiva – Huila which demonstrated low proficiency in vocabulary acquisition through a diagnostic test. As a result vocabulary learning was developed through the implementation of speaking and writing tasks. What is more, Likert scales and focus group interviews were administered in order to analyze students' perceptions related to the use of video games in EFL settings. Results of the study revealed a positive impact about the implementation of video games as a strategy to learn. Finally, writing proficiency demonstrated a mayor improvement rather than speaking.

Key words: Vocabulary learning, Scribblenauts Unlimited and Sim City Village video game-based tasks, Speaking and writing in EFL

Resumen

Este Proyecto de investigación examinó la implementación y efecto de video juegos como Scribblenauts Unlimited y Sim City Village basados en diferentes actividades, como estrategia para el aprendizaje de nuevo vocabulario de una lengua extranjera. Este estudio se llevó a cabo con 9 estudiantes de sexto grado en un colegio privado y certificado localizado en Neiva-Huila, quienes demostraron obtener un bajo nivel en la adquisición de nuevo vocabulario por medio de un examen diagnóstico. Como consecuencia, el aprendizaje de nuevo vocabulario fue desarrollado a través de la implementación de actividades de habla y escritura. Además, cuestionarios y entrevistas grupales fueron dirigidos con el fin de analizar las percepciones de los estudiantes acerca del uso del video juegos en espacio propicios para el aprendizaje de una lengua extranjera. Los resultados obtenidos revelaron efectos positivos en cuanto a la implementación del video juegos como estrategia para aprender. Finalmente, el dominio de la escritura en inglés demostró un mayor mejoramiento que la habilidad de habla.

Palabras clave: Aprendizaje del vocabulario, video juegos Scribblenauts Unlimited y Sim City Village con base en actividades, Habilidad oral y escrita en Inglés como Lengua Extranjera.

Introduction

This research study emerged from the need to identify new strategies to develop vocabulary acquisition and writing and speaking proficiency in a private school in Neiva. This study pretends to determine the impact of video game-based tasks on EFL sixth-grade students' vocabulary acquisition.

This document is divided into five chapters. In chapter one, the research problem is addressed through the implementation of a diagnostic test, a Likert scale and a focus group interview. What is more, objectives, methodologies and findings about previous studies are analyzed to outline the research proposal. Additionally, information of the sample, researcher question and research objectives are exposed. In chapter two main aspects are conceptualize by theories and authors in order to support the study.

Chapter three explains the methodological design taking into account the research approach, type of study, participants, data collection instruments and instructional designs that support this study. In chapter four, the categories and subcategories that emerged from the data analysis are described. Computer programs such as CLAN, RANGE32 and Atlas.ti program were implemented in order to analyze students' artifacts and presentations, and participants' perceptions. Moreover, findings are developed considering data analysis outcomes.

Finally, in chapter five, the conclusions related to effectiveness of video games, students' perceptions and vocabulary acquisition are presented. What is more,

pedagogical implications of this study are described based on the conclusions indicating a

set of issues for future studies.

Chapter I

Research Problem

Problem Statement

The purpose of the English Program of the private school where this study was conducted is to strengthen the EFL teaching and learning process in pre-school, primary and secondary school based on the parameters of the Common European Framework of Reference (CEFR). Also, students can build their knowledge by achieving the development of communicative competence by levels, allowing them to obtain A1 in primary and B1 in secondary. However, the English program is facing a big challenge about the improvement of those students who present difficulties learning a foreign language. Consequently, it is necessary to identify new strategies in order to lead students' difficulties at the moment of learning a foreign language based on student's needs and interests.

Teachers from the English program apply different strategies which are focused on the improvement of the four skills. Activities planned in the English books are not the only strategies that English teachers take into account. Students also have the opportunity to improve their level through sketches, videos, games, discussions, etc. They also have an English lab where they are able to take advantage of technology and the Internet to work more on their English in an interactive way. What is more, students and teachers work on a "Reading plan", which is done through a PC platform, in order to develop reading skills and acquire more vocabulary.

Moreover, in 2016, the first Primary and Junior TOEFL proficiency tests were applied to 5th and 11th graders. Thus another purpose of the English program is to implement those tests to students from 3th and 9th grade since it evaluates students' proficiency in the different levels.

The Primary TOEFL proficiency test is divided in reading and listening sessions. While Junior TOEFL proficiency test is focused on listening, reading and language emphasis on form and meaning. Results obtained from students are presented in the following table.

Table 1

| | TOEFL Proficiency Test | | | | | | |
|---------------------------|------------------------|-----|----------|--------------|-----|-----|----------|
| | Primary TOEFL | | | Junior TOEFL | | | |
| | A1 | A2 | Below A1 | A2 | B1 | B2 | Below A2 |
| Reading | 87% | 7% | 6% | 7% | 36% | 46% | 12% |
| Listening | 71% | 20% | 9% | 28% | 32% | 0% | 40% |
| Language form and meaning | | | | 58% | 26% | 13% | 3% |

Consequently, the outcomes obtained from those tests, reveal a necessity to analyze the issues that affect students' language acquisitions with the intention of implement new strategies for increasing their English proficiency. Moreover, this type of exam is only related to reading and listening skills and language form and meaning, leaving the productive skills aside. Thus, there is a need to focus on oral and writing skills in order to research possible solutions to overcome students' difficulties.

Hence, one of the aspects that might be exerting a negative influence on students' language performance is their limited knowledge of vocabulary. When students from sixth grade were asked through a Likert scale questionnaire (Appendix A) and a focus group interview (Appendix B) about their vocabulary acquisition, 56% of them stated that they were having problems with the correct use of vocabulary and the fact that they do not know enough vocabulary to express their ideas, as it is evidenced in the following excerpts:

well, it is like... like scaring. I feel scared, I do not know, it is like one does not know how to pronounce...(Student 1)

I feel scared to speak and write because of the vocabulary and also I do not know how to write in English...(Student 6)

Those students also asserted in the Likert scale questionnaire (see appendix A) implemented at the beginning of the research that their range of vocabulary is too narrow to communicate frequently. Vahdat and Behbahani (2013) argue that the acquisition of new vocabulary is an essential part of the second language learning process. Moreover, Kang (1995) claims that a person cannot learn any language without first acquiring new vocabulary. Therefore, students' lack of vocabulary might be negatively affecting sixth graders' proficiency in speaking, listening, reading and writing.

Likewise, the results obtained through the aforementioned instruments also evidenced that speaking and writing are the two skills in which students have more difficulties. 66% of the participants reported that they avoid speaking in English in public because they tend to confuse the use of words, as in the sample text below.

well, one gets confuse with the words... so I feel scared to get confuse, so I feel scared if someone else teases me. Also, it is scaring when I do not know the pronunciation of the words...(student 5)

Students feel worried when teachers ask them to speak to the rest of the class, because of their pronunciation. Also, students feel afraid to be wrong or they do not know how to differentiate all the meanings of the same word. In that way, they feel that their partners will tease them because of their mistakes. Consequently, mispronunciation or confusion about the meaning of a word, are the aspects which affect negatively students' speaking proficiency. Students prefer not to participate orally because they feel they could be a joke for their partners. As a result, it is difficult for students to improve their oral skill.

Similarly, students also feel worried or terrified to compose a short sentence or paragraph. When students were asked if they thought writing was difficult, 90 % of the students declared that their level of vocabulary is not sufficient and they do not know how to write in English, as it is indicated in the following sample.

Speaking and writing make me scared because of the vocabulary, and also because I do not know how to write in English, so I am so worried that everything will be wrong (Student 6)

Yes! To be honest I am so bad at conjunctions...I do not understand, I mean I understand but it is difficult to know how to differentiate a word which has several meanings. (Student 2)

Students indicated that it is difficult for them to identify the sequence of a sentence or to conjugate verbs. These results show that their lack of vocabulary negatively affects their ability to express their ideas orally or in a written text. For that reason it is necessary to research on ways to teach new vocabulary in order to contribute to the improvement of speaking and writing skills.

Additionally, from the students' perspective, the use of video games is an effective vocabulary learning strategy. 63% of the students strongly agreed that video games give them the opportunity to know and learn new vocabulary in English. Moreover, students mentioned that video games can help them know how to write and pronounce a word. Thus, considering that video games draw students' attention and motivate them to learn, a computer simulation game like Sims Village City and an iPad game such as Scribblenauts Unlimited will be adapted to task based lessons focusing on vocabulary usage, imperatives and language for giving instructions.

Completing each level of Scribblenauts Unlimited game through multiple tasks, students will be able to report orally what they have created depending on the task. What is more, the language of the game is also appropriate for beginner students as 86% of words fall in the first 2000 of the New General Service List of the most frequent words in English. Campos and Brawerman (2013) argue that Scribblenauts could increase intrinsic motivation permitting participants to share ideas in order to solve the puzzles improving their vocabulary. As a result, and from my experience, the game itself does not have fail to interest students once they have seen it demonstrated. Once playing, students have been motivated to solve the puzzles presented. The game has over 100 levels so the task

can easily be repeated without it getting monotonous, and is able to help with written fluency and increase the chance of vocabulary acquisition.

Additionally, by creating a virtual city in Sims Village City, players must tend citizens' needs making them happy, creating communities and jobs for them. The game provides more than 100 buildings of different structures in a virtual world. From a small town to a major metropolis, players overcome each one of the levels without getting bored and exposing them to a written language, acquiring new more vocabulary. Ranalli (2008) claims that besides, the fact that computer simulation games are potentially popular with ESL students from a wide variety of backgrounds, it can be adapted to ESL students with a theoretical guidance in order to support and contribute to vocabulary acquisition.

All of the findings that I mentioned above show that in the educational setting of this private school there are issues that need to be addressed such as lack of vocabulary and low proficiency on writing and speaking skills. Therefore, considering that the main concern of the school is to strengthen the EFL teaching and learning process based on the parameters of the Common European Framework, developing students' communicative competence by levels, and that no research studies have been conducted in this setting, I plan to bring light to this problem by conducting the present research study, aimed at determining the impact of video game-based tasks on EFL sixth-grade students' vocabulary acquisition.

Related Studies

This section will examine the main issues surrounding the acquisition of EFL vocabulary through commercial video games in order to identify the effect of video games on vocabulary acquisition and the implementation of video games in the EFL classroom. At the end of this section it is hoped that a critical understanding of key issues is exhibited, that the reader will be better informed in the areas mentioned before.

The effect of video games on vocabulary acquisition. In different school and university settings, teachers have been concerned with the difficulty of EFL learners to acquire vocabulary in the target language. Hence, educators have embarked on a journey in search of effective strategies to facilitate a generation of digital native (those ones who are technologically proficient) students in the acquisition of vocabulary. For instance, Vahdat and Behbahani carried out a quantitative study in 2013 that explored the effect of video games as a new tool for Iranian EFL (English as a foreign language) vocabulary learning. This study was applied during five weeks to 40 participants which were chosen based on the results of TOEFL proficiency test. Students were divided into a control group which focused on the study of vocabulary in a common English class, and an experimental group which learned the same set of words through a video game called *Runway: A Road Adventure*. The data-gatherings instruments were a TOEFL proficiency test, forty multiple choice questions, a Likert-scaled questionnaire, an achievement test and a perceptions questionnaire. The researchers concluded that the use of video games in the classroom as a learning tool can be much more useful than a traditional method. The authors assert that video games make the context of the learning more authentic, helping

the student learn through real life situations. Findings also evidenced that the video games exposed students to the target language which gave them an opportunity to acquire it. This means that video games, as a learning tool, could provide sixth grade students with the opportunity to acquire more vocabulary in a more authentic and meaningful context.

Likewise, Ashraf, Motlagh, and Salaami (2014) conducted a research study about the impact of online games on English vocabulary learning with 24 low-intermediate EFL learners at a Language Institute in Kashmar, Iran. Pre-test and post-tests were used in this experimental research. The researchers suggested that online gaming is an effective tool in English language instruction in general, as well as in specific vocabulary classes. The author goes on to say that online games motivate students to share information subconsciously and solve problems, leading to a satisfactory teaching and learning process. In this sense, it is necessary to implement new alternatives in the EFL classrooms such as online games, which push students to acquire new vocabulary in a more interactive way. As a result, students will feel motivated to learn new words and expressions in the target language outside the classroom.

Similarly, Ranalli (2008) carried out a mixed-methods study in order to identify whether the SIMs™ video game could be beneficial to university-level ESL learners as a supplementary material for CALL tasks. The author had mixed a set of methods such as the computer simulation game THE SIMs, a vocabulary list, vocabulary exercises, online dictionary, cultural notes, pre-tests, post-test and weekly quizzes and finally pre- and post-project surveys. The author concluded that commercial video games like The Sims

simulation game can be adjusted as a supplementary ESL material in order to support and contribute to the vocabulary acquisition for ESL students.

As a result, six graders' vocabulary acquisition could be improved by the contribution on simulation games like the Sim. This type of video games reinforces the EFL acquisition process by the integration of different strategies.

The previous studies have outlined video games as a new, beneficial and effective strategy or tool for learners' vocabulary acquisition. According to the researchers, video games motivate students to share information and solve problems in a more authentic context for them. This means video games assist students with vocabulary acquisition in the target language through real life situations making the acquisition more meaningful for them.

The Implementation of Video Games in the EFL Classroom. A set of strategies or methods have been implemented throughout the years in order to improve the vocabulary learning process in EFL classrooms. Campos, Oliveira and Brawerman (2013) led an academic research study in the Federal University of Technology in Brazil, which aimed at discussing the use of video games as a tool in EFL teaching and learning process, and a possible implementation of initial guidelines to put in practice this type of technology. In order to achieve the aforementioned goal, the researchers based this study on three theoretical perspectives, Krashen's Hypothesis, Motivation and Multiple intelligences. The researchers emphasized the benefits of three video games, Scribblenauts Unlimited, Wario Ware and Lord of the Rings Online. The authors

concluded that since video games seems to be a beneficial learning tool, it is necessary to implement a study related to video games' methods and techniques in a learning environment. Consequently, guidelines, methods and strategies are necessary to analyze the use of video games as a learning tool in this study.

Russel (2006) administered an action research study attempting the use of commercial games in educational settings, illustrating examples related to the effectiveness of game based pedagogies. Four groups of Massachusetts home school community and one group from a local high school, played a modified version of the commercial video game *Neverwinter Nights* called *Revolution*. Thus, students had to choose and control one of a variety of characters of an average community during the 18th century in colonial Williamsburg, while following a specific four-step model of Game Based Pedagogy Workshop. As a result the Action Research (AR) approach could be used effectively to explore the use of video games in EFL classrooms because as Wallace (1998) and Burns (2010) state, AR is a reflective and appealing way to conduct classroom issues in order to make changes and solve the problems.

Consequently, Rusell (2006) suggests that more research on games based pedagogy is critical for the advance of gaming in the field of education. The researcher also asserts that future pieces of research must include a suitable design; effective games based on pedagogies that work on real situations in educational settings and a sequence of activities. According to the author, the abovementioned set of items may reveal which type of pedagogies might or might not work related to the use of video games in educational environments. Therefore, the present study seeks to explore if the pedagogy

of task based approach with video games in the EFL classroom could be adequate for the enhancement for vocabulary acquisition.

Lukkarinen (2013) administer a qualitative research with the aim to study the Finnish National core-curriculum for basic education, and also, to analyze the improvement of ninth graders' English language skills, through nine video games such as The Secret of Monkey Island, Call of Duty, Uncharted: Drake's Fortune, The Elder Scrolls V: Skyrim, World of Warcraft, Tropico 4, NHL 12, The Sims 3 and Scribblenauts Unlimited.

Self-observation method, a voice recorder and screenshots were the instruments to collect the data in order to analyze participants' English language proficiency. The author argue that genres of video games such as role playing games, massively multiplayer online role-playing and adventure games help to fulfill the language proficiency objectives established by Common European Framework (CEFR) and the National core curriculum. Thus, the author concluded that video games improve communicative skill providing the participants an opportunity for interacting with others.

In Colombia, Galvis (2011) applied small-scale action-research study where four students in a military academy spent a significant amount of time familiarizing with the game's control and context as well as developing the scaffolding activities which were assigned by the researcher, with the aim of going through the process of using video games in EFL classes instead of classic forms of instructions. On these activities the students had pair work in form of Video Game Based Instruction (VGBI) quests around the environments of the gaming software Grand Theft Auto San Andreas, while the

observer took field notes, taking into account that other types of data gathering were not possible due to the institution policies.

So as to make a coherent connection between linguistics, syllabus content, course objectives, and the chosen video game, the researcher designed language exploratory activities aiming at familiarizing and exposing students to the course objectives using the game as an entertaining pretext. During the gaming sessions students had to answer certain questions related to American culture about topics that can be experienced in the game.

VGBI as Guerrero (2011) conceived it, is an improved type of instruction that serves not only to linguistic requirements, but also to a linguistic situation not present in old-fashioned foreign language teaching that allows better student disposition. Thus, video games of this study must be adjusted to the six grade content in English, integrating the syllabus in order to acquire the learning objectives while students are playing. Consequently, the use of teacher's journals, gaming guides and students artifacts serve as tools to analyze the participants' vocabulary acquisition.

In addition, Calderín (2015) conducted a qualitative research with the purpose of analyzing literacy practices which are engaging routinely by students through a Massively Multiplayer Online Game (MMOG), described by Castaneda et al (2013) as:

great laboratories, especially for EFL teachers, where there are new ways of teaching and learning, spaces with many free chances to explore language learning, multiple settings, language levels and natural interactions. (p. 152)

Thus, a group of seven students from a private, catholic mixed institution in Bogotá-Colombia were asked to design their own avatar in World of Warcraft video game. The purpose of the video game is to conquer the world through battles. Therefore, communication among the members was necessary in order to achieve all the goals from each level. Instruments such as participants' written online texts and interviews were applied to collect and analyze the data. The author concluded that students learned language appealing multiliteracies such as literacy practices inside the game and literacy practices beyond the game. Moreover, the author argues that virtual worlds will enhance the 21st century education.

To summarize, these studies make evident that it is necessary to continue researching the benefits and the impact of commercial or educational video games on learning environments. Moreover, these studies arrive at a deeper understanding of pedagogies, methods and techniques which will contribute to the development of this study proposing Action Research as an effective approach to observe and reflect on Video Games issues in an EFL classroom.

Setting

This research study was developed in a certified private school located in the center of Neiva – Huila. The school is surrounded by many stores, shops, cafés, hawkers and homeless. Behind the school there is a park and in front of it there are more retail suites which are separated by the main street.

It has about 700 students, of which 90% are girls and 10 % are boys. Male students are in grades from pre-school to seventh grade. In the last years, male students have been included because some of the girls have brothers, and parents have mentioned that it is better for them to have both of their children in the same school. The target population of the present study corresponded to the 9 sixth-grade students.

This context is characterized by its big and fresh classrooms each one with a TV and a sound system. In this institution all commodities are supplied, there are playing courts, an auditorium, a computer room, physics, chemistry and English laboratories and a music room. Next to the school there is a nunnery with a small chapel connected to the school. In the school, students can join sport programs such as tennis, soccer, volleyball and basketball. Also, it is important to mention that the school provides students who are facing academic difficulties with extra classes in the afternoon and on Saturday morning in order to overcome those challenges.

The institutional vision aims to form students as youthful critic leaders, based on social, politic and evangelist commitments, opened to new paradigms, making access to a higher education and / or labor field possible. One way the school intends to open doors for the students is by strengthening students' English proficiency based on the parameters of the Common European Framework of Reference (CEFR) and through many different learning and teaching strategies. Thus, by conducting the present research study, a contribution to the achievement of the vision of the school could be made.

Rationale

Recent teaching approaches and research studies such as Vahdat and Behbahani (2013), Ashraf, Motlagh, and Salaami (2014), Ranalli (2008), Campos and Brawerman (2013), Rusell (2006) and Galvis (2011) have referred to video games as a supplementary and effective tool which motivate students to acquire the target language and solve problems in a more authentic context. Galvis (2011) propose task based approach as a language learning process oriented between the language classroom and the outside world. As a consequence, the use of video games should be explored as an innovative tool in EFL teaching and learning, regarding the task based approach in our context. The implementation of this approach permits learners to acquire new vocabulary in context which is more authentic and realistic for them rather than just decontextualized methods.

What is more, according to Verhelst, Van Avermaet, Takala, Figueras and North (2009) there are three major parameters which teachers and learners must pay attention not only for the acquisition of vocabulary but also for the assessment of the language and for the planning of language learning and teaching. The first parameter is related to the size of vocabulary which is described by the authors as the number of words and fixed expressions that learners will required. The second parameter is the range of vocabulary that means the themes or domains needed. Finally, the third parameter is the control that learners required over vocabulary. This proposal aims to contribute to the acquisition of vocabulary through video games in an EFL classroom. Since video games are popular among students, these could be used as a helpful tool to increase not only students' motivation to learn but also help them to increase their vocabulary and simultaneously enhance their listening, speaking, reading and writing skills.

Even though there have been some studies related to the implementation of video games in educational environments, in the regional educational settings where this project was conducted, no research had been done. Consequently, this research study will contribute to the promotion and support of video game tasks in EFL classrooms in various meaningful ways: Firstly, by digging deeper into participants' EFL vocabulary learning, secondly, by providing students with a new innovative and interactive strategy that could help them overcome their English learning difficulties; and finally by viewing the students as actors of their own learning process and establishing the benefits and effects of video games in the English classroom.

Research Question

How does the development and implementation of video game-based tasks affect sixth-grade students' vocabulary acquisition in an EFL setting?

Research Objectives

General Objective. To describe the impact of video game-based tasks on sixth-grade students' vocabulary acquisition in an EFL setting.

Specific objectives. a) To assess the effectiveness of video game-based tasks on sixth-grade students' vocabulary acquisition in an EFL setting. b) To establish sixth graders' perceptions about the use of video game-based tasks for vocabulary acquisition in an EFL setting. c) To examine the effect of video game-based tasks on six graders' written and spoken vocabulary acquisition.

Literature Review

In this chapter I will explore the issues regarding the use of video game-based tasks for the acquisition of vocabulary in the EFL classroom. First of all, the term video game is defined and its relation with vocabulary acquisition. After this, Scribblenauts and Sim Village City games are described to help the reader understand how they work and their relevance to this study and finally suggested practices for vocabulary acquisition and how vocabulary acquisition should be measured.

Video Games

Conceptualizing video games. According to the Oxford Advanced learner's dictionary (2017), a video game is a “game played by electronically manipulating images produced by a computer program on a television screen or other display screen.” Even when the previous statement is true, there is not an explicit definition to what video games are. Taking into account a broader definition about this media, video games are a \$9 billion worldwide industry dedicated to entertainment, with a broad audience, 67% of them are heads of households who play computer or video games (as reported by the American Entertainment Software association in 2010). Due the fact that young people and even adults are immersed into a variety of video game genre such as arcades game or Massive Multiplayer Online Role-Playing Games (MMORPG), many videogame companies are exploring research in different areas of knowledge in order to promote globalization and boost intercultural relationships. Moreover, Gee (2003) describes video games as a semiotic domain. The author argues that different types of video games such

as first person shooter game, fantasy role playing games, real time strategy games, etc. combine words, sounds, signs and graphics through a set of modalities like oral or written language, images, equations, symbols, sounds, gestures, graphs, artifacts, etc.

Showing the benefits of video games. Starting the 21st century, the public began to see video games with clear eyes and many institutes started to conduct research involving them. Researchers such as Gee (2003, 2007, 2011); Prensky (2001, 2006, 2007); Shaffer (2007, 2008, 2011); Squire (2006, 2011); Steinkeuhler (2004, 2008, 2009, 2010, 2011) and Gee (2003); cited in Calderin (2015) describe the use of videogames as an education's powerful tool and component needed in the current century. Bavelier et al (2011) assert that there is growing direct evidence that intensive use of video games results in significant generalized improvements in cognitive function. The authors claim that video games are controlled training regimens delivered in highly motivating behavioral contexts. The authors go on and report that the documented gains in processing speed, attention control, memory, and cognitive and social control that result from playing specific games are expected.

Furthermore, Schlimme (2002) argues that video games provide a context in which participants are able to discuss scenarios and outcomes in order to facilitate the interpretation of new concepts. Moreover, the author states that video games help children to improve reading and spelling skills and also their spatial abilities to create and apply multiple strategies in developing critical analyzing techniques. According to the author, video games allow participants to work together in order to succeed in the game

improving players' social skills. Besides, this author also mentions that video games can develop players' creativity. Thus, participants' brains may be stimulated at the moment of creating and transporting themselves to scenarios which are different from real world situations. Likewise, Squire (2013) argues that video games offer the opportunity to face different situations from real life through role play, as happens in the video game called "The Sims". Additionally, video games can teach culture, such as "Ages of Empires", where players can become a fighter or build an old civilization. Consequently, Squire (2013) concludes that it is necessary to continue to create new designs especially for academic purposes. The author urges English teachers to implement new learning tools as video games in educative environments considering that they seem to have additional benefits for English learning and teaching purposes.

Video games and vocabulary acquisition. Vahdat and Behbahani (2013) state that vocabulary is an essential aspect in the acquisition of a new language. On the other hand, these authors argue that the video game phenomenon has been utilized as a tool to advance and improve in different disciplines. Consequently, video games as a new strategy to be applied for the improvement of vocabulary acquisition is suggested. Furthermore, bearing in mind Ranalli's (2008) notions, vocabulary items in CALL environments enhance students' retention and recall. Thus, the author proposed a simulation game such as The Sims, to work on the enrichment of students' vocabulary especially for those low proficiency students. The author mentions that The Sims has been potentially popular among ESL students from different backgrounds., Learners are

exposed to diverse groups of useful vocabulary such as everyday objects, actions, situations, vocabulary related to the home and furniture, personality adjectives and action verbs. Additionally, a set of multimedia elements are included which, according to the author allows; the establishment of a lexical meaning of words.

Sims Village City. This City building tycoon simulation game, requires participants to settle down in their ideal city, providing vocabulary related to more than 100 places of the city, such as residential or commercial buildings, farm, community, decoration, park, plants, beach and sea; buildings like oil platforms and more. Participants are able to construct things for the citizens to make them happy. Also, the participants can create jobs for the citizens to earn money and gold. Players must build and collect money to level up and become more competitive. Thus, an advisor is constantly providing tips about what participants have to do next allowing students to practice reading skills.

Furthermore, Ranalli (2008) claims that simulation games expose participants to written language in the instructions, control, status bar labels, warnings, information updates, and an expensive virtual catalogues used for shopping in the game. What is more, authors such as Purushotma (2005), Schwiendorst (2002) and Freiremuth (2002) as cited in Ranalli (2008) state that computer simulation games are able to provide content for language learning through realistic sociocultural contexts. Moreover, those types of games motivate shy learners to interact more actively.

Scribblenauts Unlimited. In regards to this video game, which is available for PC software, it is about a character called Maxwell who needs to save his sister using participant's creativity as a weapon. In order to solve the puzzles in each level, participants are able to write a word depending on Maxwell's needs, adding adjectives to the object, person, animal or creature they created. At the beginning of the game, participants can find a short video related to the story of Maxwell and his sister and why he has to save her life. After that, a set of levels are unlocked each time participants solve the puzzles. In order to complete each mission, students are required to read the instructions in order to identify the object which is necessary. Besides, this software involves listening, reading and writing skills. In this regard, Campos and Brawerman (2013) argue that *Scribblenauts* could increase intrinsic motivation permitting participants to share ideas to solve the puzzles improving their vocabulary. Also, players are able to use already created objects and scenarios several times ways and check the spelling of them.

Vocabulary Acquisition in English Learning

Good practices in vocabulary acquisition. Acquiring new L2 vocabulary is as important as learning how to read and write. Nation (1994) established that a rich amount of vocabulary makes the listening, reading and writing process easier to acquire. Furthermore, the author argues that the more opportunities to put the vocabulary into practice, the more fluent the acquisition will be.

Nation and Kyongho (1995) establish that vocabulary can be divided into two categories. The first category is labeled general service vocabulary and the second category refers to special-purpose vocabulary. General Service Vocabulary (high frequency vocabulary) is the group of words which are used most frequently and contains around 2000 word families. These authors argue that learners who have major control of this type of vocabulary need to use the language in different kinds of informal settings, but they have to continue learning more high frequency vocabulary. However, special-purpose vocabulary refers to the group of words which are learned just for academic purposes and it includes over 800 word families

On the other hand, learning a word is more than a few letters. Learning a word is to understand the meaning and the connection with other words. Cameron (2001) describes a word as a flower growing in the soil. Looking at a flower above the ground, one will see only a flower, but underground there is a connection of roots which Cameron (2001) claims, are a connected web of meanings, understandings, and links. Moreover Cook (2013) argues that knowing a word, implies knowing its meaning, its spoken and written form, and its grammatical and lexical properties.

Consequently, Hunt and Beglar (1998) establish three approaches related to vocabulary instruction and learning. Those three approaches are incidental learning, explicit instruction and independent strategy development. Incidental learning approach refers to the acquisition of new vocabulary through reading and listening activities. In this regard Coady (1997) suggests extensive reading as a strategy to acquire or reinforce new vocabulary. Additionally, Hunt and Beglar (1998) argue that extensive reading helps

learners to develop their proficiency and vocabulary knowledge through readings and to recognize the structures of the language, thus obtaining a better comprehension of the texts.

The second approach is Explicit Instruction. It is divided into four principles. Those principles are diagnosis of the vocabulary, opportunities for the intentional learning of vocabulary, opportunities for elaborating word knowledge and opportunities for developing fluency with known vocabulary.

The first principle is the diagnosis of the vocabulary which learners need to study. Hunt and Beglar (1998) explain that a person needs to learn at least 3000 words in order to obtain a university reading level. The second principle of Explicit Instruction is to provide opportunities for the intentional learning of vocabulary. The authors mention that learners are exposed to new and unknown vocabulary through reading exercises and learning strategies which facilitates the comprehension of those words. Translation of unknown words or vocabulary cards, are suggested by the authors in order to learn the meaning of a word.

The third principle is related to the opportunities for elaborating word knowledge. Hunt and Beglar (1998) claim that knowing a word is not only the translated meaning or L2 synonyms. In this sense, Nation (1994) states that to know a word is to know how to use it receptively and productively. This implies to recognize each of its components through reading and listening and to be able to use the word through speaking and writing activities. Taking this into consideration this study focused on vocabulary learning taking

into account writing and speaking and the participants were exposed to reading and listening activities to recognize the vocabulary required before producing language.

Lastly, the fourth principle is to provide learners opportunities for developing fluency with known vocabulary. In this regard, Nation (2007) also states that teachers or researchers give students the opportunity to practice the four skills, listening, reading, writing and speaking using and recognizing the known words.

Finally, the third approach is best known as Independent Strategy Development. According to Hunt and Beglar (1998), this approach involves learners guessing from the context and training them to use dictionaries. The authors mention that guessing from the context does not guarantee deep understanding of the meaning of a word, but it contributes partly to learning the vocabulary.

On the other hand, Nation (2007) establishes a language-focused vocabulary instructions theory with four strands to follow during the vocabulary acquisition process. Those steps are Vocabulary and Meaning-Focused Input, Vocabulary and Meaning-Focused Output, Developing Fluency with Vocabulary and Vocabulary and Language-Focused Instructions. Nation (2007) explains that Vocabulary and Meaning-Focused Input as the way in which learners acquire more vocabulary and review known words from reading activities. However, the author argues that this stage depends on fragilities. The major fragility is the equality of the learners during the reading process and learners' vocabulary size. For that reason Nation (2007) suggests that reading should be according to the level of the reader. In that way, learners' vocabulary can expand as well as their level of reading. Moreover, the aforementioned author declares that the type of reading

could be brittle for this stage. If learners read familiar readings where they already have knowledge about the topic, they can guess from the context, but there is not a guarantee that students learn them. Nevertheless, if students choose to read about unknown topics they have to pay more attention to the meaning of the word in order to obtain the general idea.

In contrast, the second strand, according to Nation (2007) is Vocabulary and Meaning-Focused Output. This strand is based on using speaking and writing activities in order to learn vocabulary. During this process, students use the negotiation of meaning as a way to acquire new words in order to put them in practice through speaking and writing exercises. The third strand is Developing Fluency with Vocabulary. In this stage of the process, students make use of what they already learned in a fluent way. So as to guarantee a successful fluency, the author mentions three conditions. The first condition, students should work with known words and familiar ideas instead of unknown vocabulary. The second condition is to focus just on the message. And the third condition is to use repetition, time pressure, planning and preparing in order to improve the students' proficiency and fluency.

Lastly, the fourth strand is Vocabulary and Language-Focused Instructions. In this stage, students focus their attention on the language system, pronunciation and spelling of the words rather than on the meaning or the message. This stage is divided in three activities; guessing unknown words from the context, learning the meaning of unknown words and study of word parts and mnemonic devices.

When guessing unknown words from context, students guess the main idea or message of the reading without paying close attention on the meaning of unknown words. Students guess from the context of the reading, while learning the meaning of unknown words makes students focus on the meaning and form of the words. Although as Nation (1994) claims, there are some assumptions which establish the idea that learning vocabulary should be in context to help students increase the amount of vocabulary so they can use the new vocabulary in different aspects. As a final point, the study of words parts based on the form and meaning of the word through Mnemonic devices such as cards, flash cards, posters and so on guarantees optimal conditions to improve and increase the amount of vocabulary. Thus, for this study, the video games context focuses the participants on the vocabulary required for each one of the sessions.

What is more, the acquisition of new vocabulary is an essential part in L2 acquisition. Nation (1994) argues that the amount of vocabulary enriches the listening, reading, writing and speaking. Although there are four stages mentioned by Nation (2007); which were described before; (meaning-focused input, meaning-focused output, language-focused learning and fluency), this study focused on vocabulary learning through the meaning-focused output stage which is presented below.

Meaning-Focused Output. Nation and Chung (2009) state that meaning focused output relates to the acquisition of the target language through writing and speaking activities. Swain (2005) describes meaning-focused output as the act of producing language. The author establishes three functions for output. The first function is the

noticing/triggering function. This author argues that this occurs when a learner consciously noticed that there is a hole during the intention of producing language. He asserts that noticing a word which is missing or learners do not know, helps them to deeply learn a word rather than just learn it from receptive learning.

The second function of output is the hypothesis-testing function. According to the author, this refers to the intention of trying out something in order to be modified thanks to corrective feedback, perceiving a successful writing communication. And, the third function is the metalinguistic or reflective function. This function focuses on spoken output in order to solve problems in collaboration with others. The author states that through different speaking activities, learners have the opportunity to work together to construct and reconstruct a text, to share ideas in a group composition or retell a text in an interview format, contributing to language teaching.

In conclusion, Joe, Nation, & Newton (1996), as cited in Nation and Chung (2009), mention that some speaking and writing activities such as retelling, role play, rewriting for different purposes or group/pair work, help to strength vocabulary acquisition. Moreover, negotiation of meaning could be an effective source of vocabulary learning, where learners have the opportunity to interact with others making the output process more successful.

Keeping in mind the aforementioned concepts, three lesson plans were designed for this study, taking into account the implementation of video games as educational tools and involving speaking and writing practices to motivate students to develop and improve their vocabulary acquisition.

Vocabulary learning strategies. Cook (2013) states that there are a variety of strategies in acquiring and understanding new L2 words such as, guessing, using dictionaries, deducing meaning from the context, repetition, organization of words in the mind, and linking the new L2 words to existing knowledge.

Moreover, Takač (2008) remark the aforementioned strategies as a list of multi-purpose strategies which may be used in vocabulary learning. What is more, authors such as Cohen and Apeh (1981) and O'Malley et al. as cited in Takač (2008) define memorization and repetition strategies as mechanical strategies. Additionally, Cohen and Apeh (1980) and Pressley et al. (1982) as cited in Takač (2008) mention two other strategies like making associations and keyword method which seem to be more complex. According to these authors, making associations demands a deeper and more active manipulation of information improving successfully the vocabulary learning process. The keyword method is described by the authors as a type of mnemonic device. According to Zarevski, (1994) mnemonic devices are techniques which are based on cognitive process in order to enhance the vocabulary that could be forgotten. The author classifies those mnemonic devices into verbal, visual and mixed mnemonics.

Furthermore, Thomson (1987) implies physical reaction as another type of method. According to the author, through this method, the learners improve their verbal elaboration by grouping words at first, then connect those words into a chain and finally those words can be connected into a meaningful story. On the other hand, Takač (2008) argues that the use of dictionaries or inferring from context or word formation analysis

seem to be the most common strategies that good and weak learners use for the development of reading and listening tasks.

Finally, Pawling (1999), Tsou et al, (2002) and Palmberg cited in Takač, (2008) mention that Computer Assisted Vocabulary Learning (CAVL) helps students to learn new words through programs available on CD-ROMs, multimedia system connected to the Internet or even through popular computer games. Despite the fact there is a wide variety of strategies to implement in an EFL classroom, this study is focused on popular video games as a strategy to learn vocabulary. Moreover, traditional games such as guessing games, memory games or Pictionary were used as strategies to teach and learn new vocabulary. What is more, mnemonic devices such as flash cards and online dictionaries were also taken into account during the process.

Measuring vocabulary acquisition. Milton (2009) argues that measuring students' language is not as easy as measuring weight or distance. According to the author, counting the numbers of the words in a text is not clear and can result several possible answers. Thus, the author describes a set of terms and methods which are necessary in order to have a clear understanding of measuring vocabulary acquisition.

Terms and methods. Tokens, types, lemmas, word families and hapax legomena are the definitions that the author suggests to take into account at the moment to assess vocabulary. Reading the following sentence provided by the author, "*The boy stood on the burning deck*", clearly indicates that there are seven separated words; in this sense.

the author calls them tokens. According to the author, tokens are the number of the words which constitutes a text corpus. What is more, there are some words or expressions which are more frequently used than others. Words such as the, and or a/an, are the most common words in a sentence corpus. However, there are certain amounts of words which just take place once in a corpus text called as hapax legomena. Therefore, James Milton (2009) argues that the size of a piece of writing or speech depends not only on the number of words produced, like tokens, but also on the numbers of different words that are used, which means types. Reading again the sentence aforementioned “*The boy stood on the burning deck*”, the author explains that the word that takes place twice is the, that means that there are only six types in the sentence. Consequently, just knowing words is not enough to evaluate students’ vocabulary knowledge.

Keeping in mind Milton’s arguments(2009), despite the fact that is necessary to learn rules such as past tenses of verbs, comparatives, superlatives or rules for making plurals, it is also essential to know a whole family of words. As a result, the author mentions two broad conventions to identify words that are in and out of family words, word family and lemmatization. Based on the author’s arguments, a lemma refers to a headword which its part of speech does not change. This implies that the lemma of the verb govern includes governs, governed and governing, but not government because it is not a verb but is a noun. On the other hand, the author defines the second convention as a word family. Contrary to the lemma, a word family is a list of words which emerged from the same headword.

Conventions of word knowledge. Milton (2009) suggests dividing knowledge at first into receptive or passive, which learners recognize the words when they read or hear them, and secondly into productive or active knowledge that means the words which can be used in speech or writing. Anderson and Freebody (1981), cited in Milton (2009) suggest two other conventions of knowledge. The first is breadth knowledge which refers to the number of words that a learner knows. The second convention is called depth knowledge which is about what learners know related to those words.

Nation (2001) and Daller et al. (2007), as cited in Milton (2009), mention other conventions related to word knowledge. There are three areas mentioned by Nation (2001), knowledge of form, knowledge of meaning and knowledge of use. The author describes knowledge of form as the written appearance of the word, or the phonological aspect form which means what that word sounds like. Moreover, according to the author's point of view, knowledge of meaning is divided into three sub-divisions. The first sub-division refers to a link between form and meaning of the words. The second and third sub-divisions according to the author indicate the concepts and referents and associations. The author explains this sub-divisions through the example of the word "fat", which, carries a negative connotation in English when is required to describe a person, contrary in other contexts like in Nigeria, where this word has a historically positive connotation when it refers to a woman who puts on weight to look beautiful. That means that a word can have several translations or transmits different meanings depending on the context where it is used.

Finally, the third area of knowledge suggested by Nation (2001) is the knowledge of use that also has three sub-divisions. First, grammatical functions refer to the notion of the speech of a word and the link with other words, as the case of adjectives used to describe other words. The second sub-division is associated to collocations. The author describe those collocations as the company words which in some cases occur alongside others but in other cases are collocated with each other, that is the case of phrasal verbs. Lastly the third sub-division talks about receptive and productive vocabulary which is necessary to identify where, when, and how often the student recognize and use this vocabulary.

Likewise, Daller et al. (2007) summarize and describe breadth and depth knowledge as aspects of passive word knowledge. However, those are not the only aspects to take into account to assess vocabulary knowledge. Also the authors describe an ease category in speech that learners can access and use the words they know. Some learners can communicate without hesitations because of their wide knowledge of vocabulary, or some others demonstrate difficulties at communicating using pauses or hesitations while they are memorizing the word or the expression they are trying to use.

Based on the theory explained by the authors aforementioned, it is necessary to identify the most suitable method to assess six grade students' vocabulary knowledge. Consequently, although receptive and productive knowledge do not work separately, this study is more focused on productive knowledge taking into account receptive knowledge.

Milton (2009) declares that the number of words that a student can recognize when speaking or writing is quite different from the number of words which are called to

mind and used. Taking this into account a reader or a listener can often recognize a variety of contextual and other information to enrich meaning. This means that it would be easier to enrich students' vocabulary through assessments of passive knowledge. Contrary happens in productive knowledge. The author argues that when a learner is asked to produce a speech, it does not matter if she/he has a high level of vocabulary knowledge. When students feel under pressure to communicate, the learners will use fewer words than what they can remember.

Assessing productive vocabulary knowledge. Milton (2009) describes some methods to assess students' productive vocabulary knowledge based on Nation's concepts (2011). The first is called measuring productive vocabulary using translation and elicitation. This method consists on controlled tests on the words based on breadth knowledge. The use of translation has become one of the most common methods to measure words but the less liked for teaching. According to Milton (2009), translation tests are quick and easy to construct and mark the direct first language equivalent. This means that students must provide the foreign language equivalent to a list in L1. However, the words from the tests are not involved in a specific context. Furthermore, Milton (2009) claims that learners are required to use or combine semantic, collocational, orthographic and phonological routes in order to access L2 productive lexicon and possibly the L1 lexicon in productive tests.

What is more, the author declares that production tasks are much more complex than the receptive recognition of isolated words. Fitzpatrick (2007) establishes a model of

word knowledge activation in three productive tests. According to the author the first tests, which refers to translation test, is a controlled test with predetermined target words. Subjects from L1 must be translated by learners into L2 being a context free task, taking into account the semantic and orthography stimulus. The second test is recognized as productive levels test. Bearing in mind aspects such as semantic, collocational and orthographic stimulus, learners' productive vocabulary knowledge is evaluated with reference to words frequency bands. Finally, Lex-30 test involves a word association task. Based on the author's arguments, the test contains a list of stimulus words which are required to produce three or four responses for each stimulus.

The second method proposed by Milton (2009) is Lexical diversity in free language production. This method is focused on the measuring of quality and relationship of the words that learners know and the words that the learners use (lexical richness). In order to measure the learners' variety of vocabulary produced, a set of techniques are taken into account. At first, the Type Token Ratio (TTR) proposed by Johnson (1944) cited in Milton (2009), refers to the measuring of the variety and diversity of productive vocabulary. Daller et al. (2007), explains that the ratio demonstrated the number of tokens in relation to the number of different types. The author proposes a parameter D, which is a standard of CLAN program of the CHILDES project by MacWhinney (2000a, 2000b), to measure lexical diversity sizes and discriminate a wide range of language learners'. Daller et al. (2007) argue that scores obtained from productive lexical resources demonstrate the language user's variety of vocabulary, produced in a text.

Lexical sophistication in free language production is the third method proposed by Milton (2009). In order to measure productive lexical ability, authors like Meara and Bell (2001), Laufer and Nation (1995) and Heatley et al. (2002), cited in Milton (2009) suggest a set of software such as P_LEX program, Lexical Frequency Profile (LFP) and RANGE and FREQUENCY programs (RANGE32).

According to Meara and Bell (2001), the P_LEX program compares the lexical component of a text with external norms and frequency lists. The authors argue that this software divides a text into chunks and calculates the number of infrequent words. This program places any infrequent word from the most frequent 1000 words and words that are not numbers or nouns. One of the advantages of the P_LEX program is that it works with short texts and is suitable to use with low proficiency learners. On the other hand, LFP suggested by Laufer and Nation (1995), and RANGE 32 program proposed by Heatley et al.'s (2002) analyze and identify frequent and infrequent words comparing the text with 2000 words from the General Service Word List. Laufer and Nation (1995) argue that the more vocabulary knowledge the learner has, the more infrequent vocabulary is able to use in production.

Finally, last method, measuring vocabulary knowledge with Word Association tasks is the fourth method mentioned by Milton (2009), This refers to an examination of learners' vocabulary knowledge through stimulus words. Different from Lex30, this method attempts to measure knowledge vocabulary taking into account lexical depth and breadth rather than just association by meaning.

As an alternative, Meara and Milton (2003) suggest an orthographic X-Lex test to measure vocabulary knowledge in writing. Therefore, Milton and Hopkins (2005) designed a phonological test called AuralLex in order to measure learners' phonological vocabulary knowledge. According to Pignot (2012), this type of test permits to draw a parallel between written and spoken vocabulary knowledge.

To sum up, this study is aimed to assess sixth grade students' English productive vocabulary knowledge. As a result, theories proposed by Johnson (1944) and Milton (2009) related to breadth vocabulary knowledge and Type Token Ratio (TTR) are considered to evaluate participants' vocabulary acquisition .

Chapter III

Methodological Design

The main purpose of this research is to examine the impact of video games-based tasks on sixth-grade students in an EFL setting. To reach this goal, this section provides details on the research approach and type of study adopted, together with a description of the participants as well as the data-gathering instruments and procedures for data collection. In addition, the reader will be directed towards the instructional design.

Research Approach

This study followed a qualitative approach described by Creswell (2009) as a method to explore participants' problems by the inductive analysis of general themes making interpretations of the meaning of the data. McMillan and Schumacher (2014) argue that qualitative research gathers data from words rather than from numbers, exploring and understanding the phenomenon under investigation. Additionally, although this study is based on the arguments of qualitative research, some data is analyzed quantitatively.

Type of Study

This is an Action Research study (AR) that according to Sagor (2000) is done to improve a specific part of your practice as a teacher; it does not matter whether you are a primary teacher or a high level university professor. AR should help you allocate yourself

in your area of action. Wallace (1998) refers to AR as a process of collection and analysis of data in a systematic way in order to make changes and solve problems. For Burns (2010), AR is a reflective and appealing way to manage classroom issues in an immediate context as it is a procedure that can be conducted in a class session or in lecture.

Kemmis and McTaggart (1988) cited in Burns, (2010) propose four main phases in this cyclic type of research. The first phase comprises the planning; in this part the researcher must identify the problem and plan actions to overcome these specific issues found in his professional practice, taking into account his realities in order to define what type of investigation is going to be considered and what potential improvements are possibly good for it. The second phase as the aforementioned authors called it, is action. During this stage the pedagogic actions are planned taking into account time and strategies questioning your own assumptions about how to conduct your activities for sake of the study. Then comes the third observational phase where a systematic reflection is done on the actions previously taken. Kemmis and McTaggart (1988) assert that this data collection about what is happening should be done using “open eyed” and “open minded” tools. The last phase is called reflection. At this point, the researcher must evaluate and describe the effects of the intervention taken. Here the researcher should also decide if more cycles should be developed in order to improve the situation researched.

Due to the fact that AR can be conducted in the classroom context, for the purpose of this qualitative study which is to analyze the process of EFL sixth-grade students learning vocabulary through video game-based tasks. AR was selected as the

most appropriate method because its cyclical interventions allow to reflect upon the current stage in order to reshape further interventions as video game-based tasks is an unusual practice that needs constant revision, even more so than conventional classroom practices in which procedures are common knowledge to most teachers.

Participants. This research is carried out with a group of nine students from sixth grade, from a private school in Neiva. Seven of these students were girls and two were boys whose ages range from eleven to twelve years old. The subjects were selected by a convenience sample method taking into account their proficiency on written and oral tests. The researcher has access to this group and is their language teacher as well.

30% of these students mentioned their intention to travel to another country to improve their English level; this also shows that for them it is important to know English because in the future they will need the use of this language for academic purposes. Also, this particular group consists of teens from different social statuses of Neiva, Huila. So, 90% of them own at least a gaming device like a video game entertainment system or a desktop computer with games at home, and/or a mobile device running Android or iPhone's IOS operating system capable of executing gaming software.

Role as a teacher researcher. Abraham and Liou (1991) cited in Gruba (2004) argue that a teacher has to provide students clear instructions and responses required to maintain the program advance. Moreover, Corbel (1999) and Tapcott (1999) cited by the same author mention that the teacher has to mediate between learners and the resources. As a result, for this study I performed a double role while conducting this study, I was the

teacher in sixth grade who developed and implemented the video game-based tasks and also the researcher of this research who served as a mediator who clarified and helped students to develop their productions.

Instruments

Focal group interview. Kitzinger (1995) describes focus group interview as a way to collect data from several people simultaneously. The author states the interaction between researcher and participants allows them to ask questions, exchange anecdotes, commenting on each other's experiences and also to analyze what people think, how they think and why they think in that way. Consequently, for this study, focal group interview were carried out at the beginning and at the end of the interventions with the aim of collecting participants' insights about gaming and vocabulary learning, and how they perceive the way they use them.

Likert scale questionnaire. Nemoto and Beglar (2014) define Likert scale questionnaire as a psychometric scale with multiple categories which participants have the opportunity to choose freely in order to indicate their opinions, attitudes or feelings about certain issues. Therefore, this type of questionnaire was applied at the beginning and at the end of the sessions in order to analyze participants' perceptions related to vocabulary acquisition through video games task-based.

Diagnostic test and recall test. Keeping in mind Nunan's (1992) arguments, a test is used to establish participants' competence, knowledge, intelligence and ability to collect data. For this study, two types of tests were applied in each session; diagnostic test and recall test. Diagnostic test was administered before every workshop as well as recall test in order to compare students' vocabulary proficiency beforehand and afterwards the pedagogical interventions. This instrument was decisive to determine how profitable gaming activities were for EFL Meaning-Focused Output vocabulary learning.

Students' artifacts. As Goldsmith (2011) mentions, "students' artifacts provides opportunities to work for teachers to increase their use of evidence and notice potential in student thinking" (p.184). Consequently, students' artifacts were produced in class and were studied for outlining the learners' language performance during the pedagogical interventions. Students were asked to develop a gaming guide while they were playing the video games to identify the vocabulary required. In addition, screenshots of students' creations in the video games were taken to analyze students' performance during the oral presentations.

Teacher's journals. Loughran (2002) outlines teacher's journals as a reflective tool which helps the writer to address and reflect about experiences, actions and events and to learn from those episodes. Thus, a teacher's journal model (see appendix Q) proposed by Gebhard (1999, p. 91) was implemented with the aim to analyze participants' perceptions related to the video games as a learning tool and to reflect on the

development of the class to reshape language instruction in future sessions. This journal gathered information about what went well, what went wrong and the possible solutions to some issues that arose in every session.

Audio recording. Kitzinger (1995) contend that audiotape recording or transcripts are excellent for gathering data in order to support other forms of assessment. Thus, Audiotape recordings help researchers to identify meaningful and specific aspects about their own teaching and classroom assessment. As a result, this study implemented this type or method to register every time students were asked to produce orally in order to outline and describe their performance during the interventions.

| Specific Objectives | source 1 | source 2 | source 3 | Source 4 |
|--|---|---|--|--|
| To assess the effectiveness of video game-based tasks on sixth-grade students' vocabulary acquisition in an EFL setting | 3 topics Diagnostic test 3 topics Recall test | Students' artifacts during class activities | Audio recordings | Journal impressions and ideas related to the research process) |
| To establish sixth graders' perceptions about the use of video game-based tasks for vocabulary acquisition in an EFL setting | 2 Likert scale questionnaires | 2 Focus group interviews | Audio recordings | Journal impressions and ideas related to the research process) |
| To examine the effect of video game-based tasks on six graders' written and spoken vocabulary acquisition. | Students' artifacts during class activities | Audio recordings | Journal impressions and ideas related to the research process) | |

Instructional Design

Pedagogical intervention. To achieve the general and specific objectives of this study, I designed a pedagogical intervention considering task based approach described by Galvis (2011) as a language learning process oriented in the language classroom through a more authentic context. Therefore, video games such as Scribblenauts Unlimited and Sim City Village were carried out during 16 hours from August 25th to September 13th 2016. Moreover, a set of topics such as classroom objects, free time activities and places of the city were selected to assess participants' vocabulary knowledge.

Thus, for every single intervention a lesson plan (see appendices C, G and K) was planned and a gaming guide (see appendices E, I and M) was applied according to the topic. A diagnostic test (see appendices D, H and L) was applied in each session to identify participants' strengths and weaknesses. Also, a recall test (see appendices F, J and N) was implemented at the end of each intervention with the aim to analyze students' improvement.

It is pertinent to mention that at the beginning for the first session, students watched an introductory video about a story of the two main characters, Maxwell and LiLi. Afterwards, in order to achieve the three first levels, participants were asked to create the necessary objects to level up each one of the tasks by reading the instructions and writing the object required in a notepad. It is necessary to mention that the video game permits the player to create a more authentic object adding it adjectives, size, form and colors.



Figure 1. Creation of objects in Scribblenauts .

Subsequently, in session one, participants were asked to design their own classroom using the vocabulary provided during the warm up activity. For the second intervention students had to create objects and a scenario where their favorite free time activity was reflected. For the third intervention which was related to places of the city, the second video game Sin City Village was applied. Thus, following the vocabulary provided in the warm up activity, students were asked to build their own city. Images, sounds and even problems in the city permitted students to have a more authentic and realistic city.

Finally, when the items were ready, students had to do a presentation of their own creation, taking a screen shot from each one of the scenarios. Grammar such as quantities, there is and there are, time, there was and there were and prepositions of the

place were implemented during the lessons. As a result, students' presentations not only included the vocabulary but also the grammar outcomes.



Figure 2. Student's artifact .

Intervention as innovation. This pedagogical intervention is perceived as an innovation. Schön (cited in Somekh, 2007) argues that innovation involves people in human activity experimentation, boundary crossing, collaborative negotiation and strategies opportunism. Additionally, Somekh (2007) claims technology has been changing many aspects of our lives in ways which seems beyond our control regularly. Therefore, this pedagogical intervention focuses on the use of video games as a new strategy to acquire new vocabulary. This means that the implementation of video games in an EFL classroom is innovative, considering that it is a challenge for teachers who do not play video games and are digital immigrants but not native immigrants as students

are. Additionally, in our context there is not a study which refers the implementation of video games in EFL classroom making this study innovative for English teachers in Huila- Colombia. Therefore, besides the fact that students used to play video games just for entertainment but not for academic purposes, the implementation of video games in EFL class was innovative for them as well as the private school where this intervention was applied.

Instructional objectives. The general objective of the instructional design was- to design and implement tasks that incorporate video games as facilitators of vocabulary acquisition. For this to be achieved, the following specific objectives were stated: a) to design suitable lessons and materials to create an engaging learning environment; b) to incorporate video games in the English lessons to contribute with sixth grade students' vocabulary learning; (c) to reflect on students perceptions related to the implementation of video games as a strategy to learn new vocabulary.

Methodological approach underlying the pedagogical intervention. The activities and materials designed for this pedagogical intervention are divided into three lessons. Those three lessons follow the Task-based approach as each one of them provides students the opportunity to enhance their own learning experiences and interact with others using the target language as Nunan (2004) argues. This pedagogical intervention follows the three phases of task-based approach stated by Willis (1996). Those stages are pre-task, task cycle and language focus. The author describes the first stage, pre-task, as the introduction of the learners to the topic, word, phrases and tasks.

The second stage is described by the author as the change to use whatever language learners' already know in order to carry out the task, improving the language_ helping by the guidance of the teacher. Finally, the last stage learners are allowed to focus on some of the specific features of the language before used during the task cycle.

What is more, Willis (1996) claims that in Task-Based learning lessons, the teacher's role is of a facilitator who always is balancing the amount of exposure and use of the language ensuring the suitable quality of both. As a result, for this study the teacher served as a mediator who clarified and helped students to develop their tasks.

Instructional phases

This study was accomplished through the four main phases proposed by Kemmis and McTaggart (1988), cited in Burns, 2010).

Phase 1: Planning. This phase consists on the identification of the problem and the planning of the actions in order to overcome the issues presented in researcher's professional practice. For this study, a Likert scale questionnaire(see appendix 1) and a focus group interview (see appendix 2) were applied in order to diagnose the most relevant issue that sixth grade students face in EFL classroom. Therefore, the analysis of the instruments mentioned before and a teacher's reflective journal (see appendix 17) revealed that students are facing difficulties with writing and speaking because of their lack of vocabulary. Moreover, participants declared that they feel more motivated and confident using video games as a tool to learn written vocabulary and its pronunciation.

Consequently, this study is focused on the acquisition of vocabulary through the implementation of video games based tasks.

Bearing in mind that the main issue revealed was the lack of vocabulary, Scribblenauts Unlimited and Sims Village City video games were selected because, besides the fact that they are popular among students and increase their motivation, video games offer students the possibility to increase their vocabulary through puzzles, checking the spelling of the vocabulary and also permit to develop writing and speaking skills.

Finally, considering that it was necessary to take into account the contents of the English program, the themes of the lessons were planned based on the syllabus designed by English teachers and topics of students' books (English in Motion 1). Those topics were related to classroom objects, free time activities and places of the city.

Phase 2: Action. To overcome students' difficulties related to their lack of vocabulary and the necessity to develop their oral and written skills, some actions required to be implemented. This second phase consisted on the application of the pedagogical intervention (See lesson plans 1, 2 and 3 found in appendices 3, 7 and 11) and was carried out through a total of five weeks, following the model proposed by Willis (1996).

Every week, in each session students took a topic diagnostic test during the first hour, followed by a pre-task activity, both dealing with the topic at hand (See diagnostic1, 2 and 3 found in appendices 4, 8 and 12). Through the diagnostic tests

students demonstrated to know a few amount of words related to the topics of the lessons. Also, although there were some examples in order to know how to write the compositions which were asked in the tests, some students tried to follow them changing some information, but mistakes such as grammar, orthography or unclear sentences were common. Thus, participants' writing skill demonstrate a set of unclear sentences with orthographic and grammar mistakes. In other cases, isolated words were used as short sentences in order to ask and answer for certain information.

Afterwards, the pre-task stage took place. Through classroom games such as battle ship vocabulary, memory game and Pictionary, the teacher displayed students the set of vocabulary to work on during the lessons. In this stage, participants demonstrate motivation and anxiety to answer, remembering easily more vocabulary rather than taking the diagnostic test.

Then, during the task cycle stage, students were asked to play a commercial video game in the English laboratory or in their android devices following the guidance of the teacher on how to play the game. Subsequently, they were asked to solve a problem presented in a gaming guide using the video game while they were asked to take screenshots of it. During this process, students were asked to create different assortments like a classroom, objects that they could use for their favorite free time activity and their ideal city. In this stage, in order to develop the games students needed to know a list of words in English and create their assortments. As a result, the participants shared ideas and helped among them to look up the words they needed in English using online dictionaries.

In the third hour, students were asked to create a presentation using the screenshots they took on the previous exercise. Students followed what they wrote in their worksheets and what they created in their screenshots. Although the students recognized more vocabulary, other problems were faced through the presentations, such as mispronunciation, grammar mistakes and anxiety. Most of the students, still felt worried and scared to speak to the rest of the class.

In the final stage, students were asked to take a small one topic recall test (see -recall tests 1, 2 and 3 found in appendices 6, 10 and 14) which was similar to the initial one during the fourth hour. Those recall tests contained the same set of vocabulary that appeared in the diagnostic test in order to identify the variation of participants' vocabulary. Also, there were some writing exercises in order to analyze participants writing process. Refer to Table 3 for a more detailed description of the pedagogical interventions.

Finally, a second Likert scale questionnaire (see appendix O) was implemented to analyze how participants' vocabulary was affected by the use of video games. Also, a second focus group interview (see appendix P) was applied in order to know students' perceptions related to the use of video games to learn new vocabulary. In this phase, 68% of the participants declared to be agreeing with the increase of vocabulary through the implementation of the video games. Also, 84% of the students considered that video games in English class helped them to obtain and use new vocabulary.

Table 3

| Task # | Purposes | Materials and video game | Timing | Description |
|---|---|---|---------|--|
| 1st Intervention's Lesson Plan My School Bag | <p>1. Students will be able to identify and describe basic vocabulary related to classroom object.</p> <p>2. Students will be able to express quantities about objects in the classroom.</p> <p>3. Students will be able to create and play a short dialogue about the classroom objects.</p> | <p>Students' gaming guides, computer's lab and Scribblenauts Unlimited software.</p> <p>Diagnostic and recall tests.</p> | 4 hours | <p>- Diagnostic test 1 Appendix D</p> <p>- Students' gaming guide 1 Appendix E</p> <p>- Recall test 1 Appendix F</p> |
| 2nd Intervention's Lesson Plan My Favorite Free Time Activity | <p>1. After completing the lesson, the student will be able to say short sentences about their free time activities.</p> <p>2. By completing the activities, the student will be able to use numbers to express the time.</p> | <p>Students' gaming guides, computer's lab and Scribblenauts Unlimited software.</p> <p>Diagnostic and recall tests.</p> | 4 hours | <p>- Diagnostic test 2 Appendix H</p> <p>- Students' gaming guide 2 Appendix I</p> <p>- Recall test 2 Appendix J</p> |
| 3rd Intervention's Lesson Plan My Ideal City | <p>1. After completing the lesson, the student will be able to describe the main city places items.</p> <p>2. By completing the activities, the student will be able to talk about the different parts of the city.</p> | <p>Students' gaming guides, computer's lab and Village City: Island Sim software.</p> <p>Diagnostic and recall tests.</p> | 4 hours | <p>- Diagnostic test 3 Appendix L</p> <p>- Students' gaming guide 3 Appendix M</p> <p>- Recall test 3 Appendix N</p> |

Phase 3: Observation. The third phase comes where a systematic reflection is done on the actions previously taken. In order to observe and reflect on the actions which

took place during the lessons, a teacher journal was used by the teacher after each session. Students' attitudes and strategies, also activities planned for each session and materials implemented, were observed through the development of the lessons, to evaluate and reflect on the outcomes revealed.

Thus, the observation stage reflects an important role in action research because it provides the opportunities to evaluate and reflect on the actions which were carried out in the process to make changes and solve the problems faced in the process.

Phase 4: Reflection. The data collected during the interventions was analyzed and reflected upon. Consequently, in this phase there were some decisions taken according to the outcomes found during the implementations. During the interventions, a teacher journal was written after each class in order to analyze the development of the classes and identify unexpected situations which could happen. Also, audio recordings were implemented in classes, especially during the oral presentations of the participants to providing extra information and analyzing the effect of the materials, video games and activities in the lessons. After each lesson, a reflection of the information gathered from the before mentioned instruments was processed, in order to overcome the difficulties that were presented.

At the beginning a total of ten students were selected based on their low proficiency. Moreover, the interventions were planned to be carried out after the classes. As a result, one of those students did not participate in the interventions making the group only of nine students instead of ten.

On the other hand, the first video game was time consuming especially because of the tasks students had to complete to achieve the video game's story goal. Additionally, students needed more time to learn how to play. Also, in Scribblenauts some objects written by students did not appear in the game. Or in other case list different objects was provided by the game but the necessary word was not in the list making the task difficult to achieve. Besides, the images from the diagnostic test, video games and recall test were different. Consequently, the results would have been more positive if the images were the same in the three instruments. Also, the quality of the pictures in the test was not good at all.

Based on the reflection of the lessons and instruments implemented, a new cycle started. Taking into account the issues presented in each lesson, the one overcame those issues improving the process in each of the lessons.

Chapter IV

Data Analysis and Findings

Data Analysis

It is expected that by reading this section, the reader will get better informed on the procedures used to analyse the data. Therefore, this section provides a description and analysis related to the categories and subcategories that emerged from the data collected concerning the use of video game-based tasks in the EFL classroom.

Authors such as Wamboldt and Kondracki et al cited in Graneheim and Lundman (2004), describe content analysis as the examination of what the text talks about with regards to content, involving the interpretation of the underlying meaning of the text which refers to as the latent content. Hence, qualitative content analysis was taking into account to analyze all the data collected through the lessons considering that one of the characteristics of this method, as Graneheim and Lundman (2004) argue, focuses on the subject and context, and highlights differences and similarities presented in codes and categories.

In this study triangulation is carried out with the aim of answering the research question. Triangulation is described by Yeasmin and Rahman (2012) as the process of verification related to the combination of two or more theories, data resources methods or investigators in order to focus the study in one single construct. Thus, a set of resources and data collected are compared and contrasted in order to code the information and construct the categories and subcategories obtained during the analysis.

So as to code the data gathered, open coding and axial coding are taking into account. Strauss and Corbin (1998) define open coding as the analysis of the data's properties and dimensions to produce earliest categories. What is more, axial coding, according to the authors, refers to the connection between concepts and categories taking into account dimensions and properties so that subcategories emerge. In this case, the qualitative analysis software Atlas.ti was used to analyze unstructured data taken from the audio recordings, students' artifacts, teacher's journals, Likert scale questionnaires and transcripts of the focal group interviews with the aim of coding and analyzing so that categories and subcategories emerged which answered the research question.

Categories and subcategories. A set of categories and subcategories emerged from the analysis of the data collected from the instruments implemented during the interventions as it is revealed in the following table.

Table 4

| Research Question | Categories | Subcategories |
|--|-------------------------------------|--|
| How does the development and implementation of video game-based tasks affect sixth-grade students' vocabulary acquisition in an EFL setting? | Effectiveness of Video Games | Scriblenauts vs Sim City Village |
| | | Students' perceptions on use of video games |
| | | Video games vs traditional games |
| | Vocabulary Acquisition | Vocabulary acquisition in speaking |
| | | Vocabulary acquisition in writing |
| | | Vocabulary strategies |

Effectiveness of video games. Anderson, Reynolds, Yeh, and Huang, (2008) state that the simulated worlds from video games used in the traditional classroom improves dramatically the learning process. Also, the author argues that video games, as a resource, can support language learning. Thus, for this study *Scribblenauts Unlimited* and *Sim City Village* games were selected to analyze the impact of video game-based tasks on sixth-grade students' vocabulary acquisition in an EFL setting.

Scribblenauts vs Sim City Village. Campos, de Oliveira and Brawerman-Albini (2013) argue that *Scribblenauts Unlimited* implies a natural input which impulses the players to find and work with different and new words displayed on the screen. Furthermore, Miller and Hegelheimer (2006) describe simulation games, like *Sim City Village*, as supplementary material which help students in their vocabulary acquisition and improve reading and grammar development.

Thus, the participants indicated that the simulation game *Sim City Village* seems to be easier and funnier for them because of the facility to find the words which they need. Contrary, 90% of the students agreed that the first video game which was “*Scribblenauts*” was more complicated because it forced them to look up the words they need in English. Although they sometimes wrote that, it did not appear in the game.

Did you enjoy the video games which were used during the lessons?... (Teacher)

Yes, I liked them and not. The first game (Scribblenauts) was complicated, I had to look up the words, and sometime the video game did not work very well. So it was

complicated to find the images of the words. But in the second video game (Sim City Village), the video game of the city, was funnier and easier ... (Student 1)

I like the second one because you find words in the game and the buildings, but the other you have to look up the words and sometimes they appeared in the game but sometime they did not appear... (Student 6)

However, Scribblenauts permitted the development of the reading skills through the instructions which allowed them to solve the puzzles in each level. Moreover, this video game provided students with more vocabulary that they needed apart from the list of words provided by the teacher, as it is demonstrated in the following extract taken from the teacher's journal.

| | | |
|------|---|--|
| 4:30 | Students are asked to recreate their favorite free time activity. the farmer asks them to create LARGE WINGS. | Ss add more vocabulary different from the pictures showed before Race track Light house Knee pads |
|------|---|--|

Note: taken from the teacher's journal 2

Sim City Village game does not ask to write the words that students needed to complete the task. The vocabulary required was already implied in the game which permitted students to learn and remember the vocabulary worked easily. An example of this situation is revealed in the following extract taken from the teacher's journal.

| | | |
|------|--|---|
| 3:30 | Teacher explains how to play the video game (sim city village) | Ss remember some of the words related to the vocabulary |
|------|--|---|

Ss are asked to design their own city.

Vocabulary of the city is already implied in the game. Ss do not have to write the words.

Note: taken from the teacher's journal 3

To conclude, even though students conclude that Scribblenauts games seems to be more complicated because it pushed them to look up different words and read the instructions to complete the levels, the participants preferred Sim City Village because it was easier for them to find the words needed. Thus, both video games contributed to the development of different skills and to enrich their vocabulary.

Students' perceptions on use of video games. This second category deals with the Participants' perceptions related to the impact of video game-based tasks in an EFL classroom. As a result, students argued that video games used in the English class motivated them to improve their vocabulary and to review those words which are common for them but they do not know their spelling or pronunciation developing their oral skill.

Bearing in mind Turgut and Irgin's (2009), the implementation of online games promotes language learning, particularly vocabulary skill in young learners. Consequently, participants argue that video games provide them with opportunities to learn more common words and new words to describe and improve their oral skill. An example can be found in the following extract from the focus group interview applied in Spanish to the students.

¿What did you like from the English class? And why?... (Teacher)

The video games, because I can express in English, orally... (Student 4)

Yes, this helps the speaking... (Student 6)

I liked the English class because, as everybody said before, it helps us to learn speak in English, to know the words... new words... I mean, to know how to say in English the words that we normally use in Spanish (Student 7)

The above mentioned sample shows that students 4 and 6 concluded that video games help them to express their ideas developing their oral skills. What is more, student number 7 argued that video games helped her to learn more vocabulary that is common for her in Spanish.

In contrast, students answers taken from the second Likert scale (see appendix 15) revealed an outstanding assumption; “I consider that smartphones, Tablet or computers are useful tools to learn English”. This is interesting due to statistics since 50% percent agreed and the other 50% totally agreed, which means that 100% of the students believe electronic devices is an advantage to learn English. Vahdat and Behbahani (2013) suggest students could take advantage of a variety of media to learn a foreign language by themselves. In addition, there is a sample taken from the focus group interview, which indicates that student used those types of devices for autonomous learning in English.

Actually, one day that I was playing in my Tablet, I downloaded a game like... please do not tease of me... was a game about Top Models, and this game was in English... I could use it in Spanish but I decided to play in English. The game showed what I had to do and I tried to understand what they said... (Student 7)

I like “a pensar”... (Student 5)

I have it. Yes it is so nice because you can download it in your cellphones, so the game gives you some images and you have to guess some words. ... (Student 3)

This excerpt indicates that commercial video games could be used as a learning tool which promotes students' autonomous learning and motivates learners to acquire new vocabulary in a more interactive way.

Moreover, Smith, Drobisz, Park, Kim and Smith (2013) claim that computer games motivate students to learn and practice new vocabulary through an innovative way. Consequently, 68% of the participants agreed with the following item taken from the second Likert scale (see appendix 15). "Video games have helped me to improve my vocabulary and I use more frequently the words learned". In contrast, 16% of the students are not sure and 17% of them totally agreed. That means that 85% of students argue that video games have contributed to their vocabulary learning process.

What is more, one of the students declared during one of the lesson that he had liked the video game when a partner asked him why he continued playing if he had already finished the task. Additionally, students claimed to have enjoyed the lessons because of the video games. Also, participants argue that it was easier to learn more words and practice their pronunciation through video games.

Why are you still playing? ... (Student 4)

I have already finished, but I liked the game... (Student 9)

As a result, three positives aspects that participants mentioned during the focus group interview emerged during the intervention. Students mention that the video games help them to know more new vocabulary. Thus, participants mention that it is necessary

to look up the unknown words in order to know what the game is asking them to do. Moreover, students mention to be agreeing with the use of electronic devices in class because it is a good strategy to learn, as the following example taken from the focus group interview applied in Spanish.

Mention three positive aspects about videogames in the English class. ... (Teacher)

When you use the computer and video games it is better because you can look up the words and know what the sentences said... (Student 6)

Video games help us with the vocabulary... (Student 4)

Electronic devices are good to learn... (Student 6)

Help us with the speaking ... (Student 7)

On the other hand, negative aspects revealed by the students mention that the video games were time consuming during the lessons. Even though there was an estimated time to complete the tasks, students spent more time creating and completing the tasks. One of the reasons was the necessity to scan new words which in some cases did not appear in the games, as the excerpt taken from the transcript of the second focal group interview applied in Spanish to the students.

The first video game was difficult because the words were well written but they did not appear in the game. There was more vocabulary which I did not know the meaning, but I tried to write the word correctly but nothing appeared .

However, participants conclude that video games have a positive impact especially on vocabulary learning process. Video games motivate learners to improve their vocabulary acquisition through an interactive and enjoyable way. Moreover

speaking development seems to be more supported by the implementation of video games in EFL settings.

Video games vs traditional games. Halliwell (1992), cited by Shokri and Abdolmanafi-Rokni (2014), argues that video games permit learners to interact and talk, also develop their capacity for indirect learning and the use of creative language resources and for having fun. Therefore, Shute, Rieber, and Van Eck (2011) claim that common games for education could support learning processes, provide an effective communication, help learners think critically, and permits to deliver timely and targeted feedback.

Consequently, despite the fact that the use of video games to learn new vocabulary is the main focus for this study, traditional games, such as memory and guessing games and also a Pictionary game were also implemented as strategy to teach. As a result, 80% of the students declared to enjoy both types of games as it are revealed in the following extract taken from the transcript of the second focal group interview

Which type of game do you enjoy more? Video games, traditional games or both? ... (Teacher)

Both. Traditional games are fun because if we are wrong you can correct us. And video games help us to understand the words seeing the images and their words, for example if I see a house or an stadium I can see the word in English... (Student 6)

Well, I think that both , but I prefer the traditional games... we have already played them and they are easier. However, video games have a lot of announcement

about what we have to do in English, but we do not understand. So, I think that traditional games are better because we already known them ... (Student 7)

To conclude, although the students mention that traditional games are better, more enjoyable and easier than video games, students enjoyed both type of games and declare that , the implementation of traditional games such as guessing and memory games and also Pictionary; and commercial video games for English class provided them opportunities to improve their vocabulary acquisition.

Vocabulary acquisition. Participants' vocabulary acquisition was measured taking into account writing and speaking. Three different lessons were applied in which a set of writing and speaking tasks were implemented. Topics from each lesson were related to classroom objects, free time activities and places of the city. Moreover, during the interventions, a set of learning strategies were developing by the students. As a result three subcategories were revealed.

Vocabulary acquisition in speaking .Oral presentations related to classroom objects, free time activities and places of the city, were implemented during the lessons in order to measure vocabulary in speaking. Nation (2001) cited in Schmitt, N. (2008) and Milton (2009) establish that the main aspects involved in the knowledge of spoken vocabulary entails the phonological aspect, which means, how a word sounds and how it is pronounced. What is more, to measure vocabulary aspects such as depth, breadth and fluency are taken into account. Milton (2009) defines depth vocabulary knowledge as the

association and interaction of the words, whereas, breadth is described, by the author, as an amount of words known. Finally, according to the author fluency refers to the simplicity of recognition and use of a word.

For this study, breadth and fluency aspects were taken into account to measure participants' vocabulary acquisition in speaking. In order to calculate students' lexical variety, CLAN (Computerized Language Analysis) program was applied. It was designed by Leonid Spektor at Carnegie Mellon University and labeled by MacWhinney (2000) as a program to analyze data transcribed in a CHAT format.

Through the CLAN program, participants' oral presentations were analyzed taking into account TTR (Type Token Ratio) method proposed by Johnson cited in Milton (2009) to measure learners' productive vocabulary knowledge. Transcripts of each one of the presentations were added to the program which provided a code for the participants, such as SP01 or SP02. Figure 3 demonstrates students' transcripts and codes.

```

Clan - [session2]
File Edit View Tiers Mode Window Help
@Begin
@Languages: eng
@Participants: SP09 Student, SP08 Student, SP07 Student, SP06 Student, SP05
Student, SP04 Student, SP03 Student, SP02 Student, SP01 Student
@ID: eng|change_corpus_later|SP09||male|||Student|||
@ID: eng|change_corpus_later|SP08||female|||Student|||
@ID: eng|change_corpus_later|SP07||female|||Student|||
@ID: eng|change_corpus_later|SP06||female|||Student|||
@ID: eng|change_corpus_later|SP05||female|||Student|||
@ID: eng|change_corpus_later|SP04||male|||Student|||
@ID: eng|change_corpus_later|SP03||female|||Student|||
@ID: eng|change_corpus_later|SP02||female|||Student|||
@ID: eng|change_corpus_later|SP01||female|||Student|||
*SP01:+d4I listen to music at half past four. I chat at half past five.
Watch TV at six o'clock. My scene there is a sun, a cloud, a
motorbike, a table, a TV, a phone, a phone, a computer and consoler.
Characters, a child.
*SP02:+d4Good afternoon, my name is Alejandra. +t*eee I listen to music at
three thirty, +t*eee, I play video games at
four fifty, +t*eee I chat at two forty +t*eee, I do
homework two thirty, +t*eee, I watch TV at four thirty.
*SP03:+d4Mmm, at two o'clock, listen to music, +t*enmm system watch on
TV, four thirty, watch movie in play soccer. TV, DVD,
movie, computer, soccer, music, tablet, +t*eee,
characters.
*SP04:+d4Motorbike, an boat, TV, fog, race track. Characters, lion, angel,
dog, chicken.
*SP05:+d4My name is Camila. Free time activity, ride bike, ride the bike.
13dec16[E|CHAT] 1
Ready

```

Figure 3. Coding Students' transcripts.

Students' transcripts were coded in the CLAN program, which took into account, the target language, participants' sex and role. After adding the information, the analysis showed the amount of words (tokens) used by each one of the students, the variety of different words (types) and the ratio, which according to Richards (1987) demonstrated the increment of the number of tokens. This means that the more number of items tried the more variety of different words they get. Moreover, participants used fillers which are ignored by the program. The following figure demonstrates the results.

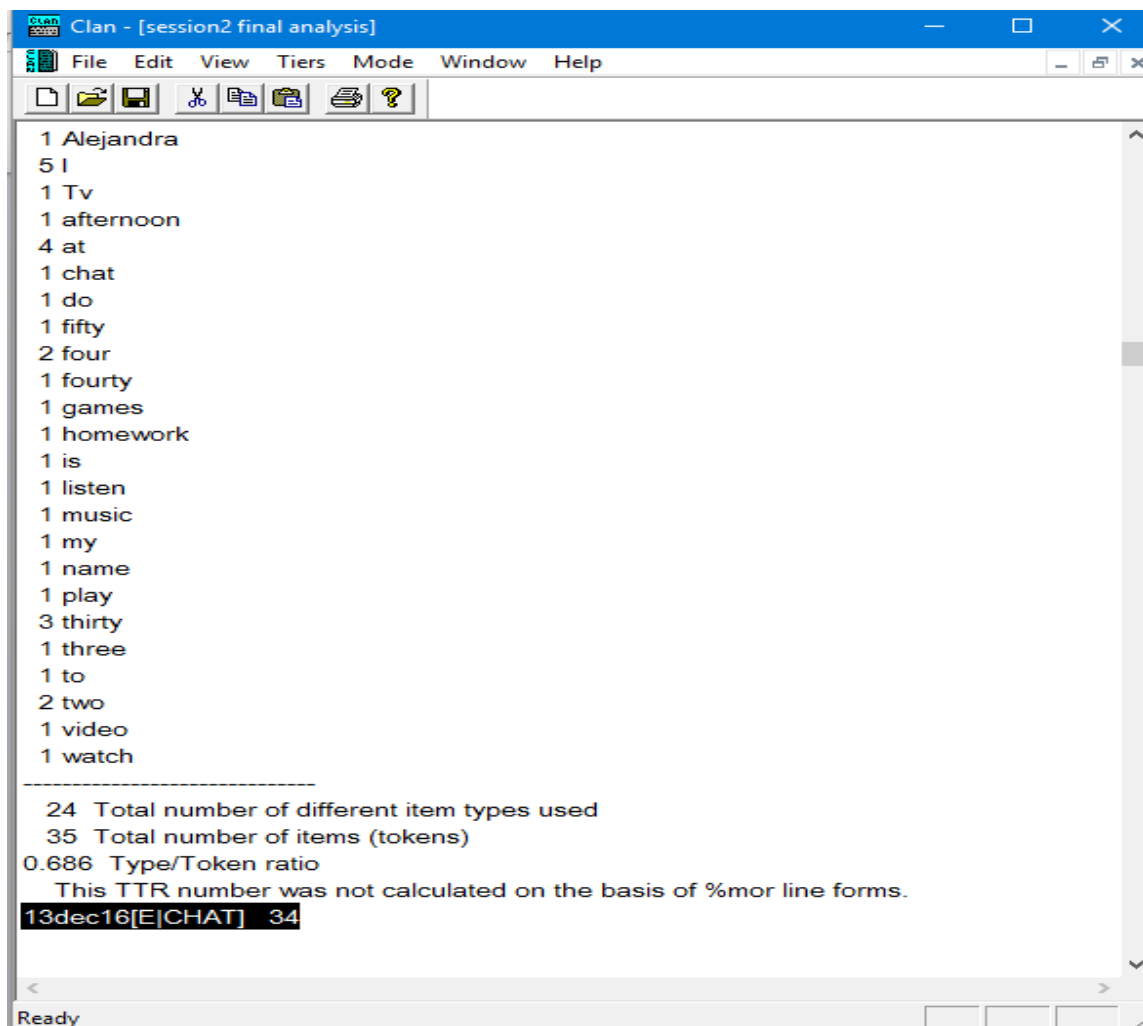


Figure 4. Students' TTR results.

Total amount of words (Tokens) from SP02 (Student 2), were 35, consequently, 24 from those were different words (Types) used by the student. Then, the amount of Types, in this case (24), is divided by the amount of Tokens (35) and the result from Type-token ratio is 0.686. Miller and Fletcher cited in Richard (1987) state that, the average number to use as a base-line is 0.5 and 1 would be the ideal TTR. That indicates a positive variation of different words used by the participant SP02. As a consequence, the following table indicates the participants' results.

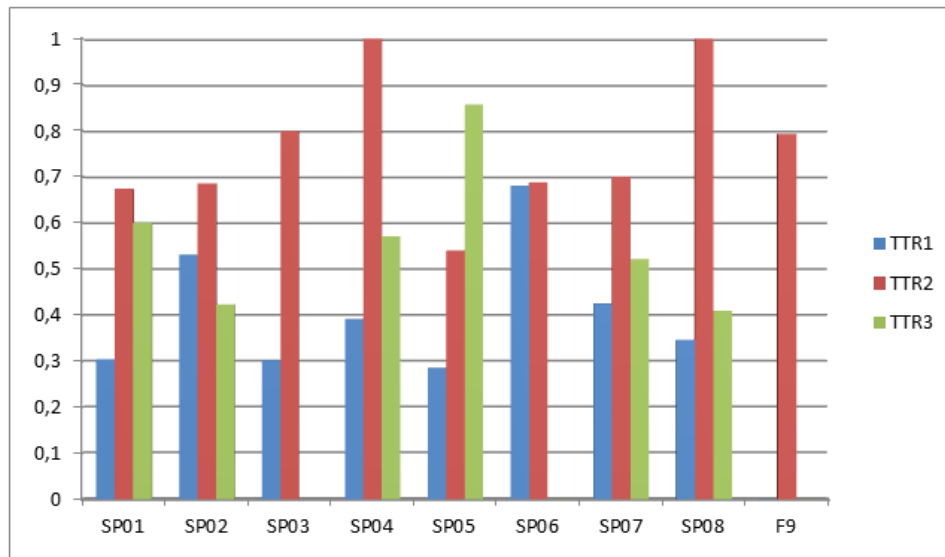
Table 5

| Students | Lesson 1 | | | Lesson 2 | | | Lesson 3 | | |
|----------|----------|-------|-------|----------|-------|-------|----------|-------|-------|
| | Type | Token | TTR | Type | Token | TTR | Type | Token | TTR |
| SP01 | 17 | 56 | 0.304 | 29 | 43 | 0.674 | 21 | 35 | 0.600 |
| SP02 | 25 | 47 | 0.531 | 24 | 35 | 0.686 | 11 | 26 | 0.423 |
| SP03 | 13 | 43 | 0.302 | 20 | 25 | 0.800 | | | |
| SP04 | 18 | 46 | 0.391 | 11 | 11 | 1.000 | 12 | 21 | 0.571 |
| SP05 | 20 | 70 | 0.285 | 27 | 50 | 0.540 | | | |
| SP06 | 15 | 22 | 0.681 | 11 | 15 | 0.688 | 12 | 14 | 0.857 |
| SP07 | 17 | 40 | 0.425 | 21 | 30 | 0.700 | 12 | 23 | 0.522 |
| SP08 | 9 | 26 | 0.346 | 11 | 11 | 1.000 | 9 | 22 | 0.409 |
| SP09 | | | | 23 | 29 | 0.793 | | | |

Results obtained from the three lessons, reveal that six from nine students in the first lesson seems to be below the base-line. Contrary, results obtained from Lesson 2 demonstrated the total numbers of participants are placed over 0.5. What is more, two of nine students indicated to be the ideal TTR. That means that those learners did not repeat any word during the presentation. Finally, despite the fact that three of the nine students did not participate during the last lesson, four students maintained their TTR over 0.5,

contrary happened with the other two students which in this lesson were located below.

An example of this analysis is represented in graph 1.



Graph1. TTR results in speaking.

For the second lesson, it was easier for students to recall the vocabulary worked which was related to free time activities. Three of the participants indicate “do the homework” as a free time activity; thus, those participants decided to recycle vocabulary worked during the first lesson about classroom objects which are the items necessary for this activity. Nation cited in López(2009), states that one meeting with a word is not enough to know it. The author argues that repetition is crucial in vocabulary learning in order to know well the words which can be fluently accessed. In this case, students used words such as pencil or computer worked last session, as the following extract taken from the transcripts of the audio recordings reveals.

Mmm, at two o'clock, listen to music, emmm, watch on TV, four thirty, watch movie in play soccer. TV, DVD, movie, computer, soccer, music, tablet, eee characters. Girl, man, boys y girls. (Student 3)

What is more, TTR of students 4 and 8 are the highest scores in lexical items, which means that their TTR was less repetitive. However, their presentations were a set of isolated words.

Motorbike, an boat, TV, dog , racer track... Characters, lion, angel dog, chicken. (Student 4)

Contrary happened with student 1 who tried to mention at least short sentences, as it is indicated in the following extract taken from the transcripts of the audio recordings..

I listen to music at half past four. I chat at half past five. Y watch TV at six o'clock. My scene there is a sun, a cloud, a motorbike, a table, a TV, a phone ... a phone, a computer and consoler... Characters, a child (Student 1).

As a result, even though the results obtained from the database of CLAN program, does not guarantee that the students which obtained the higher utterances demonstrate a high level of fluency. Daller et al. (2007), argue that simplicity and speed are aspects which are necessary to take into account in order to measure breadth or depth vocabulary knowledge. Aspects such as hesitation, fillers or isolated words as an answer were common during students' presentations. Keeping in mind Daller et.al's (2007) arguments language knowledge without hesitation seems to be a good communication. However, the authors state that a difficult communication is the result of frequent pauses and hesitations, like fillers, used by the speaker to memorize words or expressions to use.

The following extracts taken from the audio recording transcripts, show participants' oral presentation related to Classroom objects and free time activities.

There is a pen,

There is a pencil

There are... there are... there are seven eraser (pronounces eraser as it is written)

There is a scissors

There are a color pencil

There is a notebook, there are a whiteboard

There is a marker, there is a pencil, there is a book ... sharpener

There is a student, there is a teacher, there are a boys, there are a girl...

(Student 1)

Student number 1 demonstrated to obtain the highest level of fluency from the participants. Through a list of short sentences, no fillers were presented during the participant's presentation. Just in a moment, the participant used hesitation as a strategy to organize her ideas.

Good afternoon, my name is Maria Alejandra ...eee.. present a classroom... eee... there is a pen... mmm ... there are five chairs (she pronounces chair as it is written) ... eee. There is a blackboard, there is a whiteboard eee... there are five desk, eee there are three book, there is notebook, there is one pa... eee... there is two posters eee... there... there are two posters, there is red pencil, there is eraser y there are six scissors. Thank you (Student 2)

Regardless of the fact that student 2 tried to maintain a fluent speech, some fillers such as eee or mmm were used as a strategy to memorize words or expressions needed. Also, through hesitation, the student realized and corrected some mistakes.

Motorbike, an boat, TV, dog , racer track ... Characters, lion, angel dog, chicken.
(Student 4)

On the other hand, the lowest fluent participant obtained one of the highest scores in TTR. Student's answers were a set of isolated words without repetitions. However, the participant's fluency was the poorest of the group.

As a conclusion, learners' vocabulary acquisition revealed a positive impact, through the use of video games, especially in lesson 2, when students use recycled vocabulary for their presentations. Images from the video games helped learners to recall new words in an easier and more interactive way providing mental and meaningful learning. From Canning-Wilson's (2001) perspective, students can acquire a better comprehension through the relationship of words and images and pictures. In addition, learners' abilities varied depending on the learning strategies. Some participants demonstrate to memorize a good quantity of words but also demonstrated a low fluency.

Contrary happened on those participants who revealed a high level of fluency during their presentations maintaining an average quantity of new vocabulary. Therefore, aspects such as fillers, translations, isolated words as answers and unclear pronunciation were common among students' presentations. An example of this situation is revealed in the following excerpt taken from the teacher's journal.

| | | |
|------|--|---|
| 4:50 | Speaking activity: Ss present their scenes | <p>S7: good pronunciation except girl. (fillers)</p> <p>S2: translate some cases... (fillers)</p> <p>S5: name,, racer... unclear words... characters...girl</p> <p>S9: pencil, soccer</p> <p>S1: uses the other way to mention the hour: half past four table characters child</p> <p>S4: isolated words</p> <p>S8: Isolated words</p> <p>S10: is nervous... doesn't want to participate</p> <p>S2: tries to help her</p> <p>S6: no s in plural music, race track</p> <p>S10: unclear pronunciation isolates words.</p> |
|------|--|---|

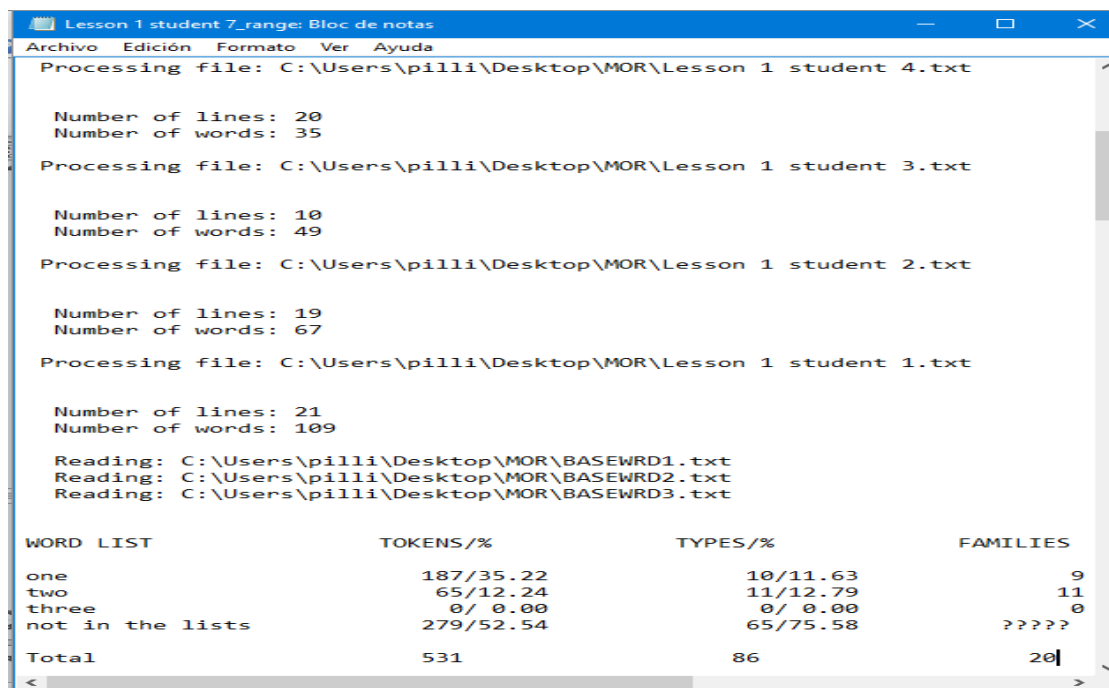
Note: taken from the teacher's journal 3

Thus, the most common issues of pronunciation were implemented by the students in order to correct themselves, to recall and or reorganize their ideas. In other cases, isolated words were implemented by students as a short answer.

Vocabulary acquisition in writing. Three recall tests were applied in order to measure not only vocabulary knowledge but also vocabulary in writing. Students were asked to produce two comics in lesson 1 and 2. In lesson 1, participants were required to describe a picture related to a classroom and its objects. In lesson 3 a description of a city was applied for the recall test. Consequently, in order to measure vocabulary in writing,

RANGE32 program was taking into account. This program not only measures Token, Type and Ratio (TTR) but also averages frequent and infrequent words used by the participants. Meara and Bell (2001) call this type of measuring, intrinsic measures of lexical variety; which means a measurement of words that appear in a text.

Through RANGE32 program, participants' writing tasks were analyzed taking into account LFP (Lexical Frequency Profile) proposed by Meara and Bell (2001) to measure range and frequency of words in learners' vocabulary knowledge in writing. Texts, written by students during each lesson, were added to the program which provided a code for the participants, such as F1 or F2. The program provides three lists of words, list 1 and 2 are based on Nation's list and list 3 is based on the University Word List. The following example demonstrates the results obtained from lesson 1 related to classroom objects.



```

Lesson 1 student 7_range: Bloc de notas
Archivo Edición Formato Ver Ayuda
Processing file: C:\Users\pilli\Desktop\MOR\Lesson 1 student 4.txt

Number of lines: 20
Number of words: 35

Processing file: C:\Users\pilli\Desktop\MOR\Lesson 1 student 3.txt

Number of lines: 10
Number of words: 49

Processing file: C:\Users\pilli\Desktop\MOR\Lesson 1 student 2.txt

Number of lines: 19
Number of words: 67

Processing file: C:\Users\pilli\Desktop\MOR\Lesson 1 student 1.txt

Number of lines: 21
Number of words: 109

Reading: C:\Users\pilli\Desktop\MOR\BASEWRD1.txt
Reading: C:\Users\pilli\Desktop\MOR\BASEWRD2.txt
Reading: C:\Users\pilli\Desktop\MOR\BASEWRD3.txt

WORD LIST          TOKENS/%          TYPES/%          FAMILIES
one                187/35.22         10/11.63         9
two                65/12.24          11/12.79         11
three              0/ 0.00           0/ 0.00          0
not in the lists  279/52.54         65/75.58         ??????
Total              531               86               20

```

Figure 5. Lines, Tokens, Types and Families range.

The figure above reveals the number of words used by each one of the participants. Moreover, a general average of words (Tokens), different words (Types) and family words (Families) are generated from participants' artifacts. As a general result, about 531 words were used by the participants, thus, 86 of those words are unique words which are part of 20 families.

| LIST OF FAMILY GROUPS | | | | | | | | | | | |
|-----------------------|-------|--------|--------|----|----|----|----|----|----|----|----|
| BASE ONE FAMILIES | | | | | | | | | | | |
| | RANGE | TYFREQ | FAFREQ | F1 | F2 | F3 | F4 | F5 | F6 | F7 | F8 |
| A | 8 | 67 | 72 | 15 | 2 | 9 | 11 | 2 | 10 | 8 | 15 |
| AND | 4 | 4 | 4 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 |
| HE | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| NOT | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| OH | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| THE | 4 | 26 | 26 | 11 | 0 | 0 | 3 | 1 | 0 | 0 | 11 |
| THERE | 7 | 72 | 72 | 16 | 10 | 8 | 9 | 0 | 2 | 11 | 16 |
| TO | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| YES | 2 | 6 | 6 | 0 | 0 | 0 | 0 | 5 | 1 | 0 | 0 |
| BASE TWO FAMILIES | | | | | | | | | | | |
| | RANGE | TYFREQ | FAFREQ | F1 | F2 | F3 | F4 | F5 | F6 | F7 | F8 |
| BAG | 6 | 10 | 10 | 2 | 0 | 0 | 1 | 1 | 1 | 3 | 2 |
| BAY | 1 | 3 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
| CHAIR | 8 | 9 | 9 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| CLOCK | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| DESK | 7 | 7 | 7 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| FOND | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| HIDE | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| HULLO | 5 | 0 | 17 | 5 | 0 | 3 | 2 | 2 | 0 | 0 | 5 |
| PEN | 3 | 3 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| PENCIL | 4 | 11 | 11 | 0 | 1 | 0 | 0 | 2 | 3 | 5 | 0 |
| THANK | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |

Figure 6. Types and Families range.

According to the database from the three word list, a range and frequency of words are displayed. From F1 to F8 are the results of each one of the participants'

compositions. From the first base list, 8 participants used the word “a” which obtains the highest score of the list. However, seven participants used “there” more regularly than “a” which indicates that “there” was the most frequent word among participants.

Therefore, range from list base 2 makes evident that “chair” was used by 8 students which indicated it has the range of this group, and then this word was used once by each one of the participants. Consequently, “hello” demonstrates a higher percentage on families’ frequency. However, with a frequency of 15 words in type category and 15 in families category “pencil” indicates an equal frequency among participants’ writings.

| TYPE | RANGE | FREQ | F1 | F2 | F3 | F4 | F5 | F6 | F7 | F8 |
|------------|-------|------|----|----|----|----|----|----|----|----|
| ANDRES | 1 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| ARE | 7 | 31 | 6 | 6 | 4 | 5 | 0 | 1 | 3 | 6 |
| BIBLIOTECA | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| BLACKBOARD | 6 | 7 | 1 | 0 | 1 | 1 | 0 | 2 | 1 | 1 |
| BOOK | 6 | 8 | 2 | 1 | 0 | 1 | 1 | 0 | 1 | 2 |
| BOOKS | 1 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| BOY | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| BUY | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| CASE | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 |
| CLASSROOM | 4 | 26 | 12 | 0 | 0 | 1 | 0 | 1 | 0 | 12 |
| COLOR | 4 | 4 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 |
| COLORS | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 |
| CUALLET | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| DAVID | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| DINOTAURO | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| EEE | 1 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| EL | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| EN | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| ERASER | 3 | 3 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| FERNANDA | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| FIVE | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| FOLDER | 4 | 5 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 1 |
| FRIENDS | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| GIRL | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| GO | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| HAS | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| HOW | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| I | 2 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 |
| IN | 4 | 26 | 12 | 0 | 0 | 1 | 0 | 1 | 0 | 12 |
| IS | 7 | 45 | 10 | 4 | 6 | 6 | 0 | 1 | 8 | 10 |
| JUAN | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| LA | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| LOOK | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |

Figure 7. Infrequent words

Figure 5 reveals a list of words which are not located in any list of words. This means that this range of words make part of the infrequent types. Consequently, words

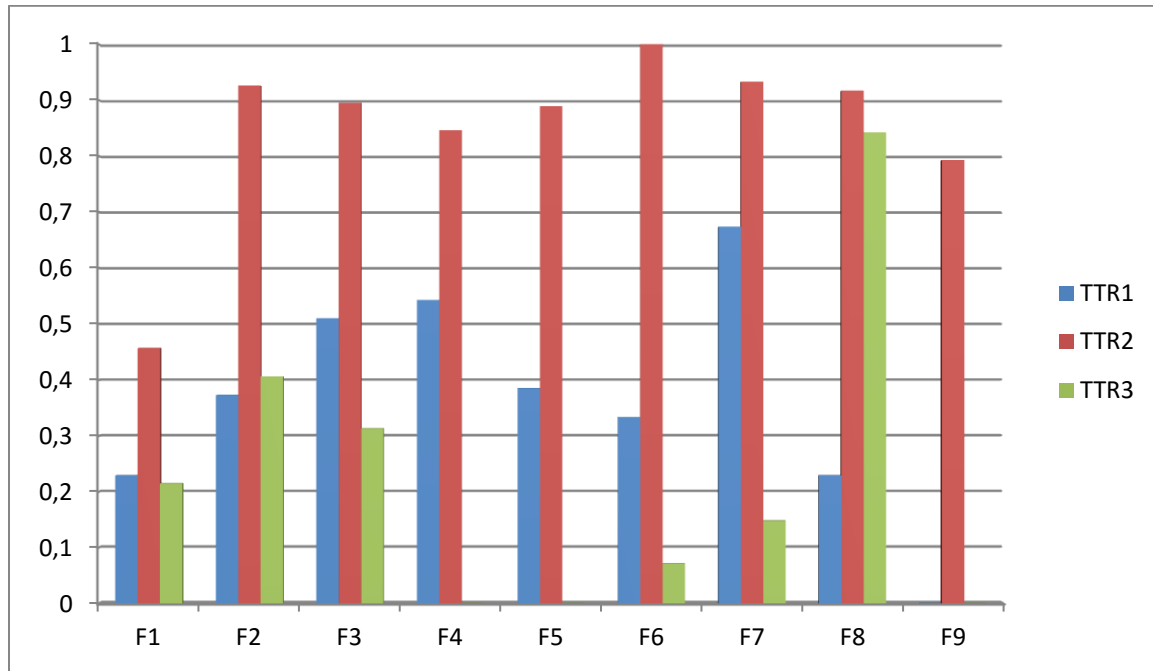
such as “books”, “buy”, “but”, “case” “colors”, “five”, “friends”, “girl”, “has”, “look”, “name”, “she” or “some” are the less frequent words used by the participants.

Besides, the following table indicates learners’ results related to TTR in three lessons.

Table 6

| Participants | Lesson 1 | | | Lesson 2 | | | Lesson 3 | | |
|--------------|----------|--------|-------|----------|--------|-------|----------|--------|-------|
| | Types | Tokens | TTR | Type | Tokens | TTR | Type | Tokens | TTR |
| F1 | 25 | 109 | 0,229 | 21 | 46 | 0,457 | 14 | 65 | 0,215 |
| F2 | 25 | 67 | 0,373 | 25 | 27 | 0,926 | 13 | 32 | 0,406 |
| F3 | 25 | 49 | 0,510 | 17 | 19 | 0,895 | | | |
| F4 | 19 | 35 | 0,543 | 11 | 13 | 0,846 | 10 | 32 | 0,313 |
| F5 | 25 | 65 | 0,385 | 16 | 18 | 0,889 | | | |
| F6 | 17 | 51 | 0,333 | 8 | 8 | 1,000 | 9 | 126 | 0,071 |
| F7 | 31 | 46 | 0,674 | 14 | 15 | 0,933 | 8 | 54 | 0,148 |
| F8 | 25 | 109 | 0,229 | 11 | 12 | 0,917 | 16 | 19 | 0,842 |
| F9 | 0 | 0 | 0 | 23 | 29 | 0,793 | | | |

Outcomes obtained from each lesson, point out that 5 out of 9 students in the first lesson are positioned below the base-line. Additionally, student # 9 did not participate in the first lesson. Contrary, results obtained from Lesson 2 demonstrates that 8 out of 9 participants are over 0.5 and just 1 student indicated to be the ideal TTR. That means that the second lesson was again the easiest. Students had the opportunity to recall vocabulary from lesson 1 related to classroom objects, to indicate “do homework” as a free time activity. Finally, despite the fact that three of the nine students, did not participate during the last lesson, only one of them maintain a 0.5 TTR. In this case, the other five students were located below. An example of this analysis is represented in graph 2.



Graph2. TTR results in writing.

According to the TTR results, lesson 2 (in red), seems to obtain the highest score in vocabulary acquisition. However, in lesson 2 students were asked to write the objects that they would need in case of practicing three following free time activities, “do homework”, “ride a bike” and “play video games”. Examples below indicate answers from student number 2 and 6. The learner indicated a list of objects for each one of the activities proposed. Although this participant did not have the highest TTR score, he demonstrates to recall 27 items related to “classroom objects”. Moreover, for activities like “ride a bike” or play “video games” the learner added 4 new words different from the list given to them. Consequently, student number 6 which refers the highest TTR score just recalls 8 words. The difference between those participants is that student number 2 repeated two words like “pencil” or “bike” and despite the fact that student number 6 obtained a mayor TTR, he did not repeat any words.

Samples from students 2 and 6 taken from students' artifacts in lesson 2, are provided next.

Sample 1

3. Look at the pictures and write the activities and items do you find there.

| FREE TIME ACTIVITY | ITEMS |
|--------------------|---|
| do homework | notebook desk book folder pencil case pen pen ruler chair bag black Colors |
| Ride a bike | water tennis bike |
| play video games | console tv controls |

Sample 2

3. Look at the pictures and write the activities and items do you find there.

| FREE TIME ACTIVITY | ITEMS |
|--------------------|---|
| School | ruler pencil cases pencil color eraser -2 |
| Bike | |
| Play | |

Moreover, in exercise 1 from lesson 1, students were required to identify the quantity of each one of the classroom objects that appeared in the image. In exercise 2, they were asked to complete one of two comics implemented in the worksheet.

The following sample, taken from the students' artifacts in lesson 1; 8 from 11 words were recalled by the student number 2. What is more, there is a correct order of the sentences providing a clear understanding.

Sample 3

SCHOOL ITEMS VOCABULARY RECALL-TEST – LESSON 1

1. Look at the picture and label the items. Then write how many items there are.
 Eg: *There is a window in the classroom*

| ITEMS | | |
|----------------------------|-------------------------|----------------------------|
| 11 Poster | 7 Pencil | 8 Chair |
| 10 Folder | 7 Book | 7 Desk |
| 6 Bag | Pen | Pencil Case |
| 9 Color pencils | 1 Blackboard | 2 Sharpener |
| 7 Eraser | | 3 Notebook |

there are five chair
 there are five sharpener
 there is a bag
 there is a book
 there is a notebook
 there is a pencil
 there is a desk
 there is a bag
 there is a blackboard
 there is a poster
 there are three windows

However, student 6 just could recall 5 items of classroom objects from 11. Additionally, sentences demonstrated a wrong connection between plural and singular items. The participant revealed confusion about the correct use of there is and there are.

Sample 4

SCHOOL ITEMS VOCABULARY RECALL-TEST – LESSON 1

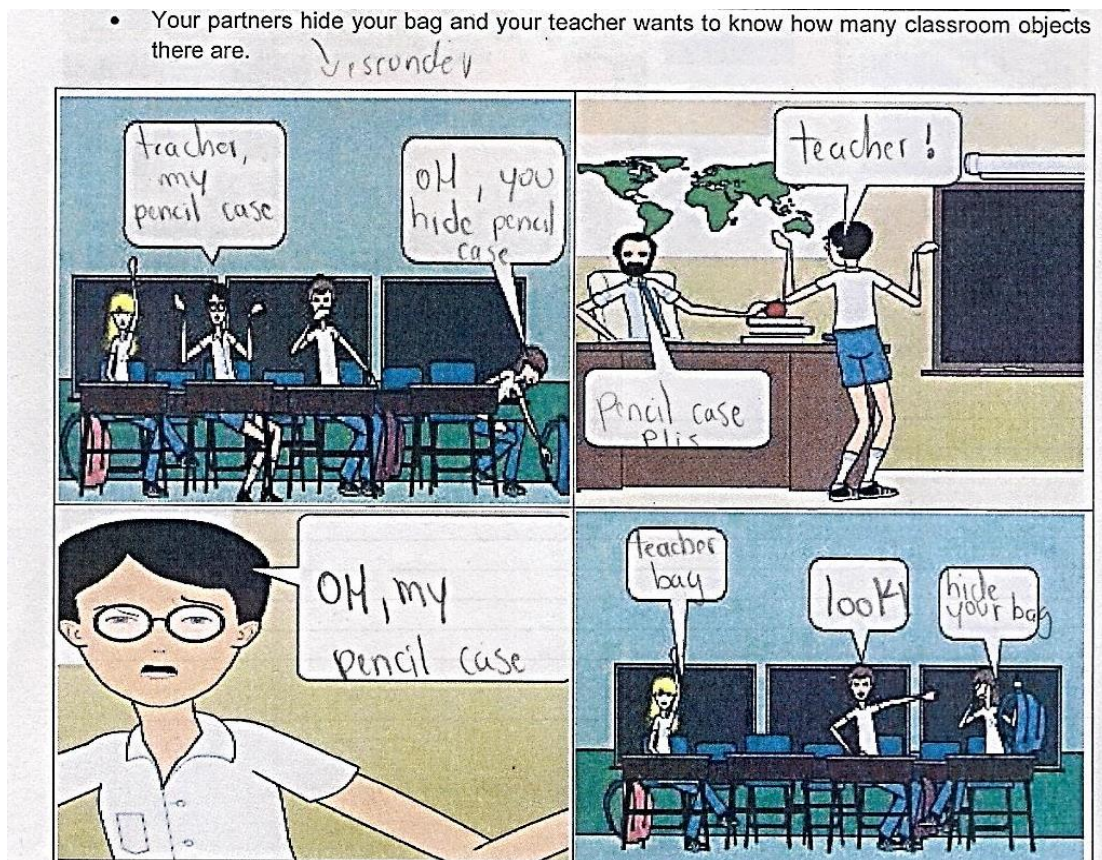
1. Look at the picture and label the items. Then write how many items there are.
 Eg: There is a window in the classroom

| ITEMS | | |
|------------------|----------------------|----------------------|
| <u>11</u> Poster | <u>3</u> Pencil | <u>8</u> Chair |
| <u>6</u> Folder | <u>3</u> Book | <u>2</u> Desk |
| <u>9</u> Bag | Pen | <u>5</u> Pencil Case |
| <u>9</u> Color | pencils | <u>1</u> Sharpener |
| <u>4</u> Eraser | <u>10</u> Blackboard | <u>7</u> Notebook |

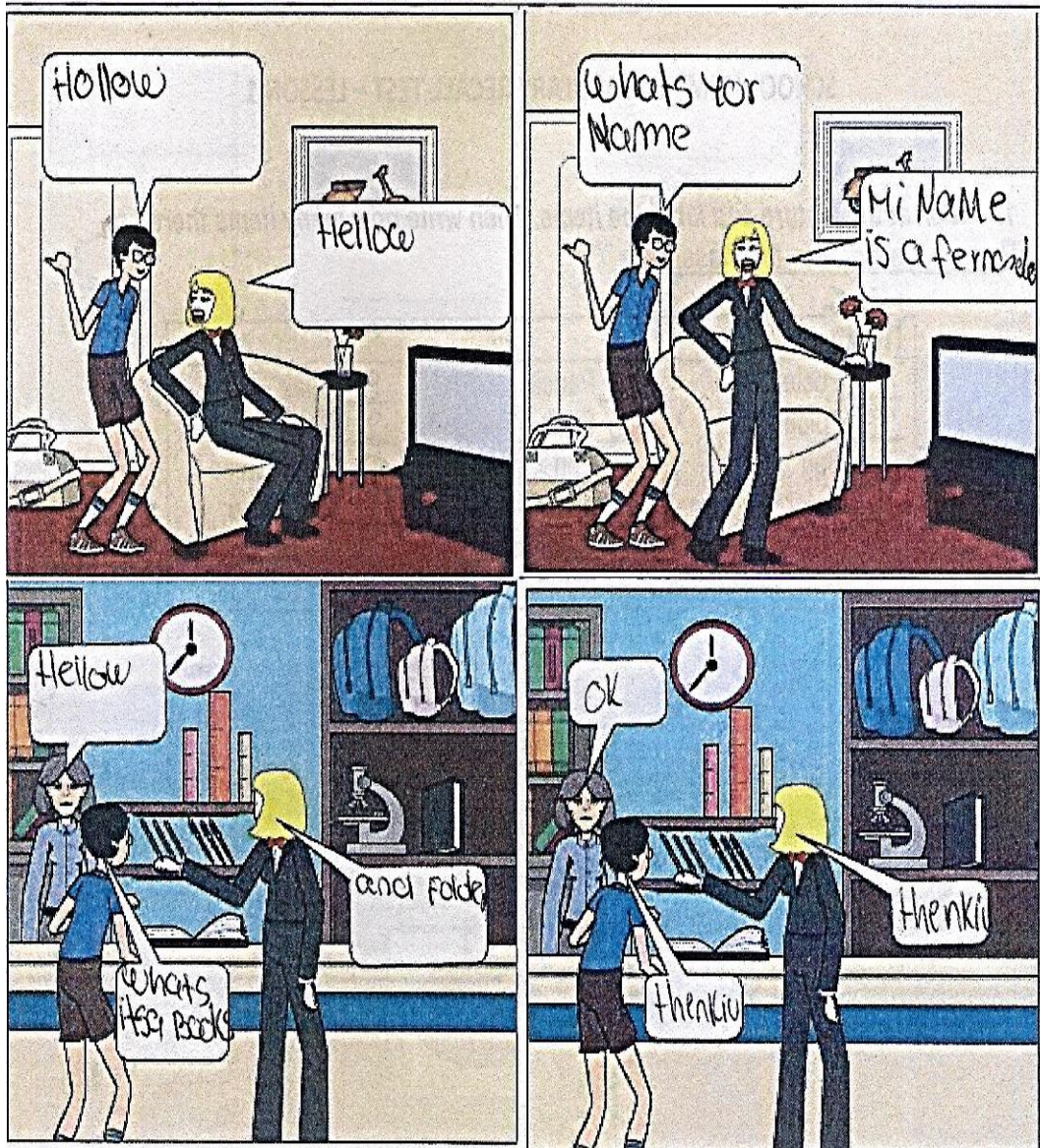
there is a 10 wallet
 there are a 11 books
 there are a 1 Blackboard
 there is a 8 chair
 there is a 1 poster
 there are a 1 sharpener
 there is a 1 folder
 there are a 5 desk

Bearé (2007) cited in Artunduaga (2009) written mistakes such as grammar, spelling and vocabulary choice mistakes are the components to take into account at the moment to assess writing in students. Consequently, in graph 2, student 2 revealed better results than student 6. As it is indicated in the examples above, F2's answers were more complete and comprehensible. The student number 2 indicated a good grammar order and spelling. Moreover, it indicated a higher range of vocabulary rather than F6's answers. Example from Student number 6 indicates incomplete answers using numbers rather than using written numbers as student 2. What is more, participant number 2 recalls a higher percentage of words rather than participant 6.

Sample 5



Sample 6



In the second task, students were required to select one of those comics to complete it.

Comic #1 was a conversation about some classroom objects needed by a boy. Thus, he asked her mom for new implements. The second comic was about a hidden classroom

object in the classroom. Consequently, F2 chose comic 2 and F6 comic 1. Despite the fact

that both participants indicated a low proficiency in writing, and grammar and orthographic mistakes, student 2 demonstrated to follow the message of the comic.

What is more, in graph 2 Student 2 indicated a range of TTR about 0.373. The next and final samples are related to places of the city applied in lesson 3.

Sample 7

2. Look at the picture and describe the city. Use the prepositions of place we worked in class.



In my city there were six houses. My house was next to the newspaper.

- the church was next to news paper ✓
- the news paper was next to news paper ✗
- the house was near supermarket ✗
- the supermarket was near church ✓
- the park was next to supermarket ✓

Sample 8

2. Look at the picture and describe the city. Use the prepositions of place we worked in class.



In my city there were six houses. My house was next to the newspaper.

- 1 In my Bank there were 2 Restaurant. My house was next to the Bank
- 2 In my House there were 3 HOUSE. My House was nex to the NOOSE
- 3 In my lighthouse were 2 HOUSE. My lighthouse was nex to the House
- 4 In my House there were 3 Bank. My House was nex to the Bank
- 5 In my fountain there were 2 Bank. My fountain was nex to the Bank
- 6 In my Park there were 4 HOUSE. My park was nex to the House
- 7 In my Restaurant there were 2 Parks. My Restaurant was nex to the Parks
- 8 In my Bank there were 2 Parks. My Bank was nex to the Parks
- 9 In my Newspaper there were 1 Bank. My newspaper was nex to the Bank
- 10 In my parks there were 1 newspaper. My parks was to the newspaper

Sample from F2 reveals a set of 6 sentences describing the city in the picture, taken from Sim City Village game. Through the use of prepositions, the student indicates the localization of different places in that city. Furthermore, from 32 items 5 words related to the places were recalled by the participant. Contrary happened with F2. Though the participant's answers were longer and more, repetitions of words are constantly. About 7 words indicating places of the city were evoked by the learner from 126 used in

the writing tasks. Additionally, participant recalled two new words like “lighthouse” and “fountain” which were applied by her in Scriblenauts.

To sum up, vocabulary acquisition was not affected by the writing task. Although several mistakes such as grammar or orthographic outcomes were committed by the participants, vocabulary learning reflects positive results. Apart from the list of vocabulary given to students and recalled by them, new words emerged during the lessons. Therefore, Gass and Selinker (cited in Turgut and Irgin, (2009) and Vahdat and Behbahani (2013)) repetitions in games provide students new opportunities to acquire a new language being exposed to the target language. Consequently, students recycled vocabulary as a strategy to memorize the items asked.

Vocabulary strategies. Despite the fact that the main strategy to teach and learn new vocabulary proposed by Pawling (1999), Tsou et al, (2002) and Palmberg (1988), cited on Takač (2008) is the use of popular computer games, in this case, Scriblenauts and Sims City Village; dictionary, translation, and visual mnemonic devices were used by students as a vocabulary learning strategy.

Bellezza (1987) argues that mnemonic devices have been effectively used over centuries in order to memorize and associate information. The author mentions two types of devices. The first is organizational mnemonics which refers to the organization of new information in memory that can be recalled afterwards. The second refers to encoding mnemonics. This type of mnemonic is described by the author as a way to transform low-imaginary, abstract material into more memorable form. Hence, mnemonic devices such

as, flash cards and drawings were the strategies implemented during the lessons in order to identify and associate new vocabulary through traditional games such as memory and guessing games and Pictionary. Shen (2003) describes as an important learning strategy to produce properly the vocabulary. What is more, authors such as Bellezza (1981), Cohen (1987b, 1990), Cohen and Hosenfeld (1981), Kasper (1993) and Cohen and Apeh cited by Shen (2003), claim that association, like grouping words topically, visualizing the word, creating a mental image and others, are successfully to recall words in different tasks, allowing learners to improve their learning process deeply.

Thus, during the implementation of those strategies, students demonstrated to be more comfortable and motivated at the moment of participating when they were asked to remember a picture from the flash cards related to the vocabulary or to guess the word from their partners' drawings as it is revealed in the following excerpt taken from the teacher's journal.

| | | |
|------|---|---|
| 3:45 | students must remember a set of the pictures in order to guess which is missing | Some Ss feel excited at the moment of answering do not raise their hand and answer quickly and correctly. |
|------|---|---|

Note: taken from the teacher's journal

On the other hand, at the beginning of the interventions an online dictionary like Word reference was suggested to students in order to look up unknown words which perhaps they could need during the lessons. Therefore, students preferred to ask the teacher or their own partners English and Spanish translation of the words, as the following example taken from the audio recording transcripts.

Teacher what is a desk. It is a notebook, right?... (Student 5)

A table... (Student 6)

Ahh ok?... (Student 5)

This sample shows that student 6 needed to clarify the meaning in Spanish of the word “desk” as a result another participant correct student 6’s answer because it was wrong.

Translation was the most relevant strategy used by students in order to identify new vocabulary. Liao (2006) describes translation as a cognitive learning strategy used by learners in order to comprehend, remember and produce a foreign language. Consequently, students used translation in order to make clear the instructions or explanations from the teacher. An example can be found in the following extract from the audio recording transcripts..

this is my example... this is my classroom, so, in my classroom there are three students, ...(Teacher)

ahh, tiene tres estudiantes... (student 2)

In this extract while the teacher is explaining an example related to the presentation that students must prepare, student 2 felt the necessity to translate what the teacher is saying in order to have a clear idea.

Another example, taken from the transcripts of the audio recordings, is revealed when student 1 used her L1 in order to have a clear idea of what the teacher is asking.

How many books are there in your bag? Cuantos buses tengo? I mean, cuantos cuadernos tengo?... (student 1)

Also, students compare pronunciation from L2 to L1 to remember new vocabulary.

Solve puzzles... (Teacher)

Solve puzzles... (Ss)

Crosswords, word search...are puzzles... (Teacher)

Puzzles?... (Ss)

Acuérdense de un poso... (Student 1)

On the other hand, students correct themselves when they notice their own mistakes, or help their partners to improve their presentations, motivating them to participate, especially those who felt fear at the moment of speaking.

Free time activity... ride bike, ride the bike. Items... there is blue bike (pronounces as it is written) bike sorry, there is red bike, there is black bike, there is ... ve! ... there are three...emmm... there are three knee pads... (Student 5)

In the abovementioned excerpt, student 5 was describing her classroom created in Scriblenauts. While she was describing the objects from her classroom, she was conscious on her own mistakes and immediately tried to correct them.

As a conclusion, strategies aforementioned were developed during the interventions according to the students' needs in order to comprehend the partners and teacher's messages and to express their ideas. Shen (2003) and O'Malley and Chamot (1990) cited by Shen (2003) argues that a variety of different strategies are necessary and important to help learners comprehend, learn or retain new information. Thus, the more learning strategies used by learners, the best learning process is developed.

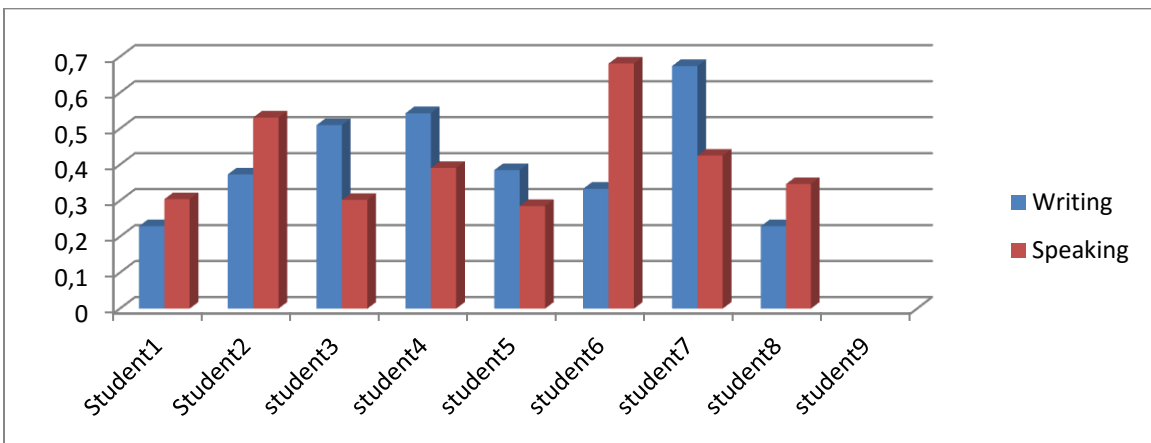
Findings

Concerning that the objectives of this research are related to the impact of video games in vocabulary learning, it was expected that students' vocabulary acquisition generate a significant variation through the implementation of video games based on writing and speaking tasks. Also was expected to analyze students' perceptions about the use of video games in EFL settings.

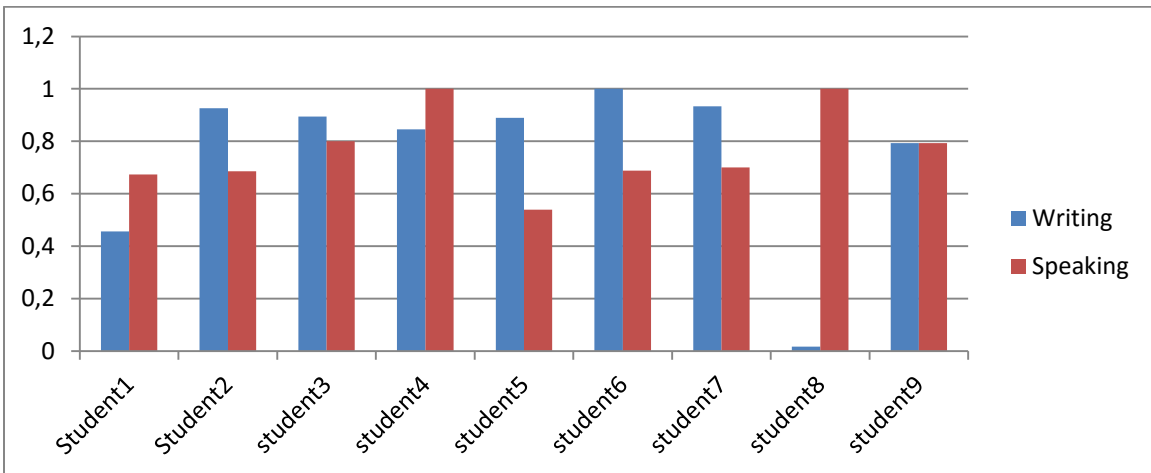
Comparing results obtained from speaking and writing tasks in lesson 1, as it is exposed in graph 3, vocabulary in writing section indicated a positive outcome from students' artifacts. According to the results in lesson one, there is a difference of 0,7 TTR between speaking and writing aspects. That indicates 33,4% of students obtain better outcomes in writing skill. But, 22,2% of the participants displayed better results in vocabulary knowledge in speaking. The other 44,4% of the learners are located below 0,5 range of TTR.

Thus, based on the results on graph 4, obtained from written and spoken tasks in lesson 2, 66% of the participants hint to be above 0,8 TTR in writing. Consequently, just two of the students seem to be over 0,8 TTR in speaking . What is more, 22% of the students obtained the ideal TTR in writing and 11% in speaking. However, in this lesson, vocabulary in writing indicates to obtain better results providing positive outcomes. In this lesson, vocabulary in writing has improved 33,3% comparing results from lesson number 1. Results obtained in lesson 1, 2 and 3 are exposed in graph 3, 4 and 5.

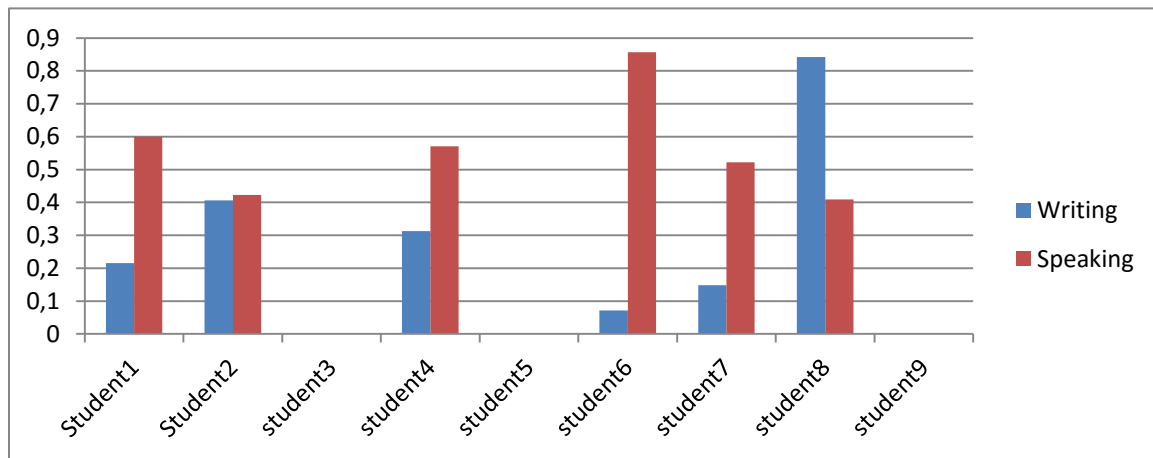
Finally, 3 participants did not participate in last lesson which made that the results were obtained just from 6 participants. In lesson number 3, vocabulary in speaking obtains the lowest proficiency among students. 66 % of the participants reveals a TTR over 0,5. Contrary happens on writing which 16% of the students obtain a score higher than 0.5. That designates that vocabulary in speaking obtain positive results and improved compared with results generated in lessons 1 and 2.



Graph3. TTR writing and speaking contrast. Lesson 1 .



Graph4. TTR writing and speaking contrast. Lesson 2 .



Graph 5. TTR writing and speaking contrast. Lesson 3 .

On the other hand, learning strategies such as translation was implemented by participants as the principal strategy in order to understand and have a clear idea of partners and teacher's messages. Students used repetition strategy (recycling vocabulary) in order to recall known vocabulary in the second lesson. Bearing in mind Gass and Selinker (as cited by Turgut and Irgin, (2009) and Vahdat and Behbahani (2013)) repetitions permits students to maintain exposed to the target language, provide them new opportunities for the acquisition.

Finally, although participants indicated to enjoy both video games because it help them with their foreign language acquisitions, students mentioned that they prefer traditional games, like memorizing, or guessing games because of the movement and enjoyment. Learners felt more comfortable playing those games and Pictionary, because participants already knew how to play them and are easier for them to understand the instructions. Moreover, traditional games seemed to be easier for participants because of its clear instructions which they already know to play. The findings suggest further

studies related to vocabulary acquisition thorough the implementation of traditional games and video games in EFL settings.

Furthermore, learners' perceptions about the use of video games in an EFL classroom reveal new opportunities to learn new vocabulary, and evoke in English those words that are common in Spanish in an innovative way. Bearing in mind Turgut and Irgin's (2009), the implementation of online games promotes language learning, particularly vocabulary skill in young learners. Thus, video games pushed learners to practice reading skill in order to follow the instructions to level up each one of the steps.

As a result, Scribblenauts Unlimited provides instructions to complete each one of the levels by short readings. Thus, this video game is more suitable for high proficiency students. Contrary, Sims City Village is more appropriate for low students, because of its list of words related to places of the city and their corresponding image .

Chapter V

Conclusions and Pedagogical Implications

Conclusions

Considering the research question and objectives of this study, following conclusions are emerged from data results.

Effectiveness of video games. Both video games, Scribblenauts and Sim City Village contribute to the development of different skills improving vocabulary acquisition. Participants enjoyed creating objects, adding adjectives and matching words and images. Sim City Village provides just a set of items related to places of the city. Thus, it is evident that low proficiency learners, like six participants of this study, preferred this type of video game because of its easy to understand the matching among words and their corresponding image.

In the case of Scribblenauts Unlimited provides short messages like instructions in order to level up each one of the tasks. Moreover, this video game permits players to add adjectives to the objects or characters which permit learners to develop the writing skill. Consequently, the reading skill is developed by the puzzles messages. This implies that the learner has the need to read in order to solve the puzzles. As a result, finding the most suitable word to solve the puzzle, learners are exposed to a variety of different words. Thus, this video game would be more appropriate for high proficiency students.

Students' perceptions on use of video games. According to the qualitative data obtained from the focal group interviews and observations done during the interventions, positive effects emerged from participants perceptions. Moreover, learners make comparisons among traditional games and video games.

Opportunities to acquire and put into practice new vocabulary and words which are used every day in Spanish, is the main aspect reflected by learners' insights. Through this innovative way, learning new vocabulary increases the four strands. Nation (1994) argues that the amount of vocabulary enriches the listening, reading, writing and speaking learning process; moreover, video games increase participants' autonomous learning. Moreover, students conclude that both traditional games such as guessing or memory games and video games in class permit to acquire more vocabulary and are enjoyable. To sum up video games demonstrated a positive impact on students' vocabulary learning process. They motivate EFL learners to improve their vocabulary acquisition and skills through an enjoyable, didactic and interactive way.

Vocabulary acquisition. This study reveals positive outcomes in vocabulary acquisition through video games based-tasks. Based on the quantitative and qualitative analysis of vocabulary acquisition in the writing and speaking tasks, the students reflected an enrichment of vocabulary. Participants expressed that video games is a useful tool to improve, acquire and practice new vocabulary which could be common for them in Spanish like everyday objects or actions. Ranalli (2008) argues that video games can

be adjusted as a supplementary material in order to support and contribute to the vocabulary acquisition.

Besides the fact that video games instructions push EFL learners to look up more vocabulary needed to level up each one of the gaming tasks, reading, writing and speaking skills benefited from games' instructions. Vocabulary in speaking demonstrates a variation through the three lessons applied, especially in lesson 2. Consequently, through oral presentations, learners recalled more items by images from the video games. In addition fillers or hesitations are part of students' fluency in order to evoke any word or expression. Daller et al. (2007), argues that some learners can communicate without hesitations because of their wide knowledge of vocabulary, or some others demonstrate difficulties at communicating using pauses or hesitations while they are memorizing the word or the expression they are trying to use.

In spite of students' writing demonstrating low proficiency, vocabulary acquisition generates a higher variation. Words and images from videogames help learners to recall vocabulary easier at the moment of writing. Moreover, Milton (2009) claims that more frequent words are more constant in speaking rather than in writing. In addition, the author states that infrequent words are more common in writing than in speaking. As a result, participants evoke more infrequent words such as lighthouse or fountain in their writing artifacts; this makes students' writing artifacts obtain better outcomes than oral presentations.

Finally, although this study is focused on writing and oral skills, reading benefited from the implementation of video games. Through instructions and puzzles provided in

the video games, learners could improve their reading proficiency. Video games make learners understand the messages in order to level up each one of the tasks pushing students look up and learn new words.

Pedagogical Implications

Vocabulary acquisition is the most important aspect before learning to write or speak in a foreign language. Kang (1995), claims that a person cannot learn any language without acquiring new vocabulary, at first. This study suggests implementing video games into the curricula of English programs as a teaching and learning strategy in order to acquire not only new vocabulary but also to develop different language skills.

Although students also have fun and learn with traditional games such as pass stop, memory games, puzzles, etc., video games permit student to recall easier new vocabulary thanks to the images found in the video games. As a result, further research on the effectiveness of traditional games and video games as a learning strategy in EFL settings, is proposed. Therefore, there is no excuse to think that low proficiency students cannot learn by using these type of games. One of the biggest purposes of teachers is to work on many strategies as possible to catch their attention and demonstrated that those students can improve. Krashen (2009) hypothesizes that individuals with high motivation do better at learning a L2. Thus, it is important to take advantage of those aspects that students pay more attention. For example, young people nowadays spend hours using their cellphones or tablets chatting or playing, so it is important to profit from electronic devices or from what they like to do.

For that reason, based on Walker and White (2013) arguments, educational institutions feel the pressure to invest on new technologies for pedagogical purposes, allowing the development of new strategies for assessing and finding new ways of working. As a result, for future researchers, the use of chats or electronic dictionaries as a strategy to call students attention and to push them to use the language in real circumstances, will be an interesting aspect to explore.

Another positive aspect of this intervention was that 90% of those students who never participated in the English class, felt motivated to answer questions that the teacher asked, or participated in the activities planned for the lessons. They demonstrated to be over-confident to participate, even more when they recognized vocabulary or expressions which were had worked with during the lessons

Limitations

During the interventions, participants spent too much time learning to know how to play the video games and the creation of the task assigned. Students did not read all the time the instructions and were asking what they have to do especially at the beginning. Besides, video games faced some technical problems which made students to start again consuming much more time. Also, the Internet connection failed so students could not use the web page recommended to look up some words they did not know. Additionally, the attitudes of some students did not permit them to achieve the tasks which were assigned as well as those who did not participate in all the intervention

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Appendices

Appendix A: Likert Scale 1

Proyecto: Uso de videojuegos comerciales para desarrollar vocabulario en la lengua inglesa

(Developing vocabulary proficiency using commercial gaming software)

Maestría en Didáctica del Inglés - Universidad Surcolombiana



| | Muy en desacuerdo | En desacuerdo | Indeciso | De acuerdo | Muy de acuerdo |
|---|-------------------|---------------|----------|------------|----------------|
| Me gusta la clase de inglés y disfruto de todas las actividades que se realizan en esta. | | | | | |
| Creo que las actividades de mi libro de inglés son suficientes para aprender el idioma. | | | | | |
| Disfruto más trabajar en mi libro de inglés que en una computadora. | | | | | |
| Me gusta que mis profesores de inglés utilicen constantemente la tecnología en sus sesiones de clase. | | | | | |
| Tengo un vocabulario muy amplio en la lengua inglesa, conozco muchas palabras y las uso con frecuencia. | | | | | |
| Considero que las actividades que desarrollamos en la clase para aprender vocabulario son suficientes. | | | | | |
| Considero que se me facilita expresar mis ideas de forma oral en Inglés. | | | | | |
| Considero que se me facilita expresar mis ideas de forma escrita en Inglés. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Considero que se me facilita escuchar e interpretar información de audios o videos. | | | | | |
| Considero que se me facilita interpretar información de textos cortos en inglés. | | | | | |
| Tengo sistemas de video juegos portátiles, por ejemplo un Smartphone, una Tablet o una computadora portátil que me pertenece. | | | | | |
| Utilizo sistemas de video juegos caseros y/o una computadora de mesa para entretenerme jugando en casa. | | | | | |
| Me intereso por los textos que aparecen en los videojuegos y siempre los leo. | | | | | |
| Creo que jugar video juegos en inglés me brinda la oportunidad de conocer y usar nuevas palabras. | | | | | |

MARCA CON UNA X:

Mujer _____

Hombre _____

Edad: _____

Appendix B: Focus Group Interview 1

Proyecto: Uso de videojuegos comerciales para desarrollar vocabulario en la lengua inglesa

**(Developing vocabulary proficiency using commercial gaming software)
Maestría en Didáctica del Inglés - Universidad Surcolombiana**

OBJECTIVE: To identify what perceptions students have about learning vocabulary through gaming in the EFL classroom.

1. ¿A ustedes les gusta la clase de inglés?
2. ¿Les gusta la forma como el libro de inglés maneja el vocabulario con recortes y dibujos?
3. ¿Les gustan los juegos de vocabulario que se realizan en la clase de Inglés?
4. ¿De qué otro modo les gustaría trabajar el vocabulario?
5. Como se sienten al momento de hablar o escribir en Inglés?
6. Que habilidad se les hace más difícil de trabajar? Por qué?
7. Que habilidad se les hace más fácil para trabajar? Por qué?
8. Cuáles de las siguientes habilidades te gustaría mejorar y por qué?
9. ¿A ustedes les gustan los videojuegos?
10. ¿Juegan en inglés o en español?
11. Qué tipo de video juegos les gusta?
12. ¿Dedican más tiempo a jugar video juegos o a ver televisión?
13. ¿Cuándo juegan video juegos, usualmente lo hacen solos o con amigos?
14. ¿Crees que puedes aprender algo jugando video juegos?
15. ¿Estarías de acuerdo en usar videojuegos en la clase de inglés para aprender vocabulario?
16. Mencionen tres aspectos positivos que se te ocurran al respecto de los juegos en la clase de inglés
17. Mencionen tres aspectos negativos que se te ocurran al respecto de los juegos en la clase de inglés

Appendix C: Lesson plan 1**TASK 1****Level: A1****Teaching Time:** 240 minutes**Video Game:** Scribblenauts Unlimited**Type of task:** Problem-Solving**Lesson Standards:****Competencia escrita:**

- Utilizo vocabulario adecuado para darle coherencia a mis escritos.
- Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares.

Competencia oral:

- Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor.
- Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares.
- Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido

| Objectives | Assessment |
|---|--|
| 1. Students will be able to identify and describe basic vocabulary related to classroom objects. 2. Students will be able to express quantities about the objects in the classroom. 3. Students will be able to create and play a short dialogue about the classroom objects. | Students will be assessed by written and oral productions about classroom objects through dialogues, posters sessions and participation. Teacher serves as a mediator who clarifies and helps students to develop their productions. |

Vocabulary suggested:Classroom objects:

Poster – Pencil - Eraser– Pen-Bag - Screen
 Scissors - Color pencils– Chair- Pencil Case
 Book - Cutter – Notebook-Marker – Folder
 Desk - Blackboard– Glue-Sharpener

Grammar:

Quantities: - there is – there are
 - How many...

Materials:

Students' study guides, computer's lab and Scribblenauts Unlimited software.

DIAGNOSTIC TEST:

Teacher applies a diagnostic test in order to determine how much students know about classroom objects and student's writing proficiency.

PRE-TASK**a) Introducing the topic****b) Identifying language focus****Game: "Vocabulary Battle Ship"**

Students are divided in two groups. Each group is a ship. The first ship has to mention a classroom item and the other answer with another one without hesitate. Each group has to answer quickly to the other. The first group which hesitate or repeat the item miss the battle.

Activating Prior Knowledge

BRAINSTORMING: Teacher asks students about the quantity of the objects which are in their classroom. (How many chairs are there in the classroom?) Possible answers will be: *ten / there are ten chairs.*

c) Giving task instructions and allowing preparation time**1. Problem- solving task: video game scribblenauts (Listening, Reading and writing)**

- a) Students watch a video related to the characters' story in Scribblenauts. The video explain the characters problems and what they have to do and how to solve the problems.
- b) Teacher gives the general instructions to students. SS play the first three levels of the video game scribblenauts Unlimited, so they can get used to the game mechanics. After that, and while SS are playing the game, T goes around the classroom explaining each one (In L2 or L1 when needed) the basic actions to perform in the game using instructions like:

-You can only create nouns which are people and objects.

-You cannot create trademark items, instead of iPhone you can write cellphone.

-You cannot write mean words, the game will not recognize them.

-You can add adjectives to the nouns like colors and size, for example "Giant red dog".

*In this introductory stage SS are free to do what they want in the game as they are just getting used to it.

Students are asked to read each one of the missions in order to save Maxwell's sister. At the end students must create a classroom for their characters.

TASK CYCLE**TASK STAGE****Video game based instruction task: (Writing)**

Students must create a classroom as a final mission in this stage of the game.

- a) Using the items reviewed on the anticipatory set of the class and the bilingual dictionary, each one creates a classroom in the opening level of Scribblenauts Unlimited. Students are able to recycle the vocabulary worked before or add new vocabulary depending on what they need while are developing the task.
- b) Every time they add a classroom item or a character (student, teacher, a cartoon or a famous person) they have to write down its name on the gaming guide number 1.
- c) Once they finish the scene they need to take a picture of it using the “F12” key for a report that must be presented afterwards.

PLANNING**(speaking and listening)**

After that, students get prepared to show the pictures of their classroom and make a short summary of the items they used. The teacher gives advice on doubts that students present and also on the use of the following structure:

- “In my classroom there is a... [Item/ character]”
“In my classroom there is a boar”.
- “In my classroom there are [number]... [Items/ characters]”
“In my classroom there are four students”

REPORT**(Speaking and Writing)**

- a) Students take turns to show the pictures of their classroom and make a short summary of the items they used.
- b) Students also take turns to write on the board five items or characters (student, teacher, a cartoon or a famous person) they created on the gaming activity while T asks questions that can be answered by any of the SS of the couple following these structures:

- How many [Item] are there in your classroom?*
- What color did you choose for that item?*

Students compare the different classrooms that they created to complete the mission. While students are making their presentations and giving descriptions, the other students are asked to take notes on words that previous groups have not mentioned.

After all couples have passed, SS copy the board's table on their notebooks.

LANGUAGE FOCUS

- a) **Analysis** of the language used, and explanations are given by the teacher on there is, there are, and the use of words learned.
- b) **Practice: (Speaking and writing)**
Using a picture of the classroom created by them in the game, students create a mini poster using the vocabulary reviewed during the session. Apart from writing sentences to describe the poster, they have to label every item in the poster. Then students share their poster with their partners and talk about it. Students were able to recycle the vocabulary worked before and add new vocabulary if it was necessary.

Example:

OUR CLASSROOM



In our classroom there are three tudents

In our classroom there are four desks

In our classroom there are four chairs

In our classroom there is a clock

In our classroom there is a teacher

In our classroom there is a poster

In our classroom there is a door

In our classroom there is a locker

In our classroom there is a blackboard













RECALL-TEST

The recall test is applied to the students

Appendix D: Diagnostic Test 1
(Developing vocabulary proficiency using commercial gaming software)
Maestría en Didáctica del Inglés - Universidad Surcolombiana

SCHOOL ITEMS VOCABULARY DIAGNOSTIC TEST- LESSON 1

1. Match each object with the corresponding word and write how many items there are. Use *there is* or *there are*.

| | | |
|---|---|---|
| ITEMS Poster – Pencil - Scissors - Marker - Book - Cutter – Desk - Chair - Bag - Glue – Screen - Pen - Pencil Case - Color pencils - Sharpener - Folder - Eraser - Blackboard - Notebook | | |
|  |  |  |
| <i>Eg. There is a pencil</i> | | |
|  |  |  |
| | | |
|  |  |  |
| | | |
|  |  |  |
| | | |

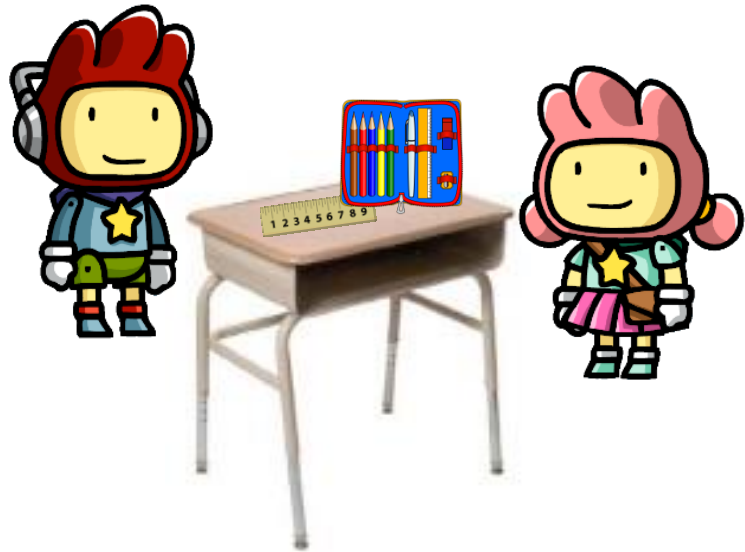
1. Ask your partners about their own objects. Then share their answers.

| QUESTIONS | PARTNER 1 | PARTNER 2 | PARTNER 3 |
|---|-------------------------|-----------|-----------|
| | <i>Eg: Pepito</i> | | |
| How many pencils are there in your pencil case? | 2 pencils | | |
| How many erasers and sharpeners are there in your pencil case | 1 eraser 1 sharpener | | |
| How many books are there in your bag? | 1book | | |
| How many notebooks are there in your bag? | 5 notebooks | | |
| How many desks are there in our classroom? | 10 desks | | |

Eg: There are two pencils, one eraser and one sharpener in Pepito’s pencil case. There is one book and there are five notebooks in Pepito’s bag. And there are 10 desks in our classroom.

3. Look at the conversation. Then create a dialogue with your partner and share it with the rest of the class

Maxwell: Hello Lili. How are you?
Lili: Very good. I'm finishing my homework
Maxwell: Oh! Nice...LiLi, do you have color pencils?
Lili: Yes, here is my pencil case.
Maxwell: How many color pencils are there?
Lili: there are twelve color pencils
Maxwell: Do you have red color?
Lili: Yes, I do
Maxwell: Is there any sharpener?
Lili: Yes, there is a sharpener
Lili: Max, do you have a ruler?
Maxwell: Yes, here you are
Lili: There is a black pen in you bag?
Maxwell: No, there isn't
Lili: Are there some markers in your pencil case?
Maxwell: No, there aren't
Lili: Oh! Ok, thank you!
Maxwell: You're welcome.



Student A: _____
 Student B: _____
 Student A: _____
 Student B: _____
 Student A: _____
 Student B: _____
 Student A: _____
 Student B: _____

| |
|---|
| Name: _____ Date: _____ Course: _____ |
|---|

Appendix E: Gaming Guide 1

Proyecto: Uso de videojuegos comerciales para desarrollar vocabulario en la lengua inglesa

(Developing vocabulary proficiency using commercial gaming software)

Maestría en Didáctica del Inglés - Universidad Surcolombiana

GAMING GUIDE 1**CREATE A CLASSROOM IN SCRIBBLERNAUTS**

Name:

Instructions:

- For this activity you will create a classroom using the items reviewed in class, you can add more items and characters using your dictionary.
- Every time you create an item or character in the game you have to write it down in its corresponding place in the table.

| ITEM | CHARACTER |
|--------------------------------------|---|
| Ex: - <i>chairs</i> - <i>boar</i> | Ex: - <i>students</i> - <i>teacher</i> |

Do not forget to take a picture of your classroom once it's finished using the "F12" key.



Appendix F: Recall Test 1

Proyecto: Uso de videojuegos comerciales para desarrollar vocabulario en la lengua inglesa

(Developing vocabulary proficiency using commercial gaming software)

Maestría en Didáctica del Inglés - Universidad Surcolombiana

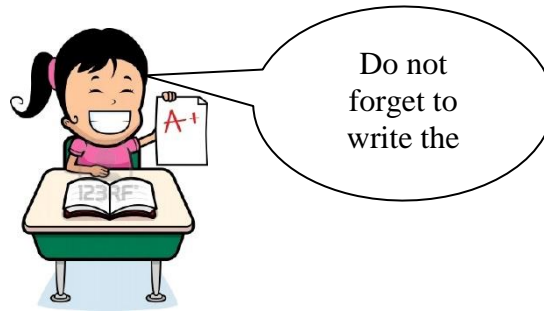
SCHOOL ITEMS VOCABULARY RECALL-TEST – LESSON 1

1. Look at the picture and label the items. Then write how many items there are.
Eg: There is a window in the classroom

| ITEMS | | |
|------------|----------------|-----------------|
| ___ Poster | ___ Pencil | ___ Chair |
| ___ Folder | ___ Book | ___ Desk |
| ___ Bag | ___ Pen | ___ Pencil Case |
| ___ Color | ___ pencils | ___ Sharpener |
| ___ Eraser | ___ Blackboard | ___ Notebook |

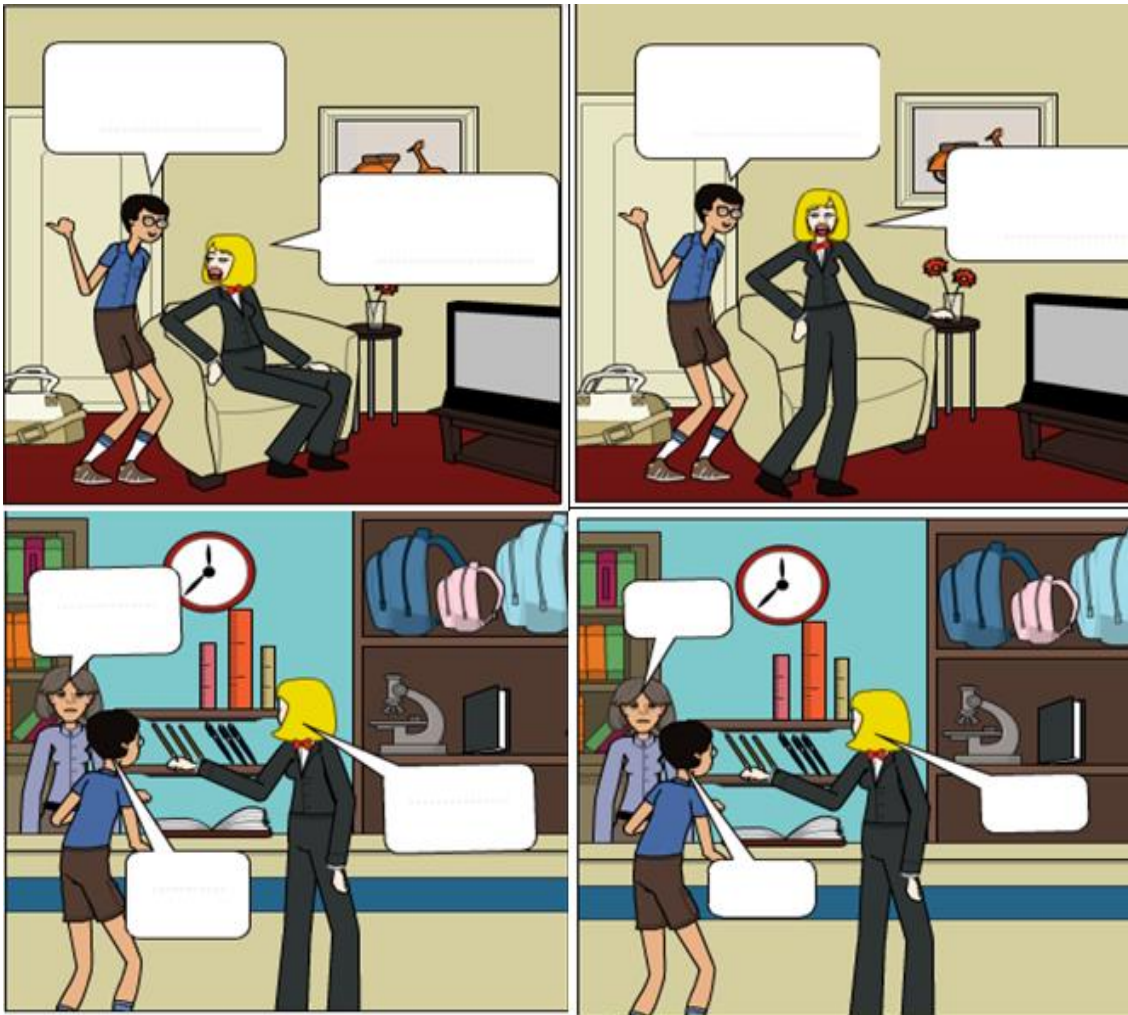


2. Choose one the situations below. Write a conversation in English according to the vocabulary in the picture.

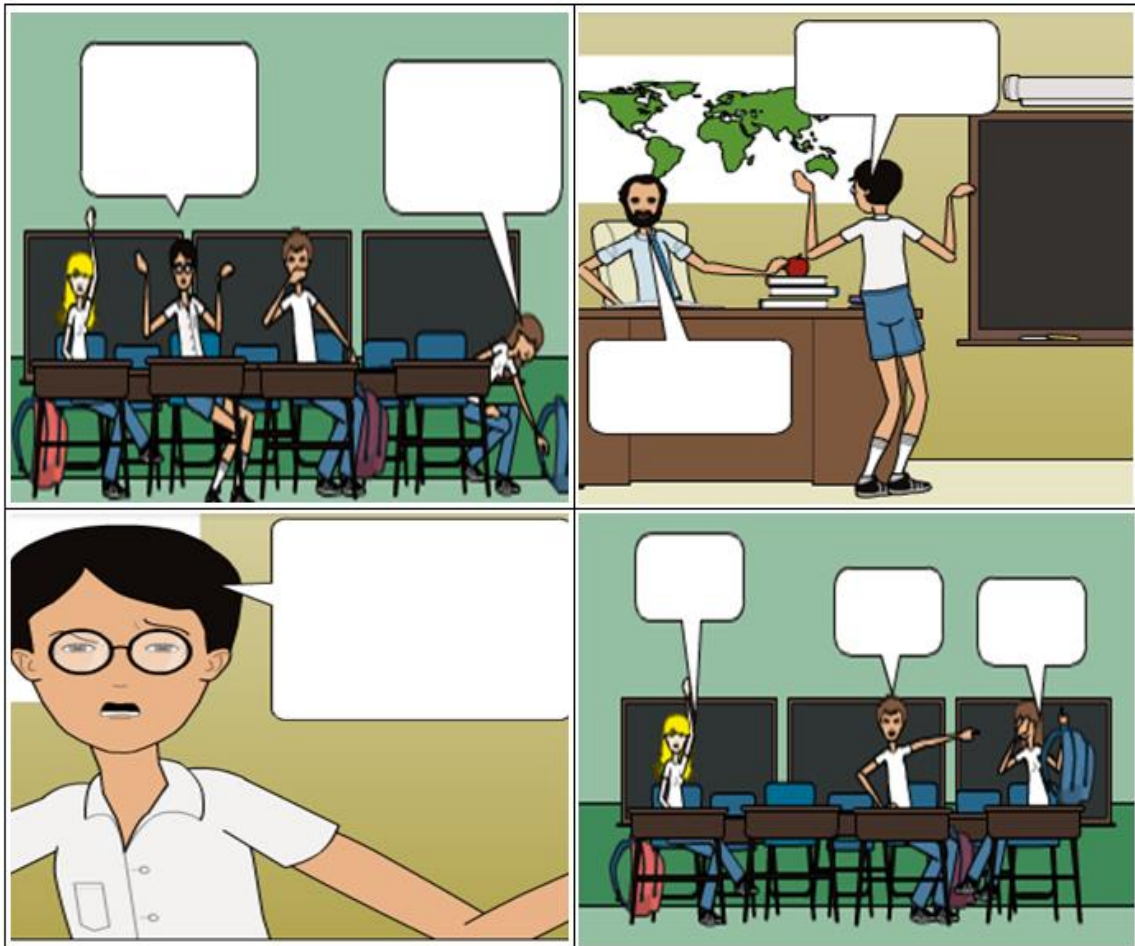


Possible situations:

- You ask your mom to buy some classroom objects.



- Your partners hide your bag and your teacher wants to know how many classroom objects there are.



Name: _____
Date: _____
Course: _____

Appendix G: Lesson Plan 2**TASK 2****Level: A1****Teaching Time:** 240 minutes**Video Game:** Scribblenauts Unlimited**Type of task:** Problem-Solving**Lesson standards:****Competencia escrita:**

- Utilizo vocabulario adecuado para darle coherencia a mis escritos.
- Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares.

Competencia oral:

- Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor.
- Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares.
- Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido

| Objectives | Assessment |
|--|--|
| 4. After completing the lesson, the student will be able to declare short sentences about their free time activities. 5. By completing the activities, the student will be able to use numbers to express the time. | Students will be assessed by written and oral productions about free time activities through dialogues, posters sessions and active participation. Teacher serves as a mediator who clarifies and helps students to develop their productions. |

Vocabulary:Free time activities

Play in the park
 Do the homework
 Solve puzzles
 Ride the bike
 Watch TV
 Listen to music

Numbers from 1 to 100**Grammar:**

Quantities: - Present simple
 - Time

Materials:

Students' study guides, computer's lab and Scribblenauts Unlimited software.

DIAGNOSTIC TEST:

Teacher applies a diagnostic test in order to know student's proficiency.

PRE-TASK

- a) **Introducing the topic**
- b) **Identifying language focus**

Game: Memorizing game

In this game, T. shows some pictures about free activities, each one with its corresponding word. Then students look at all images and memorize them. Teacher asks them to close their eyes and one or two images will disappear. Students have to remember and mention which images are missing. The student which remembers more images will win.

Activating Prior Knowledge**Speaking activity:**

BRAINSTORMING: T. asks SS simple questions using the previous game's vocabulary about the best hour of the day for doing the activities. (What time do you do your homework?)

vocabulary activity:

1. In the gaming guide 2, SS have to write down the times in the corresponding pictures of a clock.
2. In the gaming guide 2, SS are asked to match the activities with the corresponding word using the letters from A to F.

TASK CYCLE**TASK STAGE****Video game based instruction task: (Writing)**

SS are asked to play the commercial game "Scribblenauts Unlimited" where they are asked to create at least four scenes. In those scenes they have to create at least four situations related to a free time activity.

- a) T shows her scene and explain again the mechanics of the game:
 - "I do my homework" This scene should contain the following items: *notebook, student, pen, pencil, ruler, markers, book, calculator, computer, etc...*
 - T then shows the clock on his guide and say "*its thirty past six. I do my homework at thirty past six in the evening.*" And explain SS they have to write the time on the guide and be ready to declare when it's the appropriate time to do their favorite activity.
- b) For this activity SS use a dictionary while they take notes on the gaming guide number 2 of the items they are using to create their scenes. Students are able to recycle the vocabulary worked before or add new vocabulary depending on what they need while are developing the task.

- c) In the exercise 3.1 Ss will write their most favorite free activity. After that SS must think of the most proper time of the day to conduct the chosen activity and then draw the hands of the clock and write the time.
- d) Once the scene is finished SS must press the F12 key to take a picture of their scenes, this picture will be used for the following activity.

PLANNING

(speaking and listening)

After that, students get prepared to show the pictures of their favorite free time activities and make a short summary of the items they used. The teacher gives advice on doubts that students present and also on the use of the following structure:

- “In my scene there is a... [Item/ character]”
“In my scene there is a bike”.
- “In my scene there are [number]... [Items/ characters]”
“In my scene there are four pencils”

REPORT

(Speaking and Writing)

Using a miniposter of the scenes they have created before on “Scribblenauts Unlimited” related to students’ free activities, SS are asked to report their scenes to the group using their notes by a poster session.

- At [seven thirty in the afternoon] I [do my homework].
- In my scene there is/there are [they have to name every item in the scene].

Students compare the different scenes that they created to complete the mission. While students are making their presentations and giving descriptions, the other students are asked to take notes on words that previous groups have not mentioned.

LANGUAGE FOCUS


- c) **Analysis** of the language used, and reviewing are given by the teacher on there is, there are, and the use of words learned.

- d) **Practice: (Speaking and writing)**

Using a picture of the scene created by them in the game and write sentences to describe the poster. Then students share their posters with their partners and talk about it.

Eg: Do my homework

Its thirty past six. I do my homework at thirty past six in the evening.



In my scene there is a chair, a desk, a schoolbag, a notebook, a textbook, a blue pen and a yellow pencil.

RECALL TEST

The Recall test is applied to the SS.

Appendix H: Diagnostic Test 2

Proyecto: Uso de videojuegos comerciales para desarrollar vocabulario en la lengua inglesa

(Developing vocabulary proficiency using commercial gaming software)

Maestría en Didáctica del Inglés - Universidad Surcolombiana

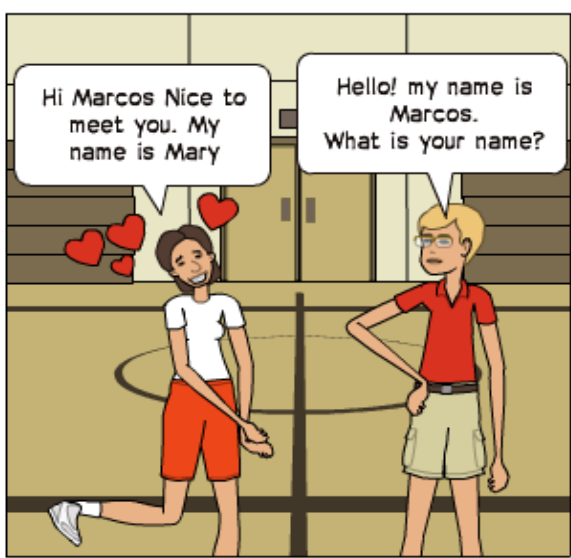
FREE TIME ACTIVITIES VOCABULARY DIAGNOSTIC TEST – SESSION 2

1. Draw your favorite free time activity. Then write all the items you drew before.

| | <i>Items</i> |
|--|--------------|
| | |

3. Look at the picture and complete the dialogues in English. Use some expressions like:

- *what time do you...*
- *what is your favorite free time activity?...*
- *do you...*
- *there is/ there are*

| | |
|---|--|
|  | |
| | |

| |
|---------------|
| Name: _____ |
| Date: _____ |
| Course: _____ |

Appendix I: Gaming Guide 2

Proyecto: Uso de videojuegos comerciales para desarrollar vocabulario en la lengua inglesa
(Developing vocabulary proficiency using commercial gaming software)
Maestría en Didáctica del Inglés - Universidad Surcolombiana




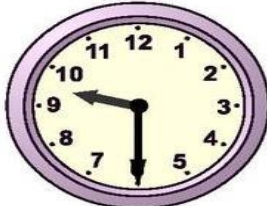
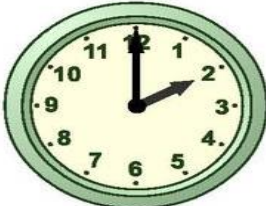

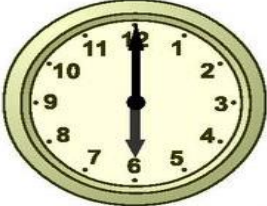
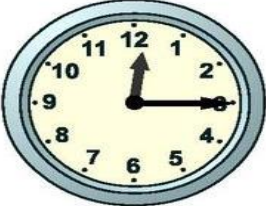
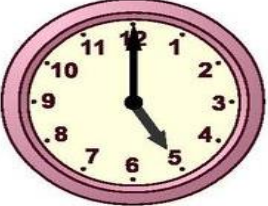
GAMING GUIDE 2

CREATE A FREE TIME ACTIVITY SCENE IN SCRIBBLERNAUTS

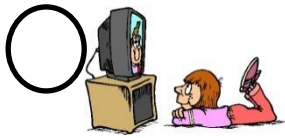
Vocabulary activity

1. Label the clocks

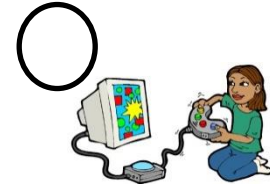
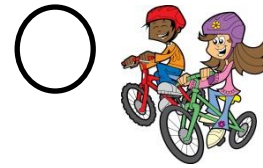
What time is it?

| | | |
|---|---|--|
|  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |
|  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |
|  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |

2. Match the activities with the corresponding word.



- a) Play in the park
- b) Do the homework
- c) Solve puzzles
- d) Ride the bike
- e) Watch TV
- f) Listen to music



3. Instructions:

- Create a free time activity using the items reviewed in class; you can add more items and characters using your dictionary.
- Every time you create an item or character in the game you have to write it down in its corresponding place in the table.

| FREE TIME ACTIVITY | ITEM | CHARACTER |
|---------------------------|---|----------------|
| Eg: <i>Do my homework</i> | - <i>notebook</i> - <i>pen</i> - <i>pencil</i> - <i>ruler</i> - <i>markers</i> - <i>book</i> - <i>calculator</i> - <i>computer</i> | <i>student</i> |

| FREE TIME ACTIVITY | ITEM | CHARACTER |
|--------------------|------|-----------|
| | | |
| FREE TIME ACTIVITY | ITEM | CHARACTER |

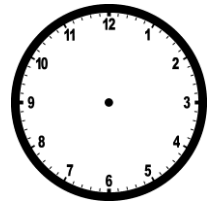
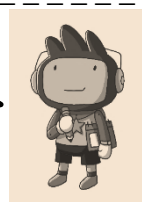
| | | |
|--|--|--|
| | | |
|--|--|--|

| FREE TIME ACTIVITY | ITEM | CHARACTER |
|--------------------|------|-----------|
| | | |

3.1 What is the best time of the day to do this activity? Draw the hands of the clock and write the time in the dotted line.

My most favourite free time activity is _____

Do not forget to take a picture of your free time activity once it's finished using the "F12" key.



| |
|---|
| Name: _____ Date: _____ Course: _____ |
|---|

Appendix J: Recall Test 2

Proyecto: Uso de videojuegos comerciales para desarrollar vocabulario en la lengua inglesa

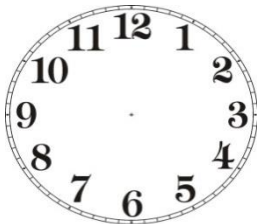
**(Developing vocabulary proficiency using commercial gaming software)
Maestría en Didáctica del Inglés - Universidad Surcolombiana**

FREE TIME ACTIVITIES VOCABULARY RECALL-TEST – SESSION 2

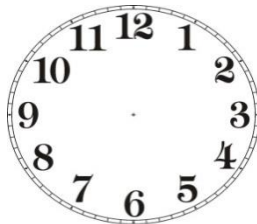
1. *Choose one of the free time activities you have worked before and write the items you use in your miniposter.*

| ACTIVITY | ITEMS |
|----------|-------|
| | |

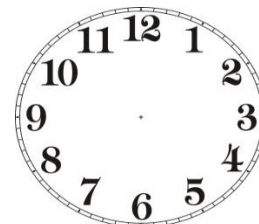
2. *Read the hour and draw the hands of the clocks.*



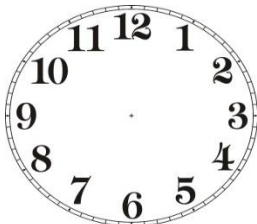
It is thirty half two



it is ten o'clock



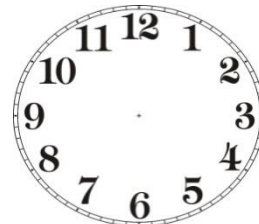
it is fifteen past four



It is ten to five

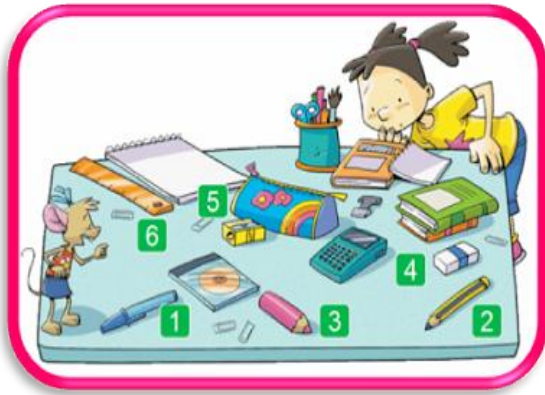


it is six o'clock

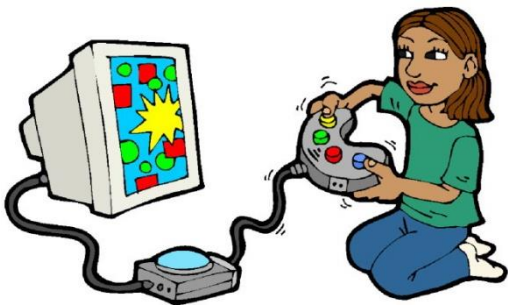


it is twenty past seven

3. Look at the pictures and write the activities and items do you find there.



| FREE TIME ACTIVITY | ITEMS |
|--------------------|-------|
| | |
| | |
| | |



Name: _____
 Date: _____
 Course: _____

Appendix K: Lesson Plan 3

TASK 3

Level: A1

Teaching Time: 240 minutes

Video Game: Scribblenauts Unlimited

Type of task: Problem-Solving

Lesson standards:

Competencia escrita:

- Utilizo vocabulario adecuado para darle coherencia a mis escritos.
- Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares.

Competencia oral:

- Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor.
- Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares.
- Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido

| Objectives | Assessment |
|---|--|
| 6. After completing the lesson, the student will be able to declare the main city places items. 7. By completing the activities, the student will be able to talk about the different parts of the city. | Students will be assessed by written and oral productions about classroom parts of the city through dialogues, posters sessions and participation. Teacher serves as a mediator who clarifies and helps students to develop their productions. |

Vocabulary:

Parts of the city

Bank - grocery store - animal farm –
 gas station - restaurant – bakery
 news paper – food stand - market –
 house

Grammar:

There was / there were

Prepositions

On the corner - Near
 Across from - Behind
 Far from - In front
 Between - Next to

Materials: Students’ teaching guides, students’ textbook, computer’s lab and Village City: Island Sim software.

DIAGNOSTIC TEST: Teacher applies a diagnostic test in order to determine how much students know about classroom objects and student’s writing proficiency

PRE-TASK**a) Introducing the topic****b) Identifying language focus****Vocabulary game “Pictionary”:**

Students are divided in two groups. One of the students from each group pick up one of the papers that teachers brings with a place of the city. Then the student draws a picture on the board. Drawers cannot use letters numbers or symbols in their drawings. The first team to guess the word correctly scores a point.

Activating Prior Knowledge

Speaking activity: Brainstorming: T. ask SS simple questions using the previous game’s vocabulary “What is your favorite city place? Why do you like this place? What can you find in this place?”

c) Vocabulary activity:

- SS are asked to watch a video about city places. Then they have to write on their notebooks as many items as they can remember. T says who got the most items, then after socializing the items SS have to copy the entire vocabulary
- Teacher shows them a picture about a city and asks them about the quantities of the places and their location. In this part teacher makes an explanation about prepositions of place taking into account the places of the picture.

Eg: **T:** *how many (houses) were there?*

Ss: *There were three*

T: *Where was the grocery store?*

Ss: *It was next to the house.*

d) Giving task instructions and allowing preparation time**Problem- solving task: video game Sims Village City (Reading – Speaking)**

Teacher gives general instructions about how to play and create a city. After that, teacher gives students a short time to students to be familiar with the game. While they are playing the game, T goes around the classroom explaining each couple (In L2 or L1 when needed) the basic actions to perform in the game using instructions like:

TASK CYCLE

TASK STAGE

Video game based instruction task: (Speaking): SS play the commercial game “Village City: Island Sim” where they are asked to create a city.

a) Every time a city item is bought in the game, it must be searched on the gaming guide in order to label each picture from exercise 2.

b) Students ask and answer information related to the places of the city each student has created.

E.g.: A: *How many houses were there?*

B: *There were six houses*

c) Once they finish the city they need to take a picture of it using the “F12” key for a report that must be presented afterwards.

PLANNING

(Speaking activity):

a) Teachers makes an explanation related to there was / there were asking for information in her city.

b) Teacher makes a review related to prepositions of places asking them about the localization of some places they have include in their own city.

c) Ss are asked to match each preposition with the corresponding image in the gaming guide 3.

d) After that, SS, get prepared to show the pictures of their classroom and make a short summary of the items they used. The teacher gives advice on doubts that students present and also on the use of the following structure:

“In my city there was a house next to the hospital ...” while they are pointing the items

REPORT

(Speaking)

SS are asked to report their cities to the group using the picture of their city displayed on the screen and their notes on their guides. SS will validate their partners information making comments whether the information is right or wrong.

LANGUAGE FOCUS

a) **Analysis** of the language used, and explanations are given by the teacher on there was, there were, prepositions of place and the use of words learned.

b) Practice: (Speaking and writing)

Using a picture of the city created by them in the game and write sentences to describe the poster. Then students share their posters with their partners and talk about it.

Teacher's example:



The screenshot shows the game 'My City' interface. At the top, there is a star icon with the number '3' and '2%' next to it. To the right, there are two progress bars: one for money (280,250) and one for diamonds (80). On the right side, there are three more progress bars: one for a building (214%), one for a person (14/14), and one for another person (10/20). The main area shows a city layout with various buildings, including a kiosk, two houses, a park, and a restaurant. A red arrow points to a 'QUIT TUTORIAL' button at the bottom of the screen.

In my city there is kiosk, there are two houses, there is a park and there is a restaurant. My favorite place is the park because you can play there. The park is behind my house.

RECALL-TEST

The recall test is applied to the students.

Appendix L: Diagnostic Test 3

Proyecto: Uso de videojuegos comerciales para desarrollar vocabulario en la lengua inglesa

**(Developing vocabulary proficiency using commercial gaming software)
Maestría en Didáctica del Inglés - Universidad Surcolombiana**

CITY PLACES VOCABULARY DIAGNOSTIC TEST – SESSION 3

1. *Draw your ideal city. Put the name on each part of the city.*



2. *Think in your city and answer the following questions.*

1. How many restaurants were there? _____
2. How many schools were there? _____
3. How many malls were there? _____
4. Where was san Pedro plaza? _____
5. Where was your house? _____
6. Where was the supermarket? _____

Name: _____

Date: _____

Course: _____

Appendix M: Gaming Guide 3

Proyecto: Uso de videojuegos comerciales para desarrollar vocabulario en la lengua inglesa
(Developing vocabulary proficiency using commercial gaming software)
Maestría en Didáctica del Inglés - Universidad Surcolombiana

GAMING GUIDE 3
CREATE YOUR OWN CITY

Name: _____

Instructions:

1. *In this activity you need to create your own City using the videogame “Village City: Islam Sim”.*
2. *According to Village City game, label each part of the city.*



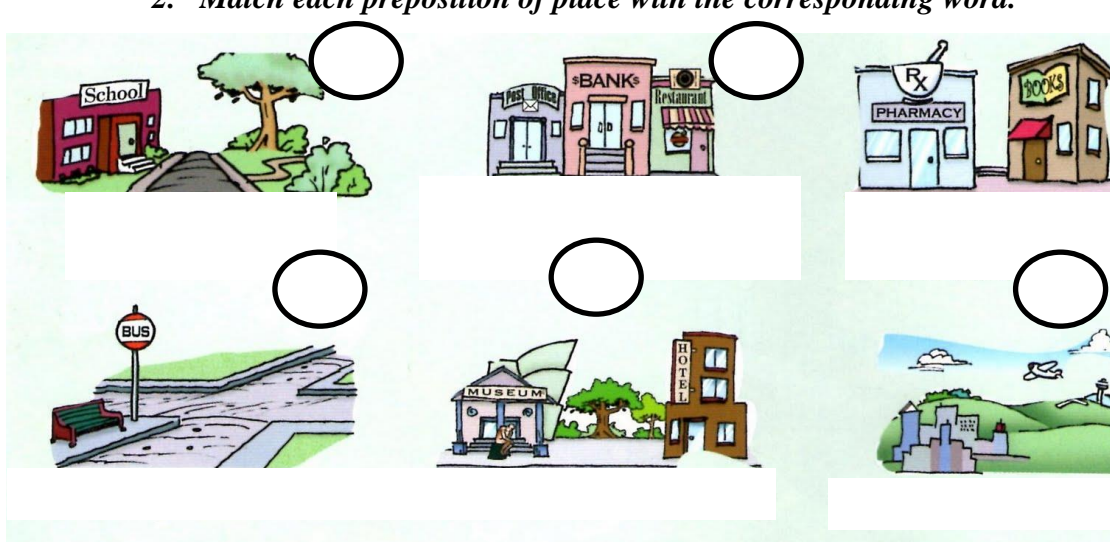
Bank- grocery store – animal farm – gas station –
 restaurant – bakery – newspaper – food stand –
 market – house

1. Look at the city in the screen and ask your partner about how many places are there. Look at the example.

Eg: S1: How many houses were there?

S2: There were 6 houses.

2. Match each preposition of place with the corresponding word.



- a) On the corner
- b) Across from
- c) Far from
- d) In front
- e) Near
- f) Between
- g) Next to
- h) Behind

3. Look at the city in the screen again and write the sentences. Look at the example and the word bank.



1. *The church was next to the new paper.* _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

| |
|---------------|
| Name: _____ |
| Date: _____ |
| Course: _____ |


Appendix O: Recall Test 3

Proyecto: Uso de videojuegos comerciales para desarrollar vocabulario en la lengua inglesa

**(Developing vocabulary proficiency using commercial gaming software)
Maestría en Didáctica del Inglés - Universidad Surcolombiana**

CITY PLACES VOCABULARY RECALL TEST – SESSION 3

1. Organize the words. Then draw the object.

| | | | |
|---|-------------------------------|-----------------------------|------------------------------|
| heous <i>house</i>  | mkatre _____ | mlal _____ | rtaeastnur _____ |
| cchhur _____ | grrocye setor _____ | gsa stnaiot _____ | nswe ppear _____ |
| aaimnl frma _____ | bnka _____ | bkaeyr _____ | – fodo nstda _____ |

1. Look at the picture and describe the city. Use the prepositions of place we worked in class.



In my city there were six houses. My house was next to the newspaper.

| |
|---------------|
| Name: _____ |
| Date: _____ |
| Course: _____ |

Appendix P: Likert Scale 2

Proyecto: Uso de videojuegos comerciales para desarrollar vocabulario en la lengua inglesa
(Developing vocabulary proficiency using commercial gaming software)
Maestría en Didáctica del Inglés - Universidad Surcolombiana



| | Muy en desacuerdo | En desacuerdo | Indeciso | De acuerdo | Muy de acuerdo |
|---|----------------------|------------------|----------|------------|-------------------|
| | | | | | |
| Disfrute de todas las actividades que se realizaron en la clase. | | | | | |
| Creo que las actividades del libro o guías de inglés son suficientes para aprender el idioma. | | | | | |
| Disfrute trabajar más en las guías de inglés que en el computador. | | | | | |
| Me gusta que mis profesores de inglés utilicen constantemente la tecnología en sus sesiones de clase. | | | | | |
| El uso de los video juegos ha hecho que mi vocabulario haya crecido y hago uso de las palabras aprendidas con mayor frecuencia | | | | | |
| Considero que las actividades y juegos que desarrollamos en la clase para aprender vocabulario fueron suficientes. | | | | | |
| Considero que el uso de los sistemas de video juegos portátiles, por ejemplo un Smartphone, una Tablet o una computadora es de gran ayuda para aprender inglés. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Presto mayor atención a los textos que aparecen en los videojuegos. | | | | | |
| Considero que jugar video juegos en inglés me brinda la oportunidad de conocer y usar nuevas palabras. | | | | | |
| Considero que el uso de los video juegos y las actividades realizadas en la clase me han ayudado para expresar mis ideas de forma oral | | | | | |
| Considero que el uso de los video juegos y las actividades realizadas en la clase me han ayudado para expresar mis ideas de forma escrita | | | | | |

MARCA CON UNA X:

Mujer _____

Hombre _____

Appendix Q: Focus Group Interview 2

**Proyecto: Uso de videojuegos comerciales para desarrollar vocabulario en la lengua
inglesa
(Developing vocabulary proficiency using commercial gaming software)
Maestría en Didáctica del Inglés - Universidad Surcolombiana
FOCAL GROUP INTERVIEW GUIDE**

1. ¿Les ha gustado la clase de inglés?
2. ¿Les gusta trabajar con ayuda del libro o guías?
3. ¿Les ha gustado los videojuegos que se usaron en la clase de Inglés?
4. ¿Prefieren en la clase: **a)** juegos tradicionales **b)** videojuegos **c)** ambos?
5. ¿Sienten que han aprendido más vocabulario por medio de los videojuegos?
6. ¿Como se sienten en este momento al pedirles hablar o escribir en Inglés?
7. ¿Aun sienten nervios cuando la profesora les pide hablar en ingles?
8. ¿Estarían de acuerdo en que los videojuegos en la clase de inglés han servido para aprender nuevo vocabulario? Porque?
9. ¿Que pudieron aprender con el uso de los video juegos en la clase?
10. ¿Al momento de jugar algún videojuego en casa, prestarían mayor atención a los textos?
11. Mencionen tres aspectos positivos que pudieron notar al momento de utilizar los videojuegos en la clase de inglés.
12. Mencionen tres aspectos negativos que pudieron notar al momento de utilizar los videojuegos en la clase de inglés.

Appendix R: Teacher's Journal**Class observation 1****Date: August 25th 2016****Grade: 6A****Teacher: Elihana del Pilar Muñoz Roa****Objectives:**

1. Students will be able to identify and describe basic vocabulary related to classroom object.
2. Students will be able to express quantities about objects in classroom.

| Time and place: | Field notes | Comments |
|------------------------|--|---|
| English lab 3:00 | Class start at three, teacher divides the class in two groups in order to do a warm up activity. Teacher asks them to write the most classroom objects they remember on the white board and after that they have to guess the name of each classroom object that teacher shows them. | Ss remember most of the words that teacher shows them. But they confuse laptop, blackboard, sharpener and eraser. |
| 4:00 | <p>Students feel enthusiastic when teacher explains them the activity.</p> <p>After do the diagnosis test, students are asked to learn how to play Scriblenauts.</p> <p>The game asks students to pass three levels before to create their classroom.</p> <p>The first level, the farmer from the game asks them for an object which they can use in order to clean the pig.</p> <p>The second level, students have to</p> | <p>Students are always asking what they have to do instead of read the instructions.</p> <p>Students do not read and they do not know what to do.</p> <p>Students ask how to write any words... even the words teacher already show them a few minutes ago.</p> |

| | | |
|------|--|--|
| 5:10 | <p>create large wings in order to help the pig to fly, the farmer asks them to create LARGE WINGS.</p> <p>The third level students need to grow up a plant using water.</p> <p>Finally students are asked to create their own classroom.</p> <p>While they are creating the classroom they must to complete the gaming guide.</p> <p>Students have finished the creation of their classroom. Now they are asked to present the classroom they have designed.</p> | <p>Ss do not read again, the answer is on the screen but they do not notice that because they do not read</p> <p>There are some technical problems with the game. Students need a word for example soccer or football but the video game does not provide the image of those words.</p> <p>Video game is time consuming, teacher have provided them just 5 minutes to learn how to play and 15 to create the classroom.</p> <p>Ss pronunciation need for improvement</p> <p>Does not differentiate there is o are There is a sharpener There are a eraser</p> <p>S 1 has some mistakes but she corrects herself</p> <p>S6 use just isolated words</p> <p>Ss remember the classroom objects worked during the lesson.</p> |
|------|--|--|

Based on Heigham, J., & Croker, R. A. (Eds.). (2009). *Qualitative research in applied linguistics: A practical introduction*. London: Palgrave Macmillan.

Class observation 2**Date:** September 1st 2016**Grade:** 6A**Teacher:** Elihana del Pilar Muñoz Roa**Objectives:**

1. After completing the lesson, the student will be able to declare short sentences about their free time activities.
2. By completing the activities, the student will be able to use numbers to express the time.

| Time and place: | Field notes | Comments |
|------------------------|---|---|
| English lab 3:30 | <p>After doing the diagnostic test teacher does the warm up activity. Teacher asks students about their favorite free time activity.</p> <p>Teacher shows them six free time activities</p> <ul style="list-style-type: none"> - Play in the park - listen to music - watch tv - solve puzzles - do homework - ride a bike <p>... solve puzzles</p> | <p>Play video game Soccer Music</p> <p>S1: acuérdense de un pozo</p> |
| 3:45 | <p>students must to remember a set of the pictures in order to guess which is missing</p> <p>Teacher asks students the hour when they do their activities and explain the hour</p> <p>Teacher asks Ss to mention what time they do their activities</p> | <p>Some Ss feel excited at the moment to answer... do not raise their hand and answer quickly and correctly.</p> <p>Ss ask in Spanish in to check their ideas</p> <p>Some ss don't know how to say the hour even in Spanish</p> <p>Some Ss answer at first in Spanish and then they translate</p> |

| | | |
|------|---|---|
| 4:30 | Students are asked to recreate their favorite free time activity. | <p>it to English</p> <p>Ss add more vocabulary different from the pictures showed before</p> <p>Race track Light house Knee pads</p> <p>Ss try to use adverbs of frequency to mention when they do their activities</p> <p>“otra ves con el mismo profe?” 1 is always asking for instruction</p> |
| 5:00 | Speaking activity: Ss present their scenes | <p>Some words like soccer or football are not recognized by the game</p> <p>S7: good pronunciation except girl. (muletillas)</p> <p>S2: translate some cases... (muletillas)</p> <p>S5: name.. racer... unclear words... characters...girl</p> <p>S9: pencil, soccer</p> <p>S1: uses the other way to mention the hour: half past four table characters child</p> <p>S4: isolated words</p> <p>S8: Isolated words</p> <p>S10: is nervous... doesn't want to participate</p> |

| | | |
|--|--|--|
| | | <p>S2: tries to help her</p> <p>S6: no s in plural music, race track</p> <p>S10: unclear pronunciation isolates words.</p> |
|--|--|--|

Based on Heigham, J., & Croker, R. A. (Eds.). (2009). *Qualitative research in applied linguistics: A practical introduction*. London: Palgrave Macmillan.

Class observation 3**Date: September 6th 2016****Grade: 6A****Teacher: Elihana del Pilar Muñoz Roa****Objectives:**

1. After completing the lesson, the student will be able to declare the main city places items.
2. By completing the activities, the student will be able to talk about the different parts of the city.

| Time and place: | Field notes | Comments |
|------------------------|---|--|
| 3:00 | Students are asked to play a Pictionary game in order to identify the vocabulary related to places of the city. | Ss enjoy too much the activity Some cases answer in Spanish... use the translation as a strategy |
| 3:30 | Teacher explains how to play the video game (sim city village) Ss are asked to design their own city. | Ss remember some of the words related to the vocabulary |
| 4:00 | Speaking activity: Ss present their cities Teacher asks them questions related to their cities. | Vocabulary of the city is already implied in the game. Ss do not have to write the words. Ss are asking for instructions all the time In the first dialogue the teacher help S4 to complete the negative sentence (there wasn't any). The s remembers that any indicates that is a negative sentence. But in this case S uses short sentences. During the dialogue, the sound |

| | | |
|------|---|---|
| 4:25 | <p>Teacher reviews prepositions of place (some weeks ago there was a class related to this topic)</p> | <p>of a siren starts from the game; this make Ss disturbed the class.</p> <p>Teacher asks a student to be quiet but he answers that he is helping a partner.</p> <p>Teacher asks S1 how many bakeries were there in her city? The s just answers with a number (1). Although the answer was to short, that could mean that she understand the message.</p> <p>Ss uses their L1 in order to clarify some information</p> <p>Was easy for Ss to remember the use of prepositions of place.</p> <p>Ss ask to participate during the explanation giving examples.</p> |
|------|---|---|

Based on Heigham, J., & Croker, R. A. (Eds.). (2009). *Qualitative research in applied linguistics: A practical introduction*. London: Palgrave Macmillan .