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3. Instrucción	Instruction	8. Estudiantes	Students
4. Basadas	Based	9. _____	_____
5. Aprendizaje	Learning	10. _____	_____



**RESUMEN DEL CONTENIDO:** (Máximo 250 palabras)

Este estudio tuvo como finalidad, determinar como se ve afectado el aprendizaje de vocabulario utilizando tareas de instrucción basadas en videojuegos, en un grupo de estudiantes en un colegio público de la ciudad de Neiva. En este sentido se siguió el modelo de investigación acción. De este modo, la investigación se llevó a cabo a lo largo de tres ciclos, cada uno realizado por medio de cuatro etapas; planificar, intervenir, observar y reflexionar. La propuesta de intervención se realizó por medio de tres actividades de tareas de instrucción basadas en videojuegos, dentro de las cuales se recolectaron datos por medio de tests, encuestas, artefactos creados por los estudiantes y diarios de campo. Los datos cuantitativos fueron procesados por medio de análisis descriptivos y los datos cualitativos fueron organizados inicialmente y luego codificados antes de generar las categorías de análisis. En términos generales, se identificó un impacto positivo de las tareas de instrucción basadas en videojuegos en los estudiantes. Esto se pudo evidenciar en los resultados ligeramente superiores, alcanzados por los estudiantes en el Post-test al compararlo con el resultado obtenido en el Pre-test. Además, la mayoría de los participantes expresaron sus percepciones favorables acerca de la importancia y la utilidad de la implementación de actividades basadas en videojuegos, aunque también se reconocieron ciertas limitaciones. Finalmente, lo que muchos participantes demostraron en sus artefactos, es que fueron capaces de aprender vocabulario de una manera significativa por medio de la clasificación, la categorización y la construcción de redes de significados.

**ABSTRACT:** (Máximo 250 palabras)

This study was aimed at determining the extent to which participants' English Foreign Language vocabulary learning is affected by the use of Video Game-Based Instructional tasks at a public high school in Neiva. An Action Research Design was followed. That is, there were three cycles, each one made of four stages, namely, planning, acting, observing, and reflecting. The intervention proposal was made of three Video Game-Based Instructional tasks within which data was collected by means of tests, surveys, artifacts and journal keeping. Quantitative data were processed and analyzed by means of descriptive statistics, and qualitative data was initially organized and coded before the generation of themes and categories. In general terms, a positive impact of Video Game-Based Instructional tasks on students' vocabulary learning process could be identified. This could be evidenced by the slightly higher results of students in the post-tests than in the pre-tests. Moreover, most participants expressed their favorable perceptions of the importance and usefulness of the implemented Video Game-Based Instructional tasks, although some constraints were also recognized. Finally, what most students showed in their artifacts is that they were able to learn vocabulary in a meaningful way by means of labeling, categorizing and network-building actions.



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Video-Game Based Instructional (VGBI) Tasks: An Alternative Way to Learn Vocabulary in an  
EFL Educational Context

Miller Zamora Puentes

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*Dedicado a Maria Alejandra*

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### Abstract

This study was aimed at determining the extent to which participants' EFL vocabulary learning is affected by the use of Video Game-Based Instructional (VGBI) tasks at a public high school in Neiva. An Action Research Design, as suggested by Kemmis and McTaggart (1988) was followed. That is, there were three cycles, each one made of four stages, namely, planning, acting, observing, and reflecting. The intervention proposal was made of three VGBI tasks within which data was collected by means of tests, surveys, artifacts and journal keeping. Quantitative data were processed and analyzed by means of descriptive statistics, and qualitative data was initially organized and coded before the generation of themes and categories. In general terms, a positive impact of VGBI tasks on students' vocabulary learning process could be identified. This could be evidenced by the slightly higher results of students in the post-tests than in the pre-tests. Moreover, most participants expressed their favorable perceptions of the importance and usefulness of the implemented VGBI tasks, although some constraints were also recognized. Finally, what most students showed in their artifacts is that they were able to learn vocabulary in a meaningful way by means of labeling, categorizing and network-building actions.

*Keywords:* Video games, Video Game-Based Instructional tasks, Vocabulary learning, Students' perceptions.



### Resumen

Este estudio tuvo como finalidad, determinar como se ve afectado el aprendizaje de vocabulario utilizando tareas de instrucción basadas en videojuegos (VGBI), en un grupo de estudiantes en un colegio público de la ciudad de Neiva. En este sentido se siguió el modelo de investigación acción sugerido por Kemmis y McTaggart (1988). De este modo, la investigación se llevó a cabo a lo largo de tres ciclos, cada uno realizado por medio de cuatro etapas; planificar, intervenir, observar y reflexionar. La propuesta de intervención se realizó por medio de tres actividades VGBI, dentro de las cuales se recolectaron datos por medio de tests, encuestas, artefactos creados por los estudiantes y diarios de campo. Los datos cuantitativos fueron procesados por medio de análisis descriptivos y los datos cualitativos fueron organizados inicialmente y luego codificados antes de generar las categorías de análisis. En términos generales, se identificó un impacto positivo de las VGBI en los estudiantes. Esto se pudo evidenciar en los resultados ligeramente superiores, alcanzados por los estudiantes en el Post-test al compararlo con el resultado obtenido en el Pre-test. Además, la mayoría de los participantes expresaron sus percepciones favorables acerca de la importancia y la utilidad de la implementación de actividades VGBI, aunque también se reconocieron ciertas limitaciones. Finalmente, lo que muchos participantes demostraron en sus artefactos, es que fueron capaces de aprender vocabulario de una manera significativa por medio de la clasificación, la categorización y la construcción de redes de significados.

*Palabras clave:* Videojuegos, Tareas de instrucción basadas en videojuegos, Aprendizaje de vocabulario, Percepciones de los estudiantes.

### **Introduction**

“Video-Game Based Instructional (VGBI) Tasks: An Alternative Way to Learn Vocabulary in an EFL Educational Context” is a research initiative which responds to the need of finding an alternative and appealing way to help eleventh graders learn vocabulary; this being one of the most pressing shortcomings in their English learning process. As a matter of fact, this was a classroom problem diagnosed with a group of eleventh graders at a public high school in Neiva, Huila.

As it is well-known by teachers and parents, most teenagers like playing with video games in their free time; a social practice which is sometimes perceived as militating against their academic duties. It is in this sense that Aguilera and Méndiz (2003) contend that video games are a vital part of contemporary culture and society. And that the reaction of many authorities and the majority of educators has been to discredit video games by assuming their negative effects.

However, Squire (2011) contends that video games have a unique potential of teaching and learning, unlike any other medium. He believes that gaming enables the intellectual and social growth of the participant over the long term and permeates into his or her learning repertoire. There have been several studies (Brown et al. 1997, Lieberman 2001, Rosas et al., 2003, and so on) which have been conducted about the educational usefulness of video games in other international and national educational settings. But unfortunately, this is still an issue which has not been fully explored in the regional context of our own high schools.

Therefore, this particular study focuses on the educational potential of two commercial video games (Scribblenauts and Village City-Island Simulation) to learn English vocabulary. It is worth pinpointing that these video games have not been designed for second or foreign language instructional purposes. In this sense, they can only be seen as an authentic material which the

English teacher adapts and exploits as part of an innovation proposal to facilitate vocabulary learning in a meaningful way.

This paper is divided into five main chapters. The research problem, where the aspects and main origin of the problem are defined. As well as the related studies that contributed to this research. This first chapter ends describing the context this study was carried on, introducing the research question and the research objectives traced. The second chapter, the literature review; contains all the theoretical constructs that support this study. On the methodological design chapter, the type of research approach and the type of study are expressed. In the same chapter, a detailed profile of the participants is given, as well as the data collection procedures and the pedagogical strategies applied. on the fourth chapter, the data analysis procedures and the research findings are shared with the reader. Finally, on the last chapter, conclusions and pedagogical implications are explained. Then, the impact of this research is enlightened and the inconveniences encountered along the process are shown to the reader.

Finally, it is hoped that the findings of this study are undertaken as a point of departure for further explorations with video games and other technological facilities in the EFL classroom.

## Chapter I

### Research Problem

#### Statement of the Problem

This study stemmed from the English teacher's concern about his eleventh-grade students' lack of enough vocabulary which seemed to prevent them from having a good performance in both oral and written receptive and productive tasks. This teacher's classroom empirical observation was reinforced by a vocabulary-based Pre-Test students were administered in which these students achieved a mean score of 3.13 on a one-to-five scale. They were also given a Likert-scale questionnaire in which 52.6% of these students recognized they did not have a large vocabulary, and 31,6% of them disagreed that their vocabulary knowledge would be sufficient for having a good comprehension performance in Pruebas Saber 11.

It is common knowledge among foreign language instructors that one of the main backbones in this professional practice is vocabulary teaching: with no vocabulary, there is no production in the target language. Linguist David Wilkins, as cited by Thornbury (2002), contends that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." In the same line of thought, Schmitt (2000) asserts that "lexical knowledge is central to communicative competence and to the acquisition of a second language." Alqahtani (2015) also states that vocabulary acquisition is crucial for language acquisition, because the lack of vocabulary obstructs the production of the target language. As can be seen, these scholars acknowledge the importance of vocabulary acquisition, and this represents a challenge for those English teachers who are in search of methodological strategies which facilitate such an acquisitional process and which are appealing to the learners.

As a matter of fact, one of those facilitative and appealing methodological strategies is the use of video games in the English class. The choice of this strategy as part of the intervention proposal in this study is supported by a diversity of reasons. Based on empirical observations, I have perceived that most eleventh graders at INEM High School are currently devoting their free time to video games and computer entertainment. Based on a Likert-scale questionnaire, I have established that almost all of them, (94.7%) are keen on classroom technological resources, and 52,6% of them said they love going to “Hobbyland” to have fun with their friends. “Hobbyland” is a video game parlor located near their High School where they can rent and play with different video game systems. These students intuitively use the Internet, social media and gaming systems to their likes receiving the name of digital natives, as suggested by Prensky (2001). Gaming is a social practice which characterizes teenagers as “digital natives,” but unfortunately it has not been fully exploited for educational purposes in the school.

### **Related Studies**

There is a great compendium of research studies dealing with gaming and vocabulary acquisition and teaching that can serve as milestones for the course of this research study. Such studies conducted by teachers and researchers exploring this new approach to language teaching can help to clarify why such activities were designed using in the past what was considered the brain smelter of the 90s, how a leisure activity can be transformed into the ultimate pedagogical resource in the classroom.

Ashraf, Motlagh, and Salami (2014) researched the impact of online video games on English vocabulary learning with 24 low-intermediate EFL Learners studying at a Language Institute in Kashmar, Iran. After a proficiency test applied in the institute to assemble the groups of participants, the learners were divided into control and experimental groups equivalently.

Students from both groups were administered a vocabulary-based pre-test to guarantee the participants' homogeneity. Then the sample was given a set of words relevant in online gaming by their teacher. The researcher developed a 20 items post-test to assess the participants' achievement throughout the study, which lasted 15 weeks. On the gaming sessions, the control group received instructions on playing online games, while the control group receives no training on gaming. The experimental group was also allowed to use the Internet in the classroom where they could play a great variety of games. During lectures, they used a diversity of contextualized words. With such words, subjects could cooperate and compete which raised their motivation.

While the Pre-test results showed no statistically significant disparity between the control group and the experimental one, on the Post-test results the experimental group outperformed the control group. Based on the previously mentioned results, Ashrafa, et al. (2014) suggested that online gaming is an effective tool in English language instruction in general, as it is in vocabulary teaching classes in specific. The author goes on to say that online games can be effective in vocabulary acquisition. He asserts that creating a motivating context where learners can subconsciously share information and solve problems during gaming sessions is effective in vocabulary teaching. This is mainly, as he found, the subjects acquire new words competing and cooperating with each other in an enjoyable environment. The primary data source for this research study; the pre-test and the post-test comparison proved to be a well-grounded measuring tool for vocabulary performance. For this reason, my research study makes use of this tool to assess the students' performance in vocabulary after the pedagogical intervention based on VGBI tasks.

On the other hand, in an action research study, there is the need of the students' voice, as their perceptions are of great help for the researcher to shape future interventions. In his study,

Hennlich (2015) applied a questionnaire inquiring 446 takers about gaming preferred genre if any, and a set of 100 multiple choice vocabulary translation items. Taking into account that the first item is asking for the preferred genre if any; it is easy to differ the group of video game users from the non-gamers one. The data gathered in this study suggested that the use of video games is not a useless activity but in fact, a very constructive one. The author asserts that these pieces of software can be accepted in the EFL classroom thanks to the dominance of the English language in the gaming industry, which is easily verified just by looking at any digital gaming or apps store. In other words, all big commercial titles are created in English. The study also shows that videogames serve as a potentially beneficial activity at least when concerning vocabulary, as there is vocabulary acquisition in the lexical field that is presented in the piece of software played by the learner. He wraps his ideas up by stating that “In the ideal scenario teachers will one day learn how to use this situation to their, and more importantly to students’, advantage during the learning process.” Ideally, teacher will one day learn how to develop language learning activities which make use of video games to help students develop their vocabulary knowledge on the target language.

Adding to the aforementioned ideas on vocabulary acquisition with the help of video games, Cabraja (2016) collected data from 25 eighteen years old participants from Stockholm who attended an optional English 7 course in an upper secondary school. The participants reported playing the commercial video games Counter Strike: Global Offensive; League of Legends; World of Warcraft; Guild Wars. Using a quantitative analysis of the questionnaire administered, the author gathered information about attitudes in regards to the learners’ proficiency, behavior regarding time spend when gaming and preferred gaming genre. In the second part, the author analyzed VLTs (Vocabulary Level Test). In the study, it was evident that

learners who spend their time playing video games are more proficient in vocabulary than learners who do not spend their time in such activity. This is demonstrated through the VLT comparing the G (gamer) group to the NG (non-gamer) group of participants. The collected data shows that the G-group scored 1.7 points higher on the 3.000-word level, 2.2 points higher on the 5.000-words level and 4.13 higher in the 10.000-word level. The author concluded that the students who reported to play video games for moderate to frequent amounts of time have an advantage in VLTs. Furthermore, the results show that emphasize teamwork and communication through gaming is more advantageous for receptive vocabulary proficiency than software and activities that do not emphasize on teamwork and communication.

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advantage in VLTs. Furthermore, the results show that emphasize teamwork and communication through gaming is more advantageous for receptive vocabulary proficiency than software and activities that do not emphasize on teamwork and communication. Taking into account Cabraja's (2016) findings, the main VGBI tasks for my research study are conveniently designed to be developed in groups of three students, to allow learners the opportunity to share common ideas by means of face-to-face communication.

Another essential fact about including video games in the educational setting is that these pieces of software can be taken into account as authentic material that can be used in the language classroom. Kilickaya (2004) affirms that authentic material refers to those media that native speakers are exposed to in English speaking countries, such as movies and music. The aforementioned researcher stresses that this type of material provides authentic cultural information and exposure to real everyday language. It also relates to the requirements of the learners while supporting a more creative approach to teaching the language. As Anderson, Reynolds, Yeh, & Huang (2008) observed five sessions where the sample was guided on the first-person shooter game America's Army. The group is a mixed sample of eight subjects (three Taiwanese undergraduate students, 1=M and 2=F; two university exchange students from France, 2=F; and four Taiwanese high school students, 4=M) who were recruited to participate. All participants had been enrolled in English language courses for at least six years. The authors noted in their study that the use of videogames as authentic material could have a positive effect on the classroom as motivation is increased when applied during the foreign language instructions. The researchers found that dramatic improvements to the teaching practices can be attained if these practices are supported by properly designed activities using video games. On

the other hand, the researcher found that the use of these activities can lead to eye strain or headache because students were focusing on one area of the screen for too long.

Accordingly, I reckon that Reynolds, Yeh, & Huang's (2008) research study is valuable due to the great contribution they made using commercial software created for entertainment, instead of software focused for educative purposes. This and all the aforementioned studies, are of great value to *VGBI Tasks An Alternative Way to Learn Vocabulary*, as they serve as milestones for the design of its VGBI tasks.

### **Setting**

INEM Julian Motta Salas School is located in the north of the urban area in Neiva, on Santa Ines Neighborhood. INEM school has a total of 1185 students with 693 boys and 492 girls in high school. This institution is characterized by its green areas and numerous facilities designed for the educational context fulfilling the recommended requirements, like a whiteboard, electricity, a well-lit environment, and proper ventilation in every classroom. In this institution all commodities are supplied, there are sports fields, a school restaurant, an auditorium, a science lab, two computer science lab, and a foreign language classroom. The institution was born in 1972 with the name Julian Motta Salas, and it was the second institution created out of ten in Neiva as a result of the educational decree number 1962 of the year 1969. Decree that established diversified secondary education in Colombia to meet the educational demand to be consistent with the needs of the Nation. These institutions were created with the aim of integrally forming their students addressing them as the center of the educational process. INEM is just a few steps away from Universidad Surcolombiana if you walk south, which is one of the most prominent academic institutions in the city. Towards the north, you can find another public school that borders INEM and then small businesses of all types such as, convenience shops,

cafés, drugstores, and fast food restaurants, to name a few. Also, there are some stores created with the stream of students in mind like numerous small stationery shops and arcades when you usually see students after class having fun.

### **Rationale**

The current research study attempts to determine the impact of VGBI tasks on EFL students' vocabulary learning. With this, as a researcher I may solve an urgent problem diagnosed in my professional context, while making use of an alternative methodology such as gaming. As a teacher, it is my duty to help my learners overcome their problems with the L2. In this sense, an institutional requirement may be supplied while giving more opportunities to my students to achieve a broader vocabulary.

In the immediate context, this study may serve as a starting point to design new and creative lectures that reflect the use of new technologies, coworkers may get an insight on how to plan class activities that make use of video games to represent and contextualize class discourses. Also, they may get an insight on how to analyze and examine such discourses. VGBI is a pioneering methodology in Huila and as such, there is an urgent need for showing how beneficial it can be to the acquisition in all areas, not only in the language classroom.

This research study is relevant at national and international levels, because it sets off from the best literature in the methodology of VGBI (Galvis 2011, Ashraf et al. 2014, Cabraja, A. 2016) addressing at the same time, the best practices in vocabulary teaching (Nation 1994, Hunt and Beglar 1998, Thornbury 2002, Cook 2013). Conjoining both constructs in order to give fresh ideas that consider one of the students' new literacy practices such as gaming. With this study, Colombian and international teachers will be able to design their own VGBI tasks, thus making better lectures eliciting creativity in the EFL learner.

### **Research Question**

Therefore, in an attempt to deeply examine the educational potential of video games in an EFL class, this study is aimed at finding an answer to the following research question: *How is EFL students' vocabulary learning affected by the use of Video-Game Based Instructional (VGBI) tasks in a public high school in Neiva, Huila?*

### **Research Objectives**

In order to answer How is EFL students' vocabulary learning affected by the use of Video-Game Based Instructional (VGBI) tasks in a public high school in Neiva, Huila? this study addressed the following objectives:

**General objective.** To determine the impact of VGBI tasks on EFL students' vocabulary learning.

**Specific objectives.** To assess the students' performance in vocabulary tests before and after the pedagogical intervention based on VGBI tasks.

To examine students' performance when learning vocabulary through VGBI tasks.

To examine the students' perceptions of the VGBI tasks.

## Chapter II

### Literature Review

This chapter delves into the main conceptual constructs which underlie this study, i.e., vocabulary learning and video game based instruction. As to vocabulary, its importance and learning process, with a reference to some good practices to teach it, are pointed. With respect to video games, a brief allusion is made to the gaming industry and its benefits. In this sense, video-game based instruction, especially in our educational context, is dealt with.

### Vocabulary

Literature suggests that we need to acquire an abundance of words in order to understand and produce language. And to properly use these words, we need to remember them over time and also be ready to remember them instantly (Thornbury, 2002). As with only one misunderstood word, the meaning can change, missing the purpose of the message. The cited author states that learners must develop strategies that help them deal with gaps in words knowledge, such as handling an unknown vocabulary, or unfamiliar uses of the known one. According to the Oxford dictionary vocabulary are *“The words used in a particular subject or sphere of activity or on a particular occasion.”* and a word is *“A single distinct meaningful element of speech or writing, used with others (or sometimes alone) to form a sentence and typically shown with a space on either side when written or printed.”* While this is a fair depiction of the area at hand, it falls short, and there is the need to complement these definitions with the characteristics of words in order to broaden the depiction of the matter. As specified by Thornbury (2002) words have different uses, the same word can have a lot of meaning in different contexts. On one hand, they can be combined to form new vocabulary. On the other, different words may have a similar meaning and at the same time opposite connotation in

different contexts. That is why learning vocabulary is not only a starting point to learn a language, but one of the most important aspects of it, as expressed in the following content.

**Importance of learning vocabulary.** When quoting David Wilkins, Thornbury (2002, P. 13) says that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Such a short and yet meaningful sentence serves as the starting point. Grammar per se is unable to transfer an idea from a learner to another, while just a simple word can communicate a plethora of feelings and moods. Accordingly, Nation (1994) asserted that a rich amount of vocabulary makes the listening, reading and writing process easier. The author argues that the more opportunities to put into practice the vocabulary, the more fluent the acquisition will be.

**How words are learned.** Learning a word is to understand the meaning and connection with other words. Cameron (2001) states that a word is like a flower growing in the soil. Looking at a flower above the ground, there is only a flower, but underground there is a connection of roots which, as the author claims, those roots is a connected web of meanings and understandings. In that order of ideas, Cook (2013) argues that knowing a word implies to know its meaning, its spoken and written form, and its grammatical and lexical properties. Thornbury (2002) claims that children first words in their mother language are typical words used for labeling, mapping words into concepts, but even in this primary stage of acquisition, children also show categorizing and network building skills. He uses the following example to explain this process: children learn the concept of dog and the word to represent it (labeling), but they know that not all quadruplets are dogs (categorizing) even though they recognize this word can be replaced by a superordinate term such as animal, the same as an elephant or a mouse (network building). The author goes on to declare that words are stored in the mental lexicon, where words

are interconnected by sounds and are semantically and morphologically organized by shared meanings. It is due to these interlaced connections that words like chicken and kitchen are sometimes confused by learners. In order to overcome these problems, learners need significant and meaningful activities as well as definite strategies to help them establish their mental lexicon which is achieved by building networks of associations. Nevertheless, vocabulary acquisition can be interpreted as a memorizing activity, as words are first allocated in the short-term memory and this knowledge must be reinforced by using the vocabulary to express personally relevant meanings while presenting words in their typical contexts. The above, so that learners can get a feeling of their meaning, location, and syntactic environment, in order to successfully store this contextualized data in their long-term memory (Thornbury, 2002). And it is only through vocabulary instruction that this process can be achieved. The author also addresses the main difference between the acquisition of vocabulary in L1 when compared to L2. Thornbury (2002) affirms that learners already know the word in the mother language, as the conceptual systems that these words encode. They also have the complex network of association that links these words together and they use these conceptual systems. For him, learning a second language involves learning a new conceptual system and constructing a second vocabulary network.

**Good practices when teaching vocabulary.** Cook (2013) argues that there is a variety of strategies to acquire and understand 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. Additionally, Hunt and Beglar (1998) establish three approaches to vocabulary instruction and learning. Those three approaches are incidental learning, explicit instruction and independent strategy development. Vocabulary instruction is very important because learners need a lot of vocabulary to get them to spontaneously

communicate in the target language and this requires, again, intentional and incidental learning. Furthermore, learners need to be actively involved in the learning of vocabulary intentionally inside the academic context as well as outside of it (Thornbury, 2002).

Incidental learning approach refers to the acquisition of new vocabulary through reading and listening activities. Extensive reading is suggested as the primary strategy to acquire or reinforce new vocabulary. Additionally, this strategy helps the learners to develop their proficiency and vocabulary knowledge through readings. Also, it helps the student to recognize the structures of the language and obtain a better comprehension of the texts.

The second approach is Explicit Instruction. Hunt and Beglar (1998) divided this approach into four principles. The first principle is the diagnosis of the vocabulary which learners need to study. They explain that a person needs to learn at least 3000 words in order to obtain an effective reading at the university level. To analyze the size of the vocabulary, Nation (1990) establishes a test or a checklist which requires the students to mark the words they know. Nation (1990) argues that this test is made by teachers or researchers in order to design a syllabus, to practice extensive reading and vocabulary instructions. So, researchers can apply this test in order to measure the total of written vocabulary from L1 and L2 speakers.

Coming back to Hunt and Beglar (1998), these authors state that the second principle of Explicit Instruction is to provide opportunities for the intentional learning of vocabulary. In this principle, learners are exposed to new and unknown vocabulary through reading exercises. The first stage of this principle is to teach 3000 words with its corresponding translation until its form and meaning could be recognized. Then students can play with vocabulary cards in their own way of learning. In the third principle, teachers or researchers can provide opportunities to elaborate word knowledge. Nation (1994) claims that knowing the translation of L2 words is not



enough to learn new vocabulary. Also, it is important to recognize its form, meaning, its grammar, lexical sets and moreover to recognize the word through reading and listening activities and use it in speaking and writing.

The last principle provides students opportunities for developing fluency with known vocabulary. Nation (1994) also states that teachers or researchers should give students the opportunity to practice the four skills; listening, reading, writing and speaking using and recognizing the known words. After that comes the third approach, which is best known as Independent Strategy Development. According to Hunt and Beglar (1998), this approach involves learners to guess from the context and training them to use dictionaries.

Additionally, Nation (1994) establishes a language-focused vocabulary instruction theory with four stages 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. This author explains Vocabulary and Meaning-Focused Input as the way which learners acquire more vocabulary and review known words from reading activities. However, the author argues that this stage depends on fragilities. The mayor fragility is the equality of the learners during the reading process and learners' vocabulary size. For that reason, Nation suggests that the 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 author mentioned above declares that the type of reading could be a fragility 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 reading about unknown topics, they have to pay more

attention to the meaning of the word in order to obtain the general idea. Following this succession of ideas, the second stage, according to Nation is Vocabulary and Meaning-Focused Output. This stage is based on 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. Then, the third stage proposed by Nation is Developing Fluency with Vocabulary. In this stage of the process, students make use of what they already learned in a fluently way. So as to guarantee a successful fluency Nation mentions three conditions. For 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 repetitions, time pressure, planning and preparing to improve students' proficiency and fluency. Finally, the last stage 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. For the author, this stage is divided into three activities. Those activities are Guessing Unknown Words from the context, Learning the Meaning of Unknown Words and Study of Words Parts and Mnemonic Devices.

When guessing unknown words from the context, students guess the main idea or message of the reading without close attention on the meaning of unknown words. Students guess from the context of the reading, while learning the meaning of unknown words which makes students focus on the meaning and form of the words. Although as Nation claims, there are some assumptions which establish the idea that learning vocabulary should be in context, decontextualized words help students to increase the amount of vocabulary and they can use the new vocabulary in different aspects. As a final point, the Study of Words Parts and Mnemonic

Devices based on the form and meaning of the word through Mnemonic devices such as cards, flash cards, posters and so on which guarantee optimal conditions to improve and increase the amount of the vocabulary (Nation, 1994).

Taking into account that only an abundant compendium of vocabulary can develop proficiency in the ESL learners and that knowing a word goes beyond its spoken and written form, Nation's (1994) ideas about Meaning-Focused Output adapted to gaming activities have been adopted for this study. This is done mainly because Meaning-Focused Output vocabulary learning centers on the contextualized use of the language items stimulating productive skills. In order to do this, the use of familiar ideas addressed in the selected gaming pieces of software, the focus just on the message that can be experienced in these environments and the recycle of the input in the form of classroom tasks have been taken into account following Nation's three conditions for language teaching.

## **Video Games**

**The gaming industry and its benefits.** According to the Oxford Advanced Learner's Dictionary, 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 a blander definition of what video games are. Taking into account a broader definition about this media, video games represented a \$36 billion (only in 2018) industry dedicated to entertainment, with a broad audience, 64% of US households own a gaming computer or video game system as reported by the American Entertainment Software Association (2018) due to its different kinds of genres which extend from sports and action to MMORPG (Massive Multiplayer Online Role-Playing Games) covering the different variety of users' preferences. Most of adult players have been playing for more than 12 years and 53% of

them expect to be using video games as much or more 10 years from now as they do today. And 70% of parents believe that videogames have a positive influence on their children. Whether we like it or not, this is the media of our moment and we must make the best of it. Many video game companies are funding research in different areas of knowledge to auto-promote, being education the center of all areas of knowledge it is not wrong to assume most of the research is being done on acquisition and performance adjustment during acquisition.

Starting the 21st century, the public began to see video games with good eyes and many institutes started to conduct research involving them. Bavelier, Green, & Dye (2011) found among a plethora of findings in numerous experiments, that action video games can boost cognitive skills and that novice players enhanced their ability to ignore visual clutter by about 15% to 20% after playing action video games for 30 hours over a month to a month and a half. The authors also assert that there is growing direct evidence that intensive use of video games results in significant advancements in cognitive function. For the authors, video games are controlled training regimens delivered in highly motivating behavioral contexts. The researchers go on and report that the documented gains in processing speed, attentional control, memory, and cognitive and social control that result from playing specific games are expected. Because behavioral changes arise from brain changes, it is also no surprise that performance improvements are paralleled by enduring physical and functional neurological remodeling.

**Video game-based Instruction.** This Action Research study is heavily influenced by the proposal “Towards a Theory of a Game Based Pedagogy” crafted by Rusell (2006). For Russell's study, the sample was made up by seven History class learners who played a modified version of the commercial video game *Neverwinter Nights* called *Revolution*. In the modified edutainment software students had to choose and control one of a variety of characters of the average

community such as carpenters, lawyers and field slaves during the 18th century in colonial Williamsburg while following a specific four steps model of Game Based Pedagogy Workshop. In this model the students are exposed to the gaming activity where they are given 35 minutes instruction on how to play the video game with the help of a guide printed on paper. After this, students explored the game completing certain quests while interacting with a variety of non-player characters (NPC). Then the teacher encourages an analytical reflective discussion to help learners articulate the knowledge acquired during the gaming session. In a third step, students are asked to produce using the previously acquired knowledge. On this last step, a critical framing activity takes place by the hand of the task the students produced, where students can see the events they experienced through the eyes of another character.

The author suggests that more research on games based pedagogy is critical for the advance of gaming in the field of education. When setting his landmark for further research in this area, Rusell (2006) states:

Educational researchers need to find or else help practitioners develop effective games based pedagogies that work in real world educational settings and then, drawing on the available data, attempt to theorize why these pedagogies may (or may not) work. In this way practice can inform theory which in turn might inform practice. (p. 11)

The researcher also asserts that these future pieces of research may involve educational or non-educational games. Being the latest depicted, non-educational pieces of software, the ones chosen for this research study. As the researcher's previous experiences using educational software as a learner has not been as enjoyable as the non-educational gaming experiences, entirely due to the poor gameplay mechanics and the low attention to the visual details educational game makers tend to exhibit on their products.

**Video game-based Instruction in our context.** In Colombia, Galvis (2011) conducted a piece of an exploratory research study where he picked four students to participate in. The sample of this study 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. 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, being this a military academy. 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 Galvis (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 traditional foreign language teaching that allows better student disposition.

## **Chapter III**

### **Methodological Design**

In this chapter, the research approach and the type of study, as well as the participants, the data collection instruments and procedures and the instructional design, are thoroughly described.

#### **Research Approach**

In keeping with the nature of the research question, a qualitative research approach is used along this study. Creswell (2014) suggests that a qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

#### **Type of Study**

Research is a difficult task taking into account that it demands time and effort which unfortunately are not the main features of a teacher who needs to be constantly planning classes and looking for materials to adapt them to his learners. Fortunately, there is a research method that can be conducted in our immediate environment in order not to focus on matters that are foreign to our context, this research approach is called Action Research (AR). According to Sagor (2000):

[Action research] is a disciplined process of inquiry conducted by and for those taking action. The primary reason for engaging in action research is to assist the "actor" in improving and/or refining his or her actions. [...] Action research is something you must

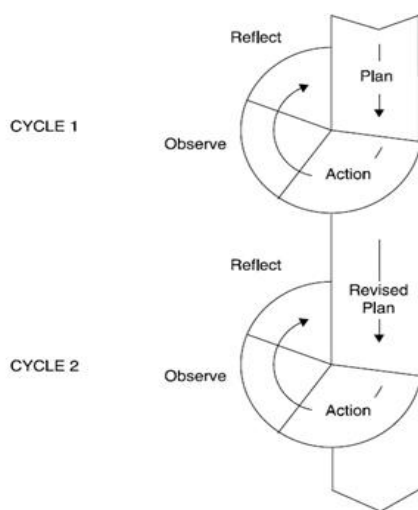
feel passionate about, because when you feel passion about something the investment comes easily.

AR 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. This type of research has seven main steps as proposed by Sagor (2000), and these are selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results and taking informed action. In order to select a focus for our research we need to reflect on a topic worthy of time, something which upon analysis can transform your practice into something more enjoyable. Then, in the second step, you should identify theories and beliefs related to the main topic; this will serve as a support for the whole study in the eyes of scientific analysis. After this, a research question must be formulated, this research question must respond to the problems you want to research because the answer to this question must give birth to the resolution of your main issue investigated. The author goes on and says that on the data collection, which is the fourth step, you must justify your actions as valid and reliable, in order to do this, you must avoid relying on a single battery. Many teachers use triangulation which is to use various sources of information to answer your main question. When researching, most people get feelings of tediousness and dullness thanks to the nature of this process, but AR can make use of user-friendly procedures. For example, in order to analyze the data gathered, the researcher can ask himself this simple question “What is the story told by these data?” with this, the researcher can get a better knowledge about the phenomenon he is investigating (Sagor. 2000).

For Burns (2010) AR is a reflective and appealing way to manage classroom issues in an immediate context as AR is a procedure that can be conducted in the class session itself and for



the lecture itself. Kemmis and McTaggart (1988, cited in Burns, 2010) propose four main phases in this cyclic type of research, each cycle overlapping the past succession and permeating in the following step to be conducted (See Diagram 1). 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 to define what type of investigation is going to be considered and what potential improvements are possibly good for it. The second step, as the authors mentioned above called it, is action. During this stage, the pedagogic actions are planned by taking into account time and strategies questioning your own assumptions about how to conduct your activities for the sake of the study. Then comes a third observational stage 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 cycle in this track 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.



*Diagram 1, Cyclical AR model based on Kemmis and McTaggart (1988).*

As AR is an ongoing process, the last step is to take action considering the main findings of the research to overcome the problem, but this is not the end. There is always something new to improve in your practice as a teacher, so after finishing researching in one topic, you can jump into another one you evidence during the previous process or some other new problem that may arise in your practice.

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 students learning vocabulary through VGBI tasks, AR was selected as the most appropriate method because its cyclical interventions give time to reflect upon the current stage in order to reshape further interventions as VGBI is an unusual practice that needs of constant revision, even more than conventional classroom practices in which procedures are common knowledge to most teachers.

### **Participants**

The sample for this research study is composed by the 1102 group at INEM Julian Motta Salas School in Neiva. They are 38 learners whose ages range from fourteen to eighteen years old, 21 boys and 17 girls. This group consists of teenagers from middle-low socioeconomic strata families of Neiva, Huila. The sample for this action research study was selected using a Non-probability purposive sampling technique; a convenience sample method was chosen taking into account the time required for such pedagogical interventions, as well as the researcher's access to this group of students. As Sargeant (2012) asserts, one of the critical parts in qualitative research is the identification of the sample, as this must be selected taking into account how well can it bring to light data that answers to the research question.

### Instruments

OBJECTIVES		SOURCE 1	SOURCE 2
<b>MAIN OBJECTIVE</b>	To determine the impact of VGBI tasks on EFL students' vocabulary learning.		
<b>SPECIFIC OBJECTIVES</b>	To assess the students' performance in vocabulary tests before and after the pedagogical intervention based on VGBI tasks	PRE-TEST	POST-TEST
	To examine students' performance when learning vocabulary through VGBI tasks	STUDENTS' ARTIFACTS	TEACHER'S JOURNAL ENTRIES
	To examine the students' perceptions of the VGBI tasks	SURVEYS	TEACHER'S JOURNAL ENTRIES

For this research data is gathered from six different sources:

**Likert scale.** This Likert scale questionnaire (See Appendix A) is conducted in the sample before the first intervention to gather insights about gaming and vocabulary learning, and how they perceive the way they use them. This questionnaire reflects the main problem stated in the document, and it is used as a starting point to choose and design the materials applied.

**Pre-tests and Post-tests.** A three parts Pre-test (See Appendix B) is administered before the interventions to measure the participants' vocabulary proficiency. The vocabulary sets evaluated in the first two parts of the Pre-test are city parts and classroom items. These vocabulary sets were chosen taking into account that they make part of the participants' daily context. The first lexical set is assessed through open sentences using a group of common signs

that can be seen in different parts of a city, where participants have to match the vocabulary given with such signs and then they have to write a sentence that includes both, the city part and the information given in the sign. The school items lexical set was assessed through the matching of two columns; the first contains the descriptions commonly found in a dictionary and the second the vocabulary items. The third part of the test deals with a different approach to vocabulary assessment. As this part, while assessing reading comprehension with multiple choice answers; the test takers need a complex set of lexical values to decode the items, as the test paraphrases the vocabulary used along with two reading exercises. The Post-test with the same items was applied after the pedagogical interventions to trace the advance in vocabulary attainment through the VGBI task if any. The tasks used for these tests were taken from a bank of exercises developed to prepare students for the SABER test.

**Students' artifacts.** These were produced in class and as homework were studied to examine the participants' performance when learning vocabulary through VGBI tasks. These consist in sentences and short texts created with the help of the video games, for the first pedagogical intervention the students had to use the software Village City-Island Simulation, and Scribblenauts Remix for the second and third intervention. Village City-Island Simulation is a free to download family-friendly video game created by the independent developer Sparkling Society, it is hosted in the Google Play Store. In this video game, players had the opportunity of creating a city on an island from scratch. Scribblenauts Remix is a commercial video game, created by the big company Warner Bros. In this video game, the player helps the character Maxwell to solve complex problems creating items with a visual dictionary with more than 22.000 words. The data is collected in digital format via the WhatsApp platform and in physical format in the following class, as not all the participants have a mobile device to execute the

pieces software. Only the digital artifacts delivered via the WhatsApp platform, are to be taken into account for the data analysis of this research study.

**Teacher's journals.** Such instruments (See Appendix C) were created after each one of the pedagogical interventions and they were taken into account in order to re-shape language instruction in the subsequent pedagogical intervention and triangulate information about the students' performance when learning vocabulary through VGBI tasks. These journal entries gathered information about what went well, what went wrong and the possible solutions to the problems that appeared in every session, these teacher's entries were adapted from the direct responses to questions of the reflective model proposed by Gebhard (1999).

**Surveys.** At the end of each one of the pedagogical interventions, students were asked to answer these three critical questions (in their mother tongue) about the development of the session. "What did you like the most?"; "What did you like the least?" and "How can we improve the class sessions?". These three reflective questions judge the students' positive and negative perceptions of the VGBI tasks. These surveys (See Appendix D) are also taken into account to improve the succeeding pedagogical interventions.

### **Data collection procedure**

During the diagnosis stage, after the consent forms were collected, the ten items Likert scale questionnaire was administered. This questionnaire was administered in the mother tongue of the students for them to understand the questions better and obtain more accurate answers. This questionnaire inquires the students about their vocabulary perceptions as well as their ideas about gaming applied to education.

After the diagnosis of the problem was conducted, the research was carried out through three main pedagogical interventions of four to five class hours each (See table 1). The

pedagogical intervention applied in this action research project contains three big stages described as follows: the first stage is the application of the Pre-test to document beforehand students' knowledge of the vocabulary sets that are to be applied during the second stage. This test was designed taking into account questions type one, two and five of the English part of the SABER test.

In the second stage, during each intervention a handout was administered to the sample, each one of these VGBI handouts was focused on vocabulary learning. The vocabulary items were always situated into a similar semantic field present in the students' context. The main activity in these handouts was complemented with the vocabulary item sets represented graphically and labeled in the commercial video game that was downloaded via Google Play Store or Amazon AppStore. So, students were expected to help themselves with the piece of software required. The students were told which software to download on their mobile devices a few days before each handout was applied.

The first VGBI handout (See Appendix E) was created and planned with the lexical set of the parts of the city in mind. Here students had to solve a series of vocabulary matching exercises which were visually represented in the handout with items extracted from the video game Village City Island Simulation. Without this category of items rendered on screen, the student is not able to label their equals on the handout. Once labeled, students had to write a sentence for each one of them. These sentences are aimed to depict the signs that figure on type 1 questions of the SABER 11 test. At the end of the activity, students had to take a screenshot and send it via the WhatsApp platform.

The second VGBI handout (See Appendix F) was arranged taking into account the lexical set of the school items. In this handout, students had to solve a vocabulary matching exercise, but

the items were not visually represented on the handout. Instead, every time they decoded and matched each one of the items to their meanings; the meaning had to be rewritten on the handout. Then, students had to write each one of the items again, but this time on the video game Scribblenauts Remix to create a mini poster of the game taking a screenshot. The sentences in this task are aimed to depict the meanings that figure on type 3 questions of the SABER 11 test. At the end of the activity, students had to send the image via the WhatsApp platform.

Again, for the third VGBI handout (See Appendix G), vocabulary was taken as the pivot of the activities. But this time the activities dealt with two reading exercises and students had to come up with answers to two hypothetical questions for the first one of them. Each time they answer one of the questions, they had to represent the vocabulary on the video game Scribblenauts graphically. For the second activity, students had to create a new ending for the second story and once again, render an image using the vocabulary expressed in the short text. The text in this task are aimed to depict the ones that figure on type 4 questions of the SABER 11 test. In the end, students had to send these images via the WhatsApp platform.

<b>SCHEDULE</b>	
<b>STAGE</b>	<b>DATE</b>
<b>DIAGNOSIS STAGE</b>	February 28th
<b>PRE-TEST AND 1ST PEDAGOGICAL INTERVENTION</b>	2 <sup>nd</sup> week of March
<b>2ND PEDAGOGICAL INTERVENTION</b>	4 <sup>th</sup> week of March
<b>3RD PEDAGOGICAL INTERVENTION AND POST-TEST</b>	2 <sup>nd</sup> week of April

Table 1, Pedagogical interventions schedule

Prior to the pedagogical interventions, the Post-test was administered to trace the participants' vocabulary level before and after the VGBI tasks. These Post-Tests have a similar structure to the Pre-Tests and recycle the same vocabulary item sets exposed in the VGBI handouts. Before each Post-test, the survey was conducted in order to collect students' perceptions and suggestions about each VGBI activity. The final stage of this action research study is the data analysis, where all the data collected is scrutinized following the qualitative method.

### **Instructional Design**

In keeping with the research question; How is EFL students' vocabulary learning affected by the use of Video-Game Based Instructional (VGBI) tasks in a public high school in Neiva, Huila? And based on the basic conceptual constructs, the Innovation Proposal "Video Game Based Instructional (VGBI) Tasks" was designed. Since the methodological approach underlying this proposal is based on video-game based instruction as stated by Galvis (2011), the main purpose was to "involve participants in three VGBI tasks as a means of enhancing their English vocabulary learning." To the effect, participants were initially given an induction into the procedural dynamics of the chosen videogames, namely, Village City-Island Simulation and Scribblenauts Remix. This Innovation Proposal was made of three VGBI tasks:

**First VGBI task: parts of the city.** Teaching time: 240 minutes.

**Lesson standards.** Competencia pragmática y sociolingüística: Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. Competencia lingüística y pragmática: Utilizo vocabulario adecuado para darle coherencia a mis escritos.

Objectives	Assessments
1. After completing the lesson, the student will be able to declare the main city places items.	1. Assessment on this session is focused on S's communication, every time each S. needs to orally produce, T. serves as a channel



2. By completing the activities, the student will be able to identify the questions on PRUEBAS SABER 11 type 1.	recasting or clarifying the message to students, at the same time measuring the students' proficiency during the activities.
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**Materials.** VGBI handout (Gaming Guide), students' Smartphones and Village City: Island Sim App.

***Anticipatory Set.***

*Vocabulary game: "out!"*. In this game, the teacher requires a student to say a vocabulary item within the given category. One item per student when given the opportunity, these items cannot be repeated, also they are not allowed to hesitate when answering; Students who do so, will be left out in that round, losing his opportunity of getting a positive point. The given category for this session is "City places". Activating Prior Knowledge

*Speaking activity: brainstorming.* The teacher asks the students 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?" writing the questions/answers in the whiteboard. Then, he asks a student to read one of the questions to a partner, then the contestant reads another question to another partner, and so on. Students are told they are free to add other related items if they want.

***Development.***

*Vocabulary activity.* The teacher asks the students to watch some flashcards slides about city places. Then they have to write in their notebooks as many items as they can remember. T checks, and says who got the most items, then after socializing the items SS have to copy the entire vocabulary.

*Video game based instruction activity.* In couples, Students are asked to play the commercial game "Village City: Island Sim" where they are asked to create a city.

Students must buy the city items in the game and then they must search the item on the VGBI handout (gaming guide) in order to solve the first part exercises. Once done, students must relate each item with a sign correlated to “Pruebas Saber type 1”.

The teacher asks the students to write sentences correlating the items on the previous exercise.

***Closure.***

*Writing activity.* The teacher asks the students to report their cities writing on their notebooks following this model: “In my city you can find (city places) and in this place you can find (this sign).” The teacher asks some students to read their texts aloud. The teacher recasts the information in order to correct the most notorious mistakes when needed. Then, the teacher chooses the best ideas and write them on the board for the class to copy.

*Additional concept related activity.* Students draw a mini poster about their ideal city writing sentences for every item they used on the activity. Alternatively, students take a screenshot of their city and send it via Whatsapp to the teacher writing sentences for every item they used on the activity.

**Second VGBI task: expressing quantities and classroom objects.** Teaching Time: 240 minutes.

***Lesson Standards.*** Competencia pragmática y sociolingüística: Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. Competencia lingüística y pragmática: Utilizo vocabulario adecuado para darle coherencia a mis escritos.

Objectives	Assessments
1. After completing the lesson, the student will be able to identify and use the basic classroom objects vocabulary.	1. Assessment on this session is focused on S’s communication, every time each S. needs to orally produce, T. serves as a channel

2. By completing the activities, the student will be able to identify the questions on PRUEBAS SABER 11 type 3.	recasting or clarifying the message to the students, at the same time measuring S's proficiency during the activities.
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**Materials.** VGBI handout (Gaming Guide), Students' smartphones and Scribblenauts Remix App.

***Anticipatory Set.***

*Vocabulary game: "out!"*. In this game, the teacher requires a student to say a vocabulary item within the given category. One item per student when given the opportunity, these items cannot be repeated, also they are not allowed to hesitate when answering; Student who do so, will be left out in that round, losing his opportunity of getting a positive point. The given category for this session is "Classroom objects".

***Activating Prior Knowledge.***

*Speaking activity: brainstorming.* The teacher asks the students simple quantity questions using the previous game's vocabulary (How many [...] do we have here?) about the items in the classroom, writing the questions/answers in the whiteboard. Then, he asks a student to read one of the questions to a partner, then the contestant reads another question to another partner, and so on. Students are told they are free to add other related items if they want.

***Development.***

*Video game based instruction activity.* Using the items reviewed on the anticipatory set of the class and the bilingual dictionary, each couple creates a classroom in the opening level of scribblenauts Remix. Then, they are given the VGBI handout (Gaming guide). Every time they add an item from the gaming guide, they have to write it down with its corresponding sentence on the back. Students must create and add two more sentences with their respective items. Once they finish the scene, they must take a screenshot of it and send it via Whatsapp.

At the end of the gaming guide there is an extra exercise where SS have to unscramble and add adjectives to some of the items of the game. This exercise is intended for the students who finish the gaming guide earlier.

**Closure.**

*Writing, reading and speaking activity.* The groups take turns to write on the board the two extra items they created on the gaming activity while the rest of the classroom copy them on their notebooks.

**Additional Concept Related Activity.** Students who don't have the hardware to run the game must draw a mini poster about their ideal classroom writing 5 new sentences with their items. Alternatively, students who have the hardware to run the game must create the 5 sentences and represent them in-game, take a screenshot and send it via Whatsapp to the teacher.

**Third VGBI Task: Reading comprehension.** Teaching Time: 240 minutes.

**Lesson Standards.** Competencia pragmática y sociolingüística: Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. Competencia lingüística y pragmática: Comprendo el vocabulario proporcionado para darle coherencia a los textos que analizo.

Objectives	Assessment
1. After completing the lesson, the student will gain more insight in reading strategies.	1. Assessment on this session is focused on S's communication, every time each S. needs to orally produce, T. serves as a channel recasting or clarifying the message to the students, at the same time measuring S's proficiency during the activities.
2. By completing the activities, the student will be able to identify the questions on PRUEBAS SABER 11 type 4.	

**Materials.** VGBI handout (Gaming Guide), Students' smartphones and Scribblenauts Remix App.

***Anticipatory Set.***

*Vocabulary game: "finding words!"*. In this game, the teacher asks the students to write the words they can form using the letters of a long word written on the board. For example, the teacher writes the word "Cooperation" on the board, then students using their known vocabulary in the target language write, for example, the words pet, pat, not and portion. Notice these words only use the letters given in the word "Cooperation" taking into account that, for example, this word has the letter "o" three times, so it is not possible to write a new word which contains this letter four times. Students have five minutes to write all the words they can, and then the student with the biggest amount of new words will win the round. Every wrong word the student writes will remove a good item. So students are forced to use words they already know in order not to eliminate the good ones. After the given five minutes end the teacher ask how many words they have saying "Who has got twenty words?", "Who have nineteen words?" and so on, until there are at least three players, the three players who got the highest number of words. Then, the teacher checks the words starting with the student who got the biggest amount of words. Once the winner of the round have been decided, the teacher calls for a new round and writes another long word on the board. Four rounds will be played in this session.

***Activating Prior Knowledge.***

*Speaking activity: brainstorming.* The teacher asks the students simple questions about the reading on the pre-test, like "Do you remember who is Nasreddin?", "What was Nasreddin doing?", "Who was he talking to?", "What happened at the end?", "Did you like this reading, why?". Then T. proceeds to ask questions about the second reading, "Was the reading about a boy or a girl?", "What happened to him?", "What would you do in this situation?". Then, the teacher creates a mind map in the whiteboard collecting the students' ideas.

***Procedure.***

*Video game based instruction activity.* Students are given the gaming guide (individually, but teamwork is allowed) and the teacher asks a student to read aloud the instructions for the first part of the guide. Once the activities to solve are clearly explained, students proceed to solve the gaming guide. On the first part of the guide students are asked to read the text and solve two simple questions “What would you do in Nasreddin place when the old man called him?” and “Imagine you are the old man, what would you do after Nasreddin said no?”. Here students are expected to write down a high-quality answer taking into account the context of the reading and their own outlook. They are also asked to represent their ideas on the video game Scribblenauts Remix using the visual dictionary like mechanics of the game. Once they have finished their in-game scenes, they must take a screenshot and send it to the teacher via WhatsApp writing down all the items they used to create the scene.

Then, the teacher chooses another student to read the instructions for the second part of the gaming guide. Here, students are asked to read the text “Snake bites boy” in order to create a new ending for the story. Once again, students are asked to represent their new ending on the Scribblenauts Remix software in order to send the image to the teacher via WhatsApp writing down all the items they used to create the scene.

***Closure.***

*Reading and listening activity.* The groups take turns to tell the class the new ending they create for the second reading activity. After every group intervention, the teacher asks a student an easy question about the ending they just heard.

*Additional concept related activity.* Students who do not have the hardware to run the game; must create a short story (75 words) then, they must draw a mini poster representing the best scene of the story.

Alternatively, students who have the hardware to run the game; must create a short story (75 words) then, represent the best scene of the story on the video game. After that, they must send a screenshot of the scene created in the game via WhatsApp to the teacher.

## **Chapter IV**

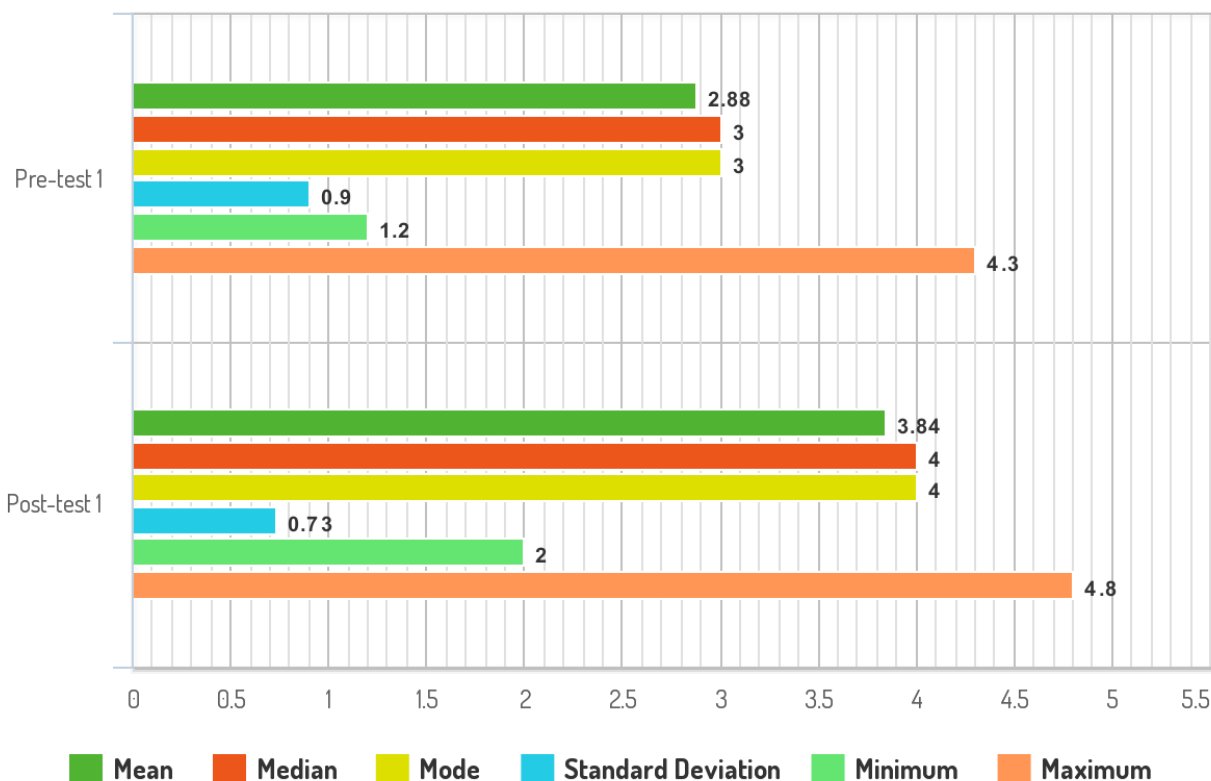
### **Data Analysis and Findings**

In this chapter, information about the three major categories and their corresponding sub-categories is presented in the following way. Initially, the category “Comparing Pre-test and Post-test results” is established related to each one of the three parts of these tests. The category “Students’ perceptions of the VGBI tasks” is constructed from the students’ answers based on survey questions on what they liked the most and the least of each task, which were classified into two sub-categories, one concerned with participants’ positive perceptions towards the pedagogical interventions and then other with the negative ones. Finally, the category “Students’ performance when learning vocabulary through VGBI tasks” is generated from the analysis of the students’ artifacts produced at the end of each intervention.



## Comparing pre-test and post-test results

### First part.



*Figure 1. Comparison between the Pre-test and Post-test first part results*

From the data shown in Figure 1, a parallel can be drawn between the first part of the Pre-test and the first part of the Post-test scores. The first intervention was concerned with learning vocabulary related to the city and its parts, and these two tests were focused on writing sentences based on the interpretation of a set of pictures and on the use of some lexical items related to the topic. The scores were calculated on a scale from 1 to 5 for each part. After obtaining all the Pre-test and Post-test results, they were tabulated in an Excel spreadsheet, and the main measures of central tendency (mean, median, and mode) and measures of variability (standard deviation, and the minimum and maximum variables) were calculated. As a matter of fact, Figure 1 shows that in the Pre-test the students scored an arithmetic mean of 2.88 and a

median score of 3.0. Again, the most common score during the test was 3.0. While the minimum mark was 1.2, the maximum score was 4.3, which yield a standard deviation of 0.9 with a mode of 3.0 for the sample during this part of the test. In the Post-test, the students scored an average of 3.84. The highest score was 4.8 with a minimum score of 2.0, and a median of 4.0. The most repeated value among the group of students on this post-test was 4.0. The standard deviation reached a 0.73 mark.

Analyzing the aforementioned description, we can find that there was an increase of .96 on the mean score between the two tests. This improvement can be explained by taking into account what happened during the first intervention instructional and learning processes. Chart 1 helps us to make sense of the progress made by one student (S1). In the first part of the Pre-test, S1 associated the given notice “Cash only” with “grocery store”. Here it is possible to see that this student understands the semantic meaning of these key words. However, the sentence that S1 wrote has spelling mistakes (*whit*) and the unnecessary omission of the personal pronoun (*you*) before the verb phrase and the omission of the main verb such as “pay” after the modal verb “*can*.” Instead, in the first part of the Post-test S1 got to write a syntactically correct sentence which makes sense.



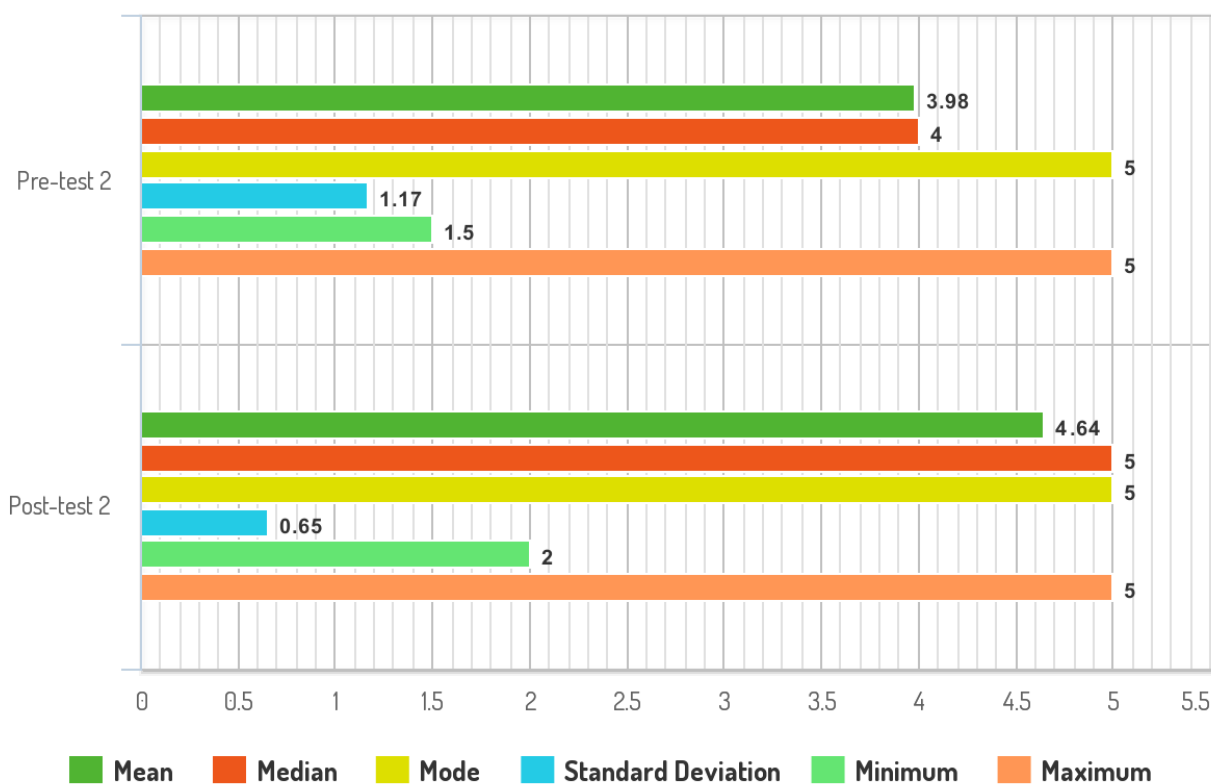
	Pre-Test	Post-Test
	<i>“Just can whit cash in the grocery store.” (S1)</i>	<i>“In the grocery store just buy if you have cash.” (S1)</i>

Chart 1. An example of the response of S1 in the first part of the Pre-test and Post-test

In Chart 2, we see the case of another student (S10) who demonstrates another type of linguistic performance at the level of speech acts. In the Pre-test, S10 associates the picture with a warning even though s(he) makes the mistake of using a gerund form instead of the bare infinitive after the modal verb “*must*.” In the post-test, S10 prefers writing a suggestion or a piece of advice by means of syntactically accurate utterance.

	<b>Pre-Test</b>	<b>Post-Test</b>
	<i>“in the gas station you must not smoking, because it is warning.” (S10)</i>	<i>“You shouldn’t smoke near to the gas station, it could be dangerous.” (S10)</i>

*Chart 2. An example of S10 in the first part of the Pre-test and Post-test*

**Second part.**

*Figure 2. Comparison between the Pre-test and Post-test results in the second intervention.*

In succession, tracing the data expressed in figure 2, which corresponds to the second part of the Pre-test and the Post-test, another comparative statistical analysis is applied. Considering that, for the second intervention the classroom items were selected as the vocabulary input, and the task in the tests were focused on the basic lexical competence used in the English SABER test, as employed on the set of questions type 2. In this activity, a main column with ten descriptions divided in two blocks, and two different sets of eight possible answers for each block is given to the participants (See Appendix B, Pre-test page 3). The participants must match every description to its corresponding item on the second set of columns. Once again, the scores on this part of the Pre-test and the Post-test were calculated on a scale from 1 to 5 measuring the central tendency and variability. The data shows that students scored an arithmetic mean of 3.98

and a median of 4.0 on the Pre-test and the most common score in this test was 5.0. The minimum score achieved was 1.5 and the maximum 5.0 which rendered a standard deviation of 1.17. During the second part of Post-test, students scored an arithmetic mean of 4.64, with a median score of 5.0. In this second test the minimum grade was 2.0, while the maximum was 5.0, yielding a standard deviation of 0.65.

Tracing the previous descriptive analysis, we can conclude that there is an increment on the mean by 0.66 on the second part of the Post-test when compared to its corresponding Pre-test results. And the median grew by a point from 4.0 to 5.0. Also, there is a reduction of the standard deviation by 0.52. Chart 3 help us trace the progress made by one of the participants of the research study during the second pedagogical intervention.

	Pre-test		Post-test	
	Questions	Participant's answer	Questions	Participant's answer
<b>Example 1</b>	1. This is an object your teacher uses to write on.	D. Ruler	5. This is an object your teacher uses to write on.	C. Whiteboard
<b>Example 2</b>	2. This is a book you use to look up unknown words.	F. Eraser	2. This is a book you use to look up unknown words.	D. Dictionary

*Chart 3. An example of the response of S30 in the second part of the Post-test and Pre-test*

In the Pre-test, student 30 (S30) matched the sentence “This is an object your teacher uses to write on.” with the word “Ruler” showing no lexical knowledge about the word “Ruler” which was his answer, nor the word “Blackboard”, the expected answer for this sentence. While on the Post-test, it is evident the attainment of these lexical values, that is, after the second pedagogical

intervention dealing with these classroom items. Then again, in example 2 it is evident that the student did not know the lexical values for the words “Erasers” and “Dictionary” at the moment of presenting the Pre-test. While on the Post-test, after intervention number 2, there is an evident achievement of the lexical understanding of the items.

### Third part.

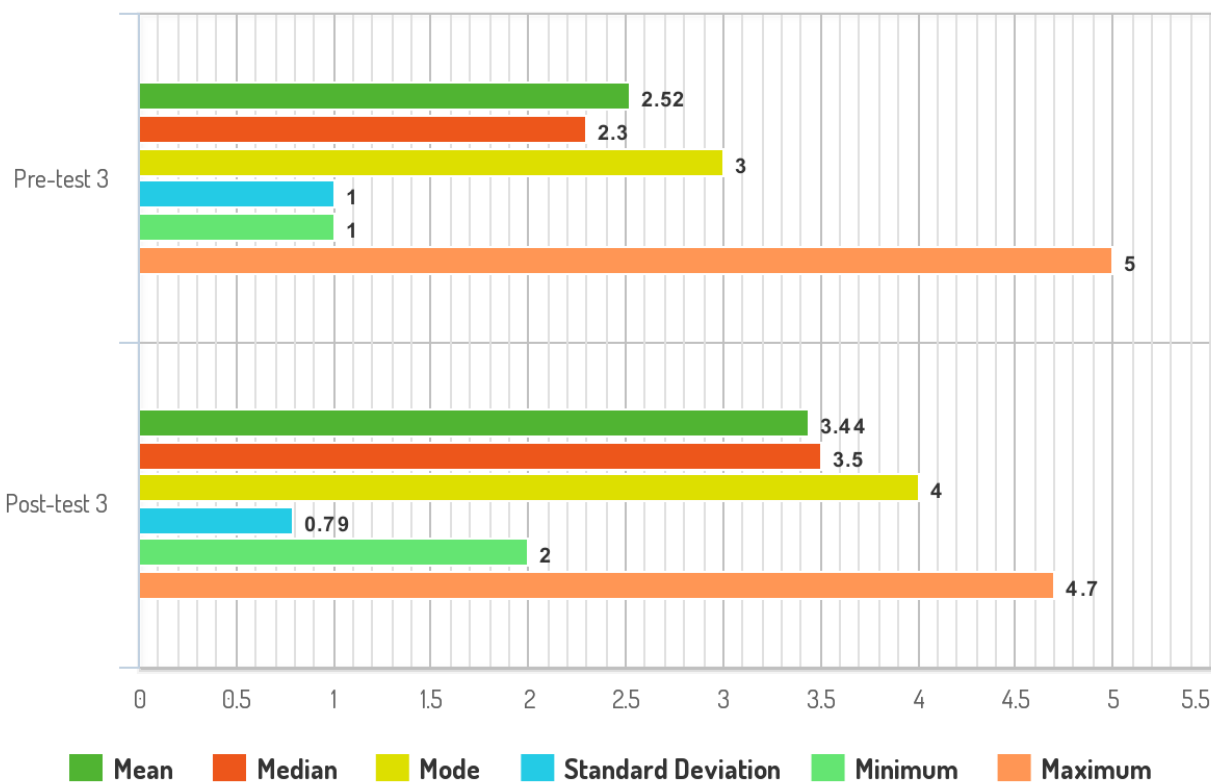


Figure 3. Comparison between the pre-test and post-test results in the third intervention.

Analyzing and comparing the data expressed in figure 3, taking into account that, this third part of the tests was concerned with inferential reading skills at the intermediate level, as applied on the set of questions type 4 of the SABER test. And that scores were, once again calculated on a scale from 1 to 5 applying a descriptive statistical analysis to find the central tendency and the variability. The following depictions are drawn: Figure 3 exhibits that the Pre-test takers scored an arithmetic mean of 2.52 with a median of 2.3 and a mode of 3.0. The

maximum score on this Pre-test was 5.0, while the minimum was 1.0, yielding a standard deviation of 1 point. While in the Post-test the students scored an average of 3.44. The highest score was 4.7, with a minimum score of 2.0. The most repeated score among the group was 4.0, and the standard deviation reached 0.79 points. Taking into account the data mentioned previously, we can conclude that there was an increase of 0.96 on the mean score when comparing this part of the Pre-test to the Post-test and the standard deviation decreased from 1.0 to 0.79.

	<b>Question</b>	<b>Participant's answer in the Pre-test</b>	<b>Participant's answer in the Post-test</b>
<b>Example 1</b>	What did the babysitter do?	D. She called the television company.	C. She called for help.
<b>Example 2</b>	Which of these statements is true?	B. Teddy's father was working and his mother was at home.	D. The snake is used to being touched.
<b>Example 3</b>	What does Teddy think now of the snake attack?	C. He was attacked because the snake was hungry.	A. He was attacked because the snake was scared of him.

*Chart 4. An example of the responses of S34 in the third post-test and pre-test*

On chart 4, the progress made by student 34 (S34) during the third intervention can be observed. It is evident that the participants had no certainty about the correct answers during the pre-test, S34 was not able to decode the text Snake Bites Boy (See Appendix B, Pre-test page 4) to combine ideas and draw the conclusions needed. It was only after the third intervention, where the vocabulary was approached with a set of activities, including the VGBI tasks that S34 was able to understand the underlying meaning of the text to come up with the correct answers.

These findings come to support what Ashrafa, et al. (2014) suggested about the potential of gaming as an effective tool in English language instruction in general, as it is in vocabulary teaching classes in specific.

Bringing to mind that, these substantial comparisons were made to assess the students' performance in the pedagogical intervention based on VGBI tasks. It is important to mention that, while this exercise seems quantitative in nature; it yields crucial data that can be evaluated in a qualitative way to determine the impact of VGBI tasks on EFL students' vocabulary learning.

### **Students' perceptions of the VGBI tasks**

In this section, students' perceptions of VGBI tasks are appraised from the data gathered by means of a survey administered after each intervention session. This survey was made of open-ended questions regarding what they liked the most and what they liked the least of each VGBI task. This survey was applied in the students' L1 (Spanish) to elicit the most natural and instinctive answers possible; answers that were translated into English for the purpose of this research study. Their answers were coded by taking into account the recurrence of their positive and negative comments. In this sense, Table 2 shows the frequency of students' positive or favorable perceptions of the three pedagogical interventions:



CODE	Frequency
Videogame's versatility	45
Vocabulary gain	36
Teacher's methodology	32
Affectivity	29
Innovation	27
Creativity	15
Task complexity	9
SABER Test	6
Vocabulary contextualization	2
Teamwork	2

Table 2, Students' positive perceptions towards the pedagogical interventions.

From Table 2, it is possible to see that the most recurring students' positive standpoint is related to the videogame's versatility. Videogames were not only seen as a means of having fun but also as a means to help students learn the target language. One of the students said that s(he) *"liked the way the teacher uses the videogame in a didactic way during the activities"* (S02). Another one stated that *"The class was excellent because it is not conducted in a traditional way"* (S04).

Moreover, a wide range of students declared that they positively perceived how their vocabulary had increased in the target language after having been involved in VBG T tasks. Student 11 said, *"[It] was great and I learned some words I didn't know before."* Here the student is not only declaring his perception of this process, but also assessing himself and his vocabulary attainment in an optimistic way recognizing the new words in his lexicon. Another

student stated that *“What I liked the most from this activity was the addition of the videogame, as it is a great tool to expand my vocabulary”* (S03).

From the data in table 2 it can also be seen that many of the students had a positive opinion about the teacher’s methodology applied during the interventions. For example, one of the students declared *“I liked the dynamic way in which we learn using a video game”* (S04). Another student expressed the belief that *“In this way classes are more dynamic and we don’t get bored so easily”* (S24). Supporting in this way, their positive perception of the methodology applied. Student 04 declared *“all the activities during the class were wholesome because this is not a traditional way of teaching, I find it very entertaining.”* Again, it is evident how easy it is for them to differentiate how motivated they were using this non-traditional methodology versus the one normally used in the educational context.

Another frequently positive view among the students during the surveys applied after the VGBI tasks had to do with affective discourses. They categorized the activities as *“very entertaining”* (S11); *“Fun”* (S19); and *“more interesting”* (S26). Student 38 expressed that *“Class time has flown by.”* Student 02 said *“I liked the class [...] and the didactic way how videogames were used, in this way we can love English classes even more”*, which shows how great and enjoyable was for them to change the conventional classroom activities.

Furthermore, a varied selection of the sample declared how innovative and creative the VGBI activities were for them. When asked what they liked the most about these activities, student 03 said *“It’s something different and unique”*, student 10 declared that VGBI is *“a new and excellent way of learning”*. Additionally, student 12 said *“I liked everything because it is not so monotonous”* and student 18 asserted that *“[I] learned with a videogame and not with the activities I’m used to”*, which provides evidence to the idea of VGBI tasks as innovative

exercises in the professional teaching practice. A practice that can foster creativity among learners, as expressed by student 33 when s(he) states *“I liked everything [In the videogame] you can create comical and amusing things.”* Student 37 alleged that *“The video game lets your imagination fly”* implying how creative s(he) felt during the activity. In the same way, student 09 declared *“What I liked the most about the videogame was that whatever I could have in mind, I could capture it in there.”*

Some fewer cases of positive perceptions are also registered in Table 2, and these have to do with teamwork, vocabulary contextualization, preparation for Pruebas Saber 11 and the tasks' level of complexity. A few number of students declared their love for teamwork as perceived in the voice of student 17 when s(he) states, *“I like the activities, I like working in teams.”* Additionally, student 26 says, *“I like working in teams and having help from my teacher [...] it is much more interesting and didactic.”* Addressing the students' voices concerning Pruebas SABER 11 (Which they call ICFES), it is evident that some of them could recognize traces of this kind of exercises in the gaming guide, they also recognize the importance of working with these types of questions; student 02 declared *“I liked that there are some ICFES questions of the first type.”* Student 08, states *“I also liked that the activity integrated things that are necessary for us such as the ICFES test and how the questions in the [gaming] handouts are related to this test. [...] the gaming guide helps us because there are items that have appeared in many ICFES tests simulations.”* (S24). The statements *“I liked it because we had to write words and in that way I learned some new words”* (S17) and *“I liked the activity because I learned the new vocabulary in the video game and I elaborated sentences with that new vocabulary.”* (S22) The above shows that this small portion of the sample is aware of the purpose of the vocabulary reviewed during the activities. Finally, addressing the complexity of the activities, it is evident

that some of the students perceived the gaming activities as challenging, but at the same time they enjoyed them; *“You can learn a lot [with the videogame] because I make us write in English” (S13) and “I liked the game activities because they are complex and different” (S14).*

In general terms, the students’ favorable perceptions of VGBI supports the way Galvis (2011) conceived VGBI as “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.” (P.69).

Table 3 shows the frequency of participants’ negative perceptions about the VGBI tasks carried throughout the three pedagogical interventions:

<b>CODES</b>	<b>Frequency</b>
<b>Indiscipline</b>	25
<b>Noise</b>	13
<b>Unavailable words in the videogame</b>	12
<b>Difficulty</b>	10
<b>Mobile devices’ issues</b>	10
<b>Proposed activities</b>	8
<b>Gaming software</b>	7
<b>Location</b>	4
<b>Teamwork</b>	1

Table 3, Participants’ negative perceptions towards the pedagogical interventions.

While many of the participants declared they liked everything about the activities, there was a place for unfavorable insights, too. Most of the negative perceptions dealt with disruptive discipline and the noise generated during the VGBI tasks. Student 37 said *“I do not like the indiscipline, this is a thing that makes the class harder and less enjoyable.”* Another student said *“I did not like that my classmates weren’t quiet to generate a more pleasant environment to develop the activity”* (S03). While other participants complaint only about the noise; *“There was a lot of noise”* (S07 and S34); and *“I didn’t like the noise that some of my partners made”* (S04).

A small but important portion of the sample declared discomfort towards the lack of some words in the gaming software Scribblenauts. Student 01 declared *“I liked everything, but some words don’t exist in the video game”*, and so did some of his classmates: *“Some things do not exist in the video game and I wanted to create them”* (S06); *“I didn’t like the fact that I wrote some words in the video game and they are not available.”* (S07); *“While I could create supernatural characters in the videogame, some basic things are not available”* (S36). It is important to mention that Scribblenauts Remix works as a visual dictionary. It is not uncommon to find that some somehow basic nouns cannot be found, for example, highlighter or glue stick to name two of the missing words as uttered by the sample during the VGBI tasks.

As to the level of difficulty of the VGBI tasks, some students had some opposing views. Some of them, for example, stated that *“The game was too easy”* (S38); *“The game is very easy, it needs a more challenging difficulty”* (S25). Yet other students expressed their frustration when having problems to operate their mobile devices: S03 said *“In order to scroll the screen you have to use two fingers and moving the avatar is difficult.”* S13 exclaimed *“When the object is too small, I can’t move it around.”* S28 grumbled that *“Some things just disappeared and that made me really angry.”*

Another finding in their refusing perceptions is related to the issues their devices have with the pieces of software, in other words, the different problems they had when using their own mobile phones with the given video game. For example, S08 and S16 agreed that *“The software takes up much space on my phone.”* S17 stated *“What I liked the least was that I had to make space [in the phone’s internal memory] for the game.”* S28 complained *“I couldn’t download the game on my phone because it doesn’t have access to the PlayStore.”* S01 *“My phone got slow while using the videogame.”* S02 *“I don’t like to fill my phone’s memory with class materials.”* S26 *“I couldn’t bring the game to class; my phone memory was full.”* S30 *“I have no mobile phone.”* What can be inferred from these comments is that they wanted to do a better job with the VGBI tasks, but they were faced with some constraints which prevented them from doing so.

As Table 3 reveals, few of the students also expressed their dissatisfaction with the proposed pedagogical activities. For example, S11 admitted that *“What I liked the least was that we had to write sentences.”* S14 said *“I didn’t like that I had to locate only the items that were in the [gaming] guide.”* S05 stated that *“It was a boring activity.”* This lack of willingness shown by some few students posed a challenge for the teacher because it is not easy to comply only with their expectation of having fun without doing an academic work with the video games.

Another source of discontent for some of the participants was concerned with the gaming mechanics of Scribblenauts and Village City-Island Simulation. S05 revealed *“From my point of view, the game is a little boring.”* S09 criticized that *“The video game is not as catching as it should be.”* S26 reproached what was done in the following way: *“I thought the game was going to be epic, but it is not.”*

Finally, some adverse comments about the location for the tasks and group work were also made by a few of the students. S35 said that *“The activity should be carried out in the computer science lab; there is an Air Conditioner in that classroom.”* S36 expressed *“I think this activity should be done outdoors.”* S38 complained that *“The classroom was too hot”* And S28 admitted that *“I didn't like that we had to work in groups.”*

Accordingly, it is imperative to mention the importance of the students' voices. Not only did it help the researcher to examine the students' perceptions of the VGBI tasks, but also gave a hand to the investigator to shape the subsequent activities, looking for a way to make motivating and nurturing class activities for this group of digital natives.

### **Students' performance when learning vocabulary through VGBI tasks**

In this study, students' vocabulary learning is not only assessed by means of Pre-tests and Post-tests before and after the intervention, but it is also done in the course of each VGBI task.

**First intervention.** In the first VGBI task, the final activity students had to do was “to create” their own cities by using Village City-Island Simulation and to write ten sentences describing them. In their descriptions, students were expected to use the previously seen vocabulary about the city. Here are some samples of student responses to this task:

#### **Student 03:**



- 1- In my city you can find a great school for study.
- 2- In my city I have a kiosk where you can buy the newspaper every day.
- 3- In the bank the cell phones are not allowed.
- 4- In the city I have a wonderful park with many things for fun.
- 5- In my city I have a flower shop where you can find many beautiful flowers for you.
- 6- In my city I have a big hospital for all emergencies that happened.
- 7- You can buy in the market stall all things that you need.
- 8- The food stand have delicious food every night.
- 9- In the animal farm you shouldn't feed the animals.
- 10- In the gas station is not allowed smoke.

In the first example, we can notice that S03 tried to contextualize the target vocabulary by means of ten sentences. Few of these sentences have some syntactic mistakes which do not seem to affect the intelligibility of the key words. For example, in “*The food stand have delicious food every night*” there is no agreement between the subject “food stand” and the verb “have.” The sentence “In the gas station is not allowed smoke” reveals a possible case of interference from S03’s first language. This sentence seems to be a word-for-word translation of the Spanish sentence “*En la estación de gasolina no es permitido fumar,*” and an indication of S03’s lack of accurate knowledge of the passive voice. Yet, even though S03 did not write something like “*smoking is not allowed in the gas station*” the semantic meaning of “gas station”, as a word within the category of “parts of the city”, is being preserved in the student's answer. Moreover,



the city places, visually represented by means of the Village City-Island Simulation software, correspond to the key words with which the sentences were written.

### Student 29:



- In my city you can find a bakery and the bread is so cheep
- When you are hungry you can go to the bakery for bread
- In the library you will find the books you need
- The restaurant is a place where you can try the best food
- The park is a great place to go with family
- In the bank you can borrow money when you need
- You can buy a house for your family, no matter the size
- The school is very big and good for your children
- you have to make a reservation if you wanna go to the restaurant
- if you wanna go to the farm,you need one responsible adult
- in the fast food you will find all types of food,you choose

In the second example, we can notice that S29, tried to contextualize the target vocabulary by means of ten sentences. The first of these sentences has two spelling mistakes which do not seem to affect the intelligibility of the key word used. The words “*muy*” and “*cheep*” are incorrectly written, as the fitting words in this context are “my” and “cheap”. It is worth mentioning that the word “muy” might be the telephone’s spelling correction software fault, as the participants use their phones in their first language with the spelling corrector on. The fourth sentence has a grammatical mistake as the first word chosen by the student is the

definite article “*The*”, when S29 should have used the indefinite article “*a*”. In the fifth sentence there is a grammatical problem, as S29 is not using the possessive article “*my*” or “*your*” before the word “*family*”. But the semantic meaning of all the items used to complete the task, as words within the category of “*parts of the city*”, are being preserved in the student's answer. S29’s visual representation of the city created within the videogame corresponds to the key words with which the sentences were written.

### Student 34:



- In my city you can find the animal farm, there is not allow to feed the animals.
- In to the bank you cant use your cellphone inside the bank
- You can eat fast food in the stand food
- You cant use credit cards at kiosk , only cash please
- In the bakery if you buy 3 buns, you can get one for free
- In my city , also have a hospital
- I reserved a table at the restaurant
- In the market stall oranges are 60% off
- You cant smoke at the gas station
- You can go with your friends to the bar but the minors cant get in

In the third example, we can notice that S34 tried to contextualize the target vocabulary by means of ten sentences as expected in this task. In the first sentence, S34 fails to use the correct form of the verb “*allow*” in the second clause, the correct form of the verb is “*allowed*”.

In the same clause S34, uses the demonstrative phrase “*there is*” instead of a subject and its corresponding verb to be. In the second sentence the student wrongly uses the preposition “*to*” between the initial preposition of place and the article. In this same sentence, student 34 is missing a comma after the introductory phrase “*In the bank.*” In the second sentence, the item “Food stand” was written as “*stand food*” revealing a possible interference of the participant’s first language. In the fourth sentence there is a missing article before the word kiosk. Also, when used at the end of a sentence the adverb “*please*” is usually preceded by a comma. In sentence number five, S34 is missing a comma after the introductory phrase “*In the bakery.*” In the sixth sentence, after the introductory phrase, S34 uses the adverb “*also*” preceded by the verb “*have*”, instead of the singular demonstrative “*there is*”. The sentence “*You cant smoke at the gas station*” reveals a possible case of interference from S34’s first language. This sentence seems to be a word-for-word translation of the Spanish sentence “*Usted no puede fumar en la estación de gasolina.*” Yet, the semantic meaning of “*gas station*”, as a word within the category of “parts of the city”, is being preserved in the student’s answer. Moreover, every time the student uses the modal verb “*cant*”, this is wrongly written as it is missing the apostrophe. Once again, it is worth mentioning that the semantic meaning of every item as words within the lexical category of “parts of the city”, is being preserved in all of the student’s answers. And the items depicted in the screenshot taken from the videogame correspond to the ones used in the sentences.

**Second intervention.** In the second VGBI session, for the final task students had “to create” their own classrooms by using Scribblenauts Remix and then, write five sentences describing some of the school items placed on it. In their descriptions, students were expected to use the previously seen vocabulary about the school items. Here are some samples of the students’ responses to this task:

**Student 20:**

- The pen is use for writing
- The book is use for reading
- The bag is use for carry books
- The ruler is use for math
- The scissors are use for cut paper

In this example, the purpose of the task was to contextualize the target vocabulary by means of five sentences. While all the sentences have some syntactic mistakes, these do not seem to affect the intelligibility of the key words required in the task. In all the sentences the verb “use” is wrongly employed, as the correct form of this verb is “used”. In the third sentence, the preposition “to” should be used instead of the preposition “for” as it is incorrect in this context. Also, in the last sentence, the verb “cut” is wrongly conjugated by the student, as its correct verbal form in this context is “cutting”, as used to talk about the function of something or how

something is used. Moreover, the school's items used for the written part of this task, are properly represented by means of the Scribblenauts Remix software's image depicted.

**Student 28:**



- the bag is to keep notebooks
- the pen is used to write
- you can Draw with your pencil
- the uniform should use according to the rules
- the clock is used to see the time
- the bag is for carrying the supplies
- the glue is used to stick a leal

In this example, some sentences have syntactic mistakes, but these do not seem to affect the intelligibility of the key words used for the task. The first sentence is missing the verb “used” after the verb to be. Similarly, in the fourth sentence, the verb “be” is missing. On the subsequent sentence, student 28 made a mistake in the usage of the verb “see,” as the correct verb in this context is “watch”. Finally, in the last sentence, S28 used the word “leal” at the end of it; this

word has no semantic value in this context. Even though the semantic value of the school's item used, which is "glue" is not lost. It is worth mentioning that S28 made two more sentences than the required for this task.

**Student 34:**



- The marker doesn't work
- I have all my works in the binder
- I Lost my stapler in the class room
- The class room don't have fan
- In the last class off biology we use the microscope

In this example, once again, some sentences have syntactic mistakes, but these do not seem to affect the intelligibility of the key items used for the completion of the task. The third sentence has the miswritten word "class room", the correct spelling of this word is "classroom", again; this does not interfere with the semantic value of the school item selected for the sentence which is "stapler." On the following sentence, the same spelling mistake is made by student 34. Also, there is a missing article before the word "fan" in the fourth sentence. Subsequently, in the

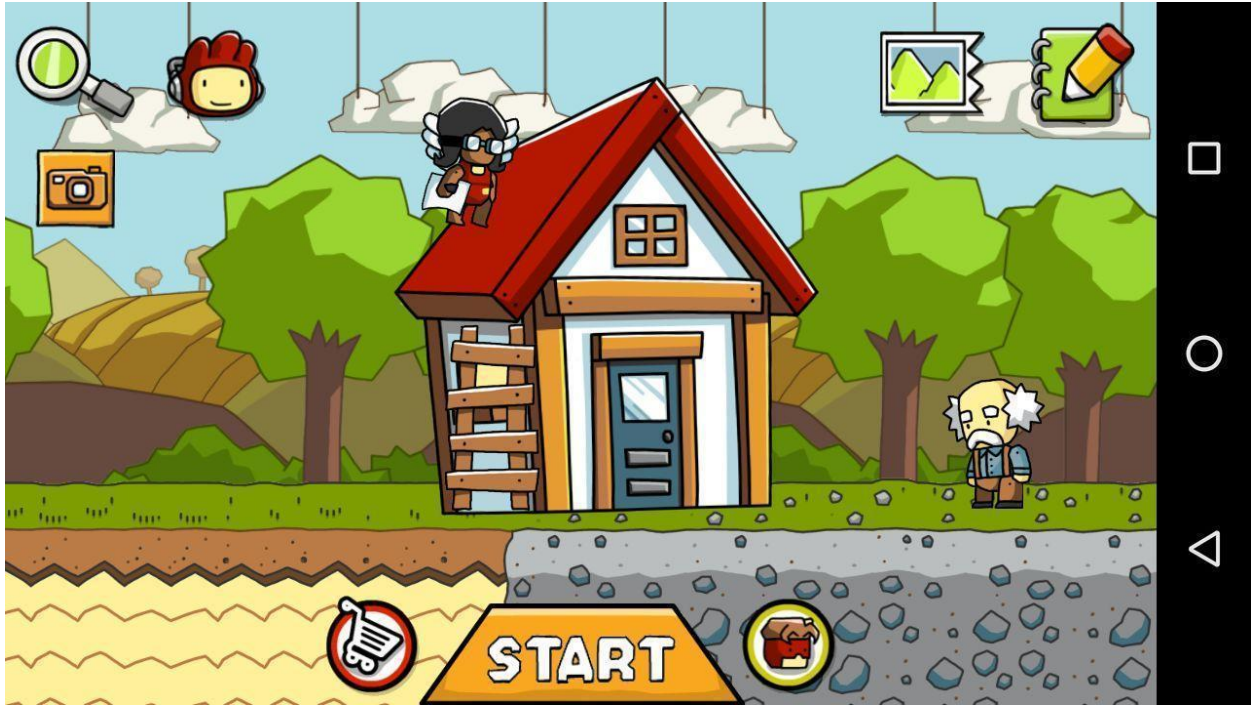
last sentence, there is another miswritten word; student 34 wrote the word “*off*” instead of the preposition “of”. S34 also made a mistake when s(he) wrote the verb “*use*”, as the sentence is expressed in the past simple tense and the main verb is not conjugated. Despite of the correctness of the semantic value of the school item used for this sentence, the word “*microscope*”; there seems to be an interference of the participant’s L1, as the sentence “*In the last class off biology we use a microscope*” seems to be a word by word translation of the sentence “*En la última clase de biología nosotros usamos un microscopio*”.

**Third intervention.** In the third VGBI task, the final activity students had to do was to create answers to two questions asking for hypothetical situations related to the text Nasreddin and the beggar, the same text used in the Pre-text (See appendix B, Pre-test page 4) and to picture the situations using the videogame. Students were told they were free to come up with new vocabulary. Participants also had to create a short text with an alternative ending to the text Snake Bites Boy. These short texts are assessed conducting a superficial analysis of the tasks by means of the five linguistic devices necessary to formulate coherent texts described by Struthers, L., Lapadat, J. C., & MacMillan, P. D. (2013). And the most important topic at hand, vocabulary is analyzed taking into account the major stage of acquisition as proposed by Thornbury (2002), the network building. Here are some samples of the participants’ responses to this task:

**Students 03, 22, 35:**

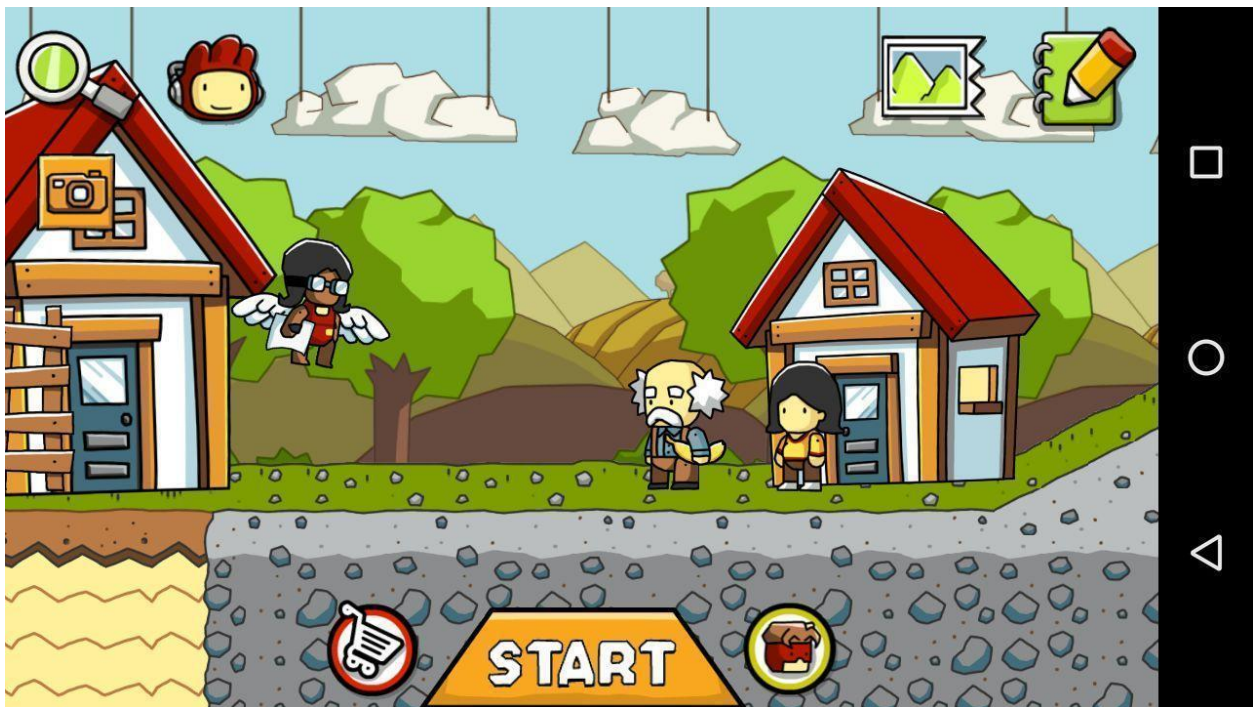
1. I flight to the old man with my wings for hear that he wants to tell me.

Items: wings, paper, old man, glub, big house, ladder.



2. I would try eating a banana that I got in another house.

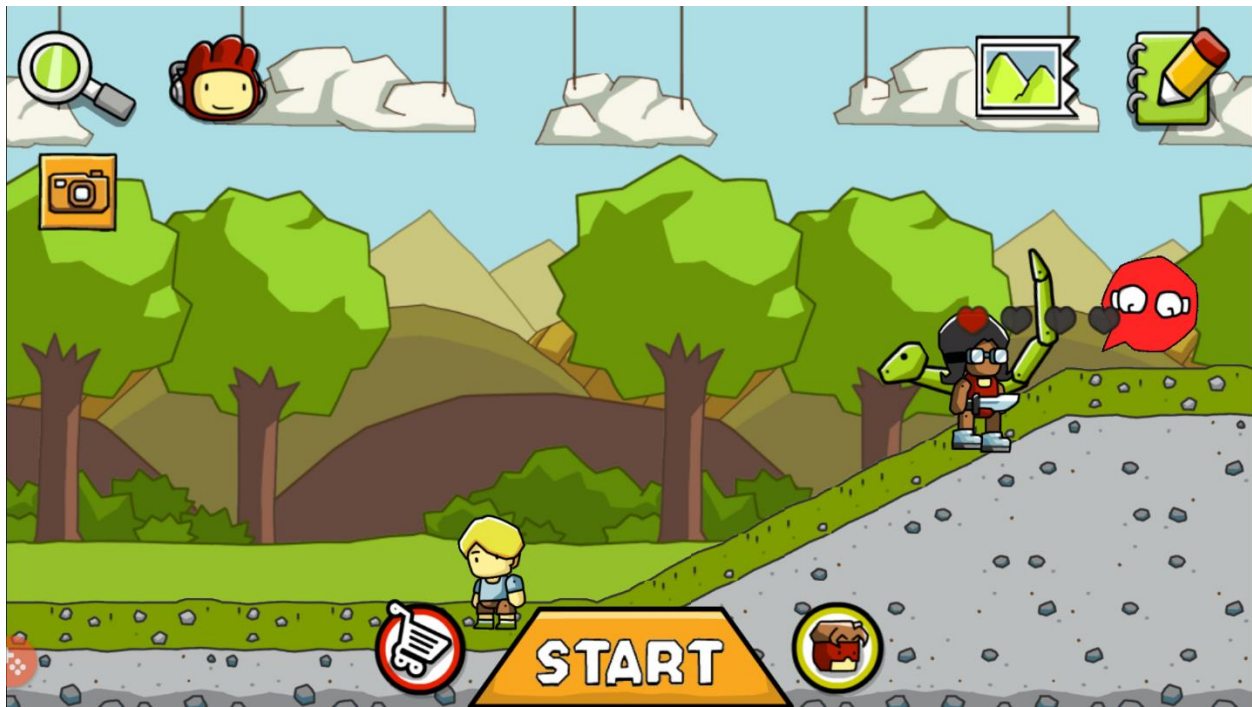
Items: banana, other house, neighbor.





3. Parents alarmed to see their child with the snake in the arm, they removed with a lot of effort and kill the snake with a knife. Then they dissected the animal and make shoes for their child.

Items: Snake, shoe, knife



In this example, the students wrote *“I flight to the old man with my wings for hear that he wants to tell me”* as their first answer. In this sentence there are some syntactic mistakes, such as the omission of the modal verb “would” to make the second conditional sentence. Also, the verbal form of the main verb is not correct, as it should be the base form “fly” omitting the word “to”. There is also a misuse of the preposition “for”, as the correct preposition in this context is “to”. In the second answer, the students wrote: *“I would try eating a banana that I got in another house.”* In this sentence, there is a mistake in the indefinite article “a”, as it should be the definite article “the” as the banana is a known item to the students who discussed their answer, and later to the teacher via the image shared to complement the activity.

In the third answer, where the students had to create an alternative ending for the story Snake bites boy; a mistake was made after the verb “*removed*” as the dependent sentence lacks the personal pronoun “*it*” to define the snake as the object of the sentence. However, this cohesion mistake at the referencing level does not obstruct the comprehension of the message expressed in the task. The use of another linguistic device, the conjunction can be traced in the use of the coordinate conjunction “*and*” to express the transition from an action to another. The use of semantically related words shows lexical cohesion. Regardless of the length of the task, they used the word “*animal*” to refer to the “*snake*” in the third sentence. Subsequently, in the same sentence the verbal form of the word “*killed*” is miswritten as the base form “*kill*”. In the last sentence, there is another lexical mistake in the conjugation of the verb “*make*”, as the verb tense should be the past simple form “*made*”. Addressing again the cohesiveness of the text, it is evident that this group of students made no use of substitution devices, but this is partly due to the shortness of the task.

Addressing the way the students used their lexical network structures, it is evident that this sample associate the word “*snake*” with the superordinate term “*animal*”, which show the understanding of a basic lexical set, perhaps, wild animals and recognizes the snake as one of them. It is also evident the correlations made by the students to the words “*snake*” and “*shoes*”; which shows the understanding that shoes are made out of different materials, including reptile leather and that the snake, is in fact a reptile. In this short text, it can also be seen the correlation between the words parents and child. The students situate these words inside the same lexical set giving the proper value to each one of the nouns, as the child himself might not able to make shoes out of a dead snake. The sample might already know these lexical properties in the mother tongue as well as the network of association that links these terms together. But the students has

gone beyond learning a new conceptual system while constructing a second mental lexicon used to decode these items to complete the VGBI task.

**Students 09, 10, 27, 37:**

1. We would call the police and ignore fully the beggar.

Items: Police car, big house, beggar, ladder, police



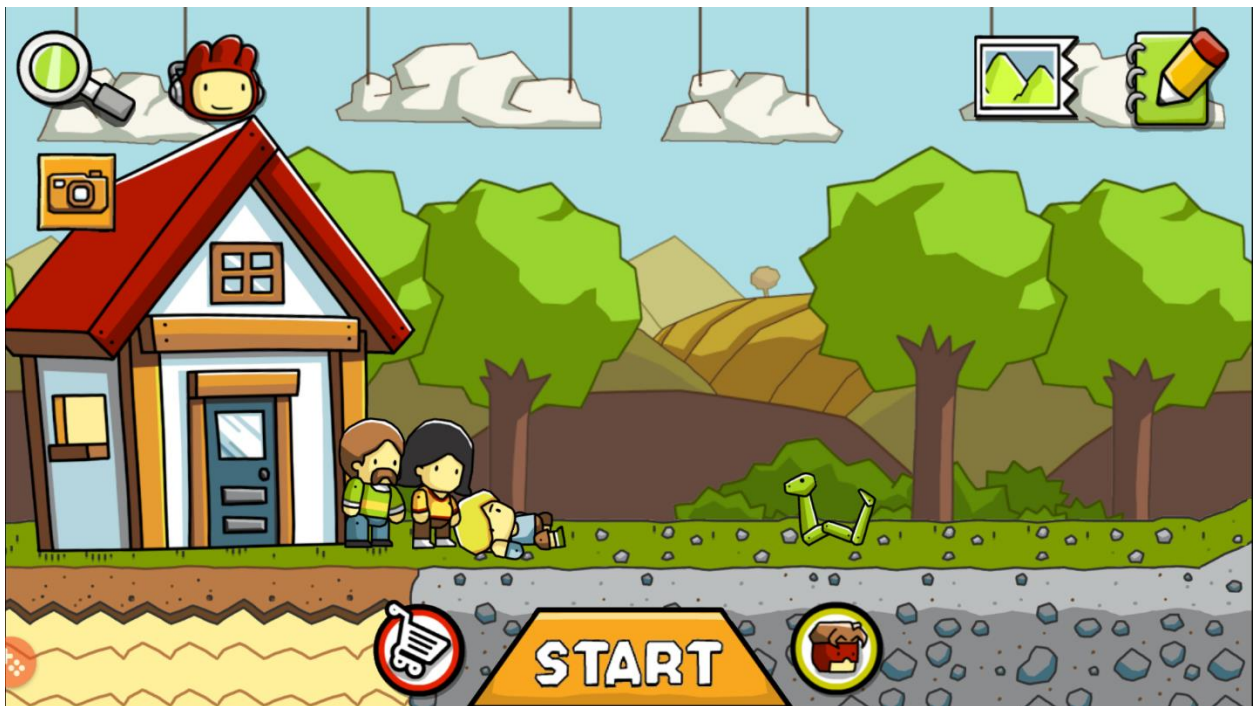
2. We would throw a lot of rocks until he call the police.

Items: Man, market, stones



3. The doctor said that the boy was in urgency and that his life was in dangerous.

Suddenly, all the family arrived to the hospital, their faces were so scared and they still were without nothing to say. One hour later, the boy died, a bite snake killed himself.



In this example, the students wrote “We would call the police and ignore fully the beggar” as their first answer where the word “*fully*” was misplaced in the sentence. Related to this syntactic mistake, another appropriate adverb for that context should be used, like “completely” or “totally”. For the second situation, the students replied “*We would throw a lot of rocks until he call the police.*” In this second sentence, there is no agreement between the subject pronoun “*he*” and the verb “*call*”. However, these mistakes do not obstruct the comprehension of the message expressed in the sentences.

As their third answer, the students wrote “*The doctor said that the boy was in urgency and that his life was in dangerous. Suddenly, all the family arrived to the hospital, their faces were so scared and they still were without nothing to say. One hour later, the boy died, a bite snake killed himself.*” In the first sentence, the word “*dangerous*” does not fit in this context, the suitable word is the noun “*danger*”. The first part of sentence appears to be a word by word translation of the sentence “*El doctor dijo que el niño estaba en urgencias*”, due to the fact that the sample incorrectly used the word “*urgency*”, giving it one of the lexical value the word has in his L1, which is a place, the Emergency Room. In “*The doctor said that the boy was in urgency and that his life was in dangerous.*” there is referencing cohesion between the noun “*boy*” and the possessive pronoun “*him*”. On the second part of the discourse, the word “*at*” is a more suitable preposition than “*to*”, as the family had the hospital as their destination point. In the adjacent sentence there is a syntactic mistake dealing with the order of the adjective “*still*” and the verb “*were.*” The adverb “*suddenly*” is linking two different sentences, showing conjunction and local correctness. In the last sentence, the indefinite article “*a*” should not be used in this context, as the snake bite was not only mentioned but the main topic of the speech. Also, there is a syntactic error evidenced in the misplacement of the words “*snake*” and “*bite.*”

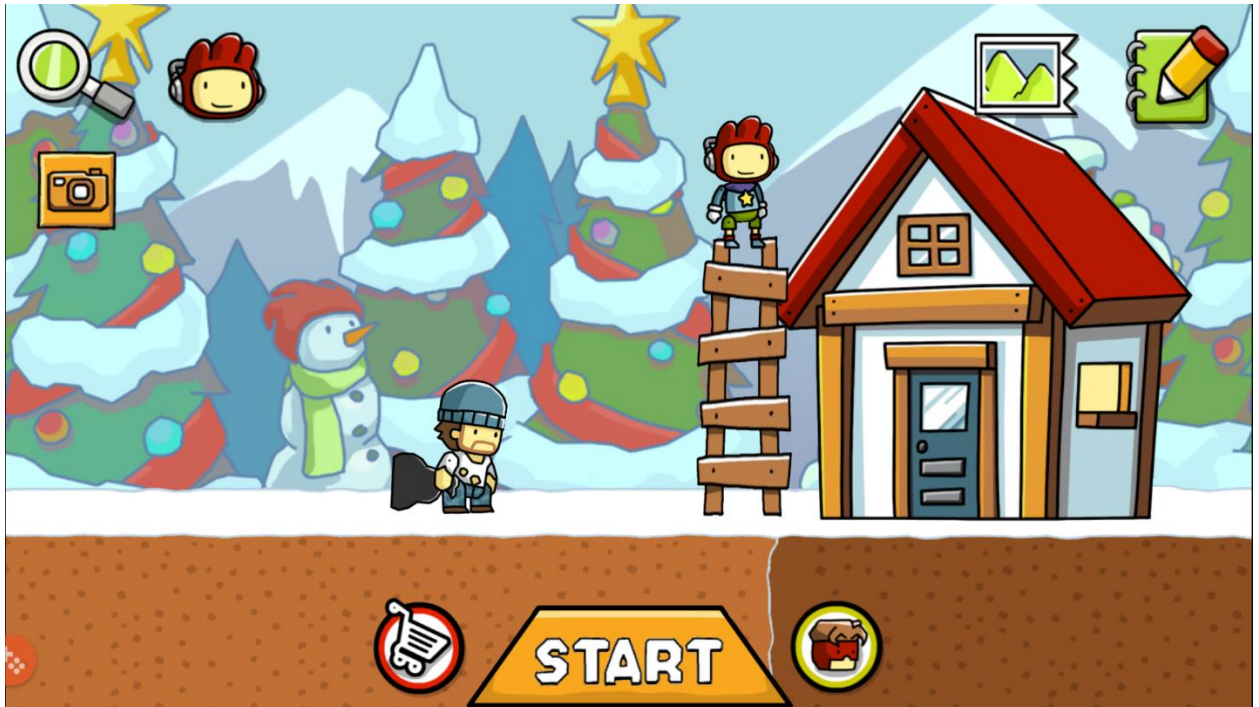
Additionally, there is a misuse of the reflexive pronoun "*himself*," as the correct word in that context is the object pronoun "him." Finally, the phrase "*one hour later*" help us evidence conjunction cohesiveness through the discourse written for the task.

Addressing Thornbury (2002) network building construct, it is evident that the use of the word "*urgency*" to name a place is a negative interference among the L1 and L2 lexical networks. As the sample is decoding the lexical value in the L1 which is dissimilar to the value given for this noun in the L2. And at the same time the sample recognizes that, when one life is in danger, the Emergency Room is the most suitable place to be. As shown in the correlation created among the words "*doctor*," "*urgency*," "*life*" and "*dangerous*." A comparable correlation is presented between the action "*bite*," the noun "*snake*" which is usually a dangerous animal and the verb "*killed*." The students' scaffolding of syntactic networks, helps them narrate, which seems to be for them the possible outcome of a snake bite.

**Students 30, 33, 11:**

1. I would tell him that I can't because, I'm very busy fixing my roof and don't want to climb all the way down, being honest.

Items: Long ladder, beggar, big house, Nasreddin



2. I would make fun of me because that moment i would realised that he was taking revenge.

Items: Beggar, long ladder, big house, nasreddin



3. The snake had to be punished and the owner locked it in a cage for a week. The baby felt better and a couple of years later, the snake became in his best friend. Now they share time together and the are growing happy.



The first answer of this sample, *“I would tell him that I can’t because, I’m very busy fixing my roof and don’t want to climb all the way down, being honest.”* only have a minor grammatical mistake in the last part, as the word *“being”* can be substituted by *“to be”* to make a more natural sentence. In the sentence *“I would make fun of me because that moment i would realised that he was taking revenge.”* the preposition *“in”* is missing before the word *“that.”* Also, the second time the personal pronoun *“I”* is used, it is not capitalized. Moreover, the verb *“realise”* after the modal verb *“would”* is wrongfully conjugated. Finally, the possessive pronoun *“his”* is missing before the noun *“revenge.”* Despite these mistakes, the context expressed in the sentences and the comprehension of its message; are not affected.



In the third answer, the group replied “*The snake had to be punished and the owner locked it in a cage for a week. The baby felt better and a couple of years later, the snake became in his best friend. Now they share time together and they are growing happy.*” In this text, there is a missing comma before the coordinating conjunction “*and,*” in the opening sentence. Also, there is a spelling mistake in the personal pronoun “*they.*” The use of linguistic devices, such as the conjunction “*and*” to express the transition from the main sentence to the second one, show the cohesive configuration of the text. The word “*in*” is unnecessary in the context given in the phrase “*became in his best friend*”. Moreover, the cohesiveness of the text is also evident through the use of semantically related words and the personal pronoun “*they*”, as it is used to reference the nouns “*snake*” and “*boy*”.

The sample made use of its lexical network structures in the L2 to relate the terms “*punished*” to being “*locked [...] in a cage.*” There is also a correlation among the terms “*felt better*”, “*best friends*”, “*share time together*” and “*they are [...] happy*”. Again, this is only possible through the association of interconnected lexical values across the L2 mental lexicon. It is important to mention that, despite the sample’s background knowledge of these lexical properties in the L1 as well as the network of association that links these terms together. They are showing signs of the use of a new conceptual system that allows the construction of a second mental lexicon, which is being used to decode these items in order to come up with a short narrative to complete the VGBI task. And this is consistent with Nation (1994)’s assertion that a rich amount of vocabulary makes the listening, reading and writing process easier to acquire.

In general terms, these findings are in keeping with Thornbury (2002)’s suggestion in the sense that learners need to be actively involved in the learning of vocabulary intentionally inside the academic context as well as outside of it. In this particular experience, students were engaged

with VGBI tasks which were initially done in the EFL lesson, but which were elaborated outside the classroom. And this is also in keeping with Hunt and Beglar (1998)'s second principle of explicit instruction, which is to provide opportunities for the intentional learning of vocabulary.

## Chapter V

### Conclusions and Pedagogical Implications

In this chapter, a number of suggestive rather than conclusive insights into vocabulary learning by means of videogames, along with the pedagogical implications and constraints of this study, are provided as follows:

#### Conclusions

Initially, it is worth enhancing the importance of vocabulary in the EFL learning process. In this respect, there have been some scholars like Nation (1994), Wilkins as cited by Thornbury (2002) who have contended that very little can be done in terms of acquiring receptive and productive skills without having previously acquired the basic vocabulary. However, what can be also argued from the findings of this study is that vocabulary learning gets reinforced by the reading and writing tasks students are engaged in.

One of the fundamental principles underlying vocabulary teaching is contextualization. From this particular teaching and research experience, it is now clear that presenting lexical items in a discrete and isolated way is unlikely to be productive. Students seem to benefit more from semantic frameworks such as labeling, categorizing and network building. Labeling is understood as mapping words into concepts, and this could be done, for example, with a matching exercise through which the student has to find the correspondence of a particular lexical item with a picture. Categorizing is concerned with grouping some words according to a number of shared semantic features. This is done, for example, when students have to classify words such as “newsstand,” “school” “hospital,” as “parts of the city.” Network building implies interrelating different categories. For example, when students have to create the ending of a story, they have to rely on different categories such as “members of the family,” “jobs or

occupations,” “means of transportation,” and many others as required by their communicative needs.

Moreover, vocabulary contextualization can also be approached from a linguistic standpoint. What students are expected to do at the very beginning is to contextualize the words they want to learn at a sentential-level, that is, writing sentences with words such as “book,” “pencil,” “school bag,” or whichever needs to be practiced. Next, such a contextualization can be done at a supra-sentential level, that is, at the level of a paragraph or a text. This is what is done when students tried to write a descriptive paragraph of their created cities, or when they wrote the end of a story.

Based on the assessment of students’ performance in the Post-test and in the VGBI tasks, as well as considering their perceptions, a positive influence of the three VGBI tasks on the students’ vocabulary learning can be claimed. Even though this study was not actually conducted by means of an experimental design, the different identified patterns and codes enable me to support such a claim.

### **Pedagogical Implications**

With regard to the use of video-games in an EFL lesson, it is to be stated that these authentic materials can help students learn or practice vocabulary items in a meaningful way. To this effect, the English teacher is expected to carefully plan what his or her students have to do with the chosen video games. Actually, the English teacher has to play other roles such as being an organizer, a monitor, and an assessor of the students’ performance. In the three interventions of this study, two videogames (Village City-Island Simulation and Scribblenauts Remix) were used to practice the vocabulary concerned with the parts of the city and classroom utensils. In the

third intervention, students used the video game as a means to visually represent the ending of the story they had previously written in the handout.

### **Limitations**

Nevertheless, participants were faced with several constraints in the development of the VGBI tasks. One of them is that some of the students did not have a mobile phone or any other electronic device to install the video game software. Another had to do with the noisy classroom atmosphere when all of them were trying to play as best as possible. Even some of the students complained about having to pay if they wanted to continue playing at higher levels on Village City-Island Simulation.

### **Further Research**

Finally, it is hoped this study can be taken as a reference for conducting further related studies concerned with the exploration of video games to promote the acquisition of other linguistic skills in an EFL context. In this regard, some possible research questions which could be tackled are: To what extent do video-games impinge on the English learners' development of reading comprehension skills? How can processing instructions be enhanced through video games in an English lesson? What discourse-level linguistic abilities can be promoted by using video games in an EFL class?

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APPENDIX A, Likert-Scale questionnaire



INSTITUCIÓN EDUCATIVA INEM “JULIAN MOTTA SALAS” NEIVA

UNIVERSIDAD SURCOLOMBIANA - FACULTAD DE EDUCACIÓN



LOS VIDEOJUEGOS COMO HERRAMIENTA PEDAGÓGICA PARA MEJORAR EL VOCABULARIO EN LA LENGUA INGLESA.



Instrucciones: Por favor, lea atentamente las oraciones y escoja solo una opción de acuerdo a su situación real marcando con una “X”.	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.	0	1	9	24	4
Creo que las actividades de mi libro de inglés son suficientes para aprender el idioma.	2	20	9	6	1
Me gusta que mis profesores de inglés utilicen constantemente la tecnología en sus sesiones de clase.	0	0	2	20	16
Tengo un vocabulario muy amplio en la lengua inglesa, conozco muchas palabras y las uso con frecuencia.	0	20	10	7	1
Creo que jugar videojuegos en inglés me puede brindar la oportunidad de conocer y usar nuevas palabras.	0	2	2	13	21
Me gusta ir a negocios o salones de videojuegos a jugar con mis amigos.	4	7	7	11	9
Me intereso por los textos que aparecen en los videojuegos y siempre los leo.	3	9	11	8	7
Tengo una cuenta Facebook y he utilizado los juegos de la plataforma para relacionarme con amigos.	6	6	9	13	4
Siento que mi vocabulario en inglés es suficiente para lograr un buen puntaje en las pruebas saber 11.	1	11	16	6	4
Creo que las actividades tradicionales de clase son suficientes como preparación para las pruebas saber 11.	5	13	8	10	2

38 encuestados






APPENDIX B, Pre-test page 1

PART 1 (CITY PLACES VOCABULARY)



Use one of the city places from the word bank a write a sentence in front of each item as in the example.

Grocery store - Farm - ~~House~~ - Kiosk  
 Restaurant - Gas station - Bakery - Bank  
 Market stall - Food stand

	<p>That <u>house</u> is up for sale and it is very cheap, I know it because I am the owner.</p>
	
	
	
	

**APPENDIX B, Pre-test page 2**

<p><b>CASH ONLY</b></p>	
	
<p><i>Buy 3 and get 1 for free</i></p>	
<p><b>EL ESPECTADOR</b> On sale here for only \$1,99</p>	
<p><b>Oranges 50% off</b></p>	

**APPENDIX B, Pre-test page 3**

**PART 2 (SCHOOL ITEMS VOCABULARY)**

Read the description of some objects. What is the word for each description? For questions 1-10, mark the correct letter A-H in the answer table.

<p>1. This is an object your teacher uses to write on.                  2. This is a book you use to look up unknown words.                  3. This object is used to draw straight lines or measure distances.                  4. You use this object for writing your notes in.                  5. This is a marker pen used to overlay transparent fluorescent color on text or a part of an illustration.</p>	<p>A. Highlighter                  B. Schoolbag                  C. White board                  D. Ruler                  E. Desk                  F. Eraser                  G. Dictionary                  H. Notebook</p>
<p>6. This object is used for writing, or working at.                  7. You use this for cutting cloth and paper.                  8. This is a piece of rubber or plastic used to rub out something written.                  9. This object is used as a standard work for the study of a particular subject, like math or biology.                  10. This object is used for carrying books and school supplies.</p>	<p>A. Schoolbag                  B. Desk                  C. Ruler                  D. Textbook                  E. White board                  F. Scissors                  G. Eraser                  H. Dictionary</p>

1.	A B C D E F G H
2.	A B C D E F G H
3.	A B C D E F G H
4.	A B C D E F G H
5.	A B C D E F G H
6.	A B C D E F G H
7.	A B C D E F G H
8.	A B C D E F G H
9.	A B C D E F G H
10.	A B C D E F G H

## APPENDIX B, Pre-test page 4

## PART 3 (READING COMPREHENSION)



Read the texts and answer the questions below on the answer chart.

**NASREDDIN AND THE BEGGAR**

One day, Nasreddin was up on the roof of his house, mending a hole in the tiles. He had nearly finished, and he was pleased with his work. Suddenly, he heard a voice below call "Hello!" When he looked down, Nasreddin saw an old man in dirty clothes standing below.

"What do you want?" asked Nasreddin. "Come down and I'll tell you," called the man. Nasreddin was annoyed, but he was a polite man, so he put down his tools. Carefully, he climbed all the way down to the ground. "What do you want?" he asked, when he reached the ground.

"Could you spare a little money for an old beggar?" asked the old man. Nasreddin thought for a minute. Then he said, "Come with me." He began climbing the ladder again. The old man followed him all the way to the top. When they were both sitting on the roof, Nasreddin turned to the beggar. "No," he said.

- Why was Nasreddin on the roof of his house?
  - He was looking at the view.
  - He was waiting for the old man.
  - He was fixing the roof.
- Who was the old man?
  - a beggar
  - Nasreddin's friend
  - a roof-mender
- Why was Nasreddin angry?
  - It was a hot day.
  - He knew the beggar only wanted money.
  - It was a long way to go down the ladder.
- Why did Nasreddin go down the ladder?
  - He wanted to get away from his work.
  - Because the beggar asked him to.
  - He wanted to speak to the beggar.
- Why did Nasreddin make the beggar climb up the ladder?
  - He wanted to show him the view from the roof.
  - He wanted to get his revenge on the beggar.
  - He wanted the beggar to help him fix the roof.

**SNAKE BITES BOY**

Three-year-old Teddy Lasry was napping yesterday in his cowboy outfit yesterday at his family's Fifth Ave. apartment when he shot up in bed screaming. A 3-foot-long black-and-white snake was coiled around his left arm and had just bitten his pinky.

"The baby-sitter freaked out," said Teddy's father, David Lasry, who, along with his wife, Evelyn, was at work when the reptile showed up about 4 p.m.

The horrified nanny called 911 and the building's doorman. The doorman and two cable TV workers helped pry the snake off the boy's arm and stow it in a garbage bag, Lasry said.

Police rushed Teddy to Mount Sinai Medical Center, where his parents said he spent two hours attached to a heart monitor as a precaution in case the snake was poisonous.

It wasn't. Experts at the snakebite treatment center at Jacobi Medical Center in the Bronx, where cops took the critter, determined it was a non-venomous California king snake.

But how did it end up in Teddy's bed?

A little sleuthing determined that the serpent had escaped two weeks ago from its cage in the apartment of a doctor whose family lives four floors below the Lasrys. The apologetic owner said his son's pet snake likely traveled up the radiator pipes and into his neighbor's apartment.

"It's a very docile, very harmless snake," he said. "It's handled by our family all the time."

Lasry, 42, a fine arts publisher, said he believed the pet was simply hungry after two weeks of cruising.

Teddy's mother, Evelyn Lasry, 37, said her son seems to have gotten over his fright by thinking of himself as a hero cowboy as he rode in the back of the police cruiser to the hospital.

"I told Teddy he's a pretty snake, a nice pet snake who got out of his cage," Evelyn Lasry said. "But he asked, 'Why did he bite my finger, Mamma?' And I said, 'Because he saw that you are a big boy. Teddy, in your cowboy outfit and he got scared.'"

**APPENDIX B, Pre-test page 5**

6. What did the babysitter do?  
 A. She ran out of the apartment.  
 B. She took the snake off Teddy's arm.  
 C. She called for help.  
 D. She called the television company.
7. What do we learn about the snake?  
 A. It was poisonous.  
 B. It had escaped from a zoo.  
 C. It was about a meter long.  
 D. It had escaped earlier in the afternoon.
8. Which of these statements is true?  
 A. Teddy was awake when the snake arrived.  
 B. Teddy's father was working and his mother was at home.  
 C. Teddy needed a heart machine to stay alive for two hours.  
 D. The snake is used to being touched.
9. What does Teddy think now of the snake attack?  
 A. He was attacked because the snake was scared of him.  
 B. He was attacked because he was asleep.  
 C. He was attacked because the snake was hungry.  
 D. He was attacked because his parents weren't at home.
10. Who is Evelyn?  
 A. The boy's babysitter  
 B. The boy's mother  
 C. The snake  
 D. One of the doctors
11. How old was the person bitten by the snake?  
 A. 37 years old  
 B. 7 years old  
 C. 3 years old  
 D. The text doesn't say
12. The snake was...  
 A. Poisonous  
 B. Inoffensive  
 C. Venomous  
 D. Aggressive
13. In the text, the word "apologetic" means...  
 A. Fortunate  
 B. Regretful  
 C. Dissimilar  
 D. Unashamed
14. Which one is not a synonym for the word "sleuthing"?  
 A. Investigating  
 B. Inspecting  
 C. Questioning  
 D. Overlooking
15. The reptile was...  
 A. A python  
 B. A mamba  
 C. A king snake  
 D. A rattlesnake

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: \_\_\_\_\_

Score:

## APPENDIX C, first teacher's journal

### Teacher's journal - Session 1

Topic: Parts of the city

As I entered the classroom, I noticed that some of them had their smartphones already on the desk and not only the usual two female students who are always using their smartphones to check social media, these other students were like waiting for the activity. I asked them to put it away and told them that not all the class was to be instructed with the smartphones, but that we will have a good amount of time to use them.

We started the class playing "out!", I selected a student per line (The classroom is arranged in five lines of about 8 students), I selected them using a "pass, pass, stop" activity which is similar to "hot potato". I ask them to play with the words they remember from the pre-test, and I told them they could add words from the same categories if they knew any. As usual, most of them were out at the beginning of the game, but the two last students played two rounds and when the first one failed to say a new item, I gave the opportunity to his adversary and he failed too. So we had to start once again with these two students, but I asked them to repeat all the items sequentially, which makes the game harder. Their classmates never follow the rules, they like to tattle items to the participants, it does not matter how much I intimidate them with stopping the game for doing so; they always continue doing it. When the winner was decided I gave him a positive point and wrote the items on the board while asking them for the definition of each word in English, but as always only two of them were eager to answer in the target language.

I showed them the items on flashcards with my tablet and asked them to write the items, but most of them did not do it. One of the students declared the items were so easy that he did not need to write them down. Anyways I asked them to do it and I started to walk between them, like checking whether they were writing or not and they did it, once you start walking by the classroom they always do it.

Then, the students were given the gaming guide and were asked to take out their smartphones with the game and start working in couples. Seven of them could not conform groups because they did not have the software and the rest of their classmates were already in couples. So I assign one of them to a group (The only triad). Then I took out two old phones with the software from my bag and conformed two groups, the other two students worked with my tablet.

Some of them were confused and did not understand the mechanics of the game at first; this was mainly because I asked them not to play the game before the class and gave the link to the game the previous day, which was a mistake. But then again, I think if they played before the class they would have played it during break depleting the battery of their smartphones, and I need them to have their smartphones charged for the class with the gaming guide which was from 11:05 Am to 1 PM. I thought that due to the mechanics of the game, which asks you to wait for the buildings to be constructed; they would have zero battery to play during the class if they were engaged with the game from the previous day.

The class went on as usual, as any traditional class, at least at first... I tried to solve every problem they told me they had with the mechanics of the game speaking aloud, so if any other person has the same problem it would be solved immediately. Which seemed to be on point as for example, if five students raised their hands, when I solved the problem of the first, one of the other students put his hand down and continued playing and solving the guide with his partner saying that they do not need of my help now, and so on. Like fifteen or so minutes had already pass when they started to disrupt the discipline with a lot of noise, I asked them to behave but it as in vain, I do not usually tell them I will give them negative points trying not to be a behaviorist teacher, but I had to resort to it with no effect. I saw some teacher from Claretiano School peeking into the classroom, OMG, was it that noisy? I felt ashamed, and afraid of them thinking I have no classroom management skills.

Some of the student finished the gaming guide fast, as expected. They take or have taken English class outside the school, so I guess that as advanced students the class activities are always easier for them. On the bright side, they continued paying the game, exploring other items, trying to compete for the biggest and most advance city. I tried to peek on their cellphones without being noticed in order to catch them scrolling on Facebook or any other online activity, but I could not; it seems they were really playing the game. Some students were using their smartphones to check word definitions on online dictionaries and translator, I do not know whether it was a good or a bad thing, but I allowed it. There was no time for the closure activity, when I realize it, there were only fifteen minutes left to finish the class and three of the group had not finished the activity, I checked how far they were from finish and they were like two sentences from doing it, I do not know what they did with the time. So, while they finished the activity I wrote the homework on the board and asked them to copy it on their notebooks while I send it via the WhatsApp group of the class.

## APPENDIX C, second teacher's journal

### Teacher's Journal - Session 2

#### Topic: Classroom Items

The students were not in the classroom when I arrived and I thought they were not at school, it has happened to me with different groups in the previous weeks, as the teacher are taking their half day-off-work for voting, coordinators send students home without telling the other teachers. I was baffled, what am I going to do now? This two hours session is exceptional for the gaming activity. I entered the classroom and sat there for like five minutes hopping for them to come, and it happened, they were solving a problem they had with another teacher related to some unfair (I guess) grades.

We started the class playing "out!" with the Items from the pre-test, they already know the drill and I didn't had to select the participants as the day before when I applied the pre-test we had some time left to play Finding Words. So, I played with the winners from the previous day and the class agreed with my choice. The same old story, the spectators were tattling the Items to the players every time I blinked. It was funny, because there is this boy who is really good at English (participant 26) and I thought for sure he was going to win, but he didn't. The classroom laughed when he lost and they declared the same exact thing, they thought he was going to win, but the winner was a young lad who lives in Rivera, so he always leaves after the first hour because the school bus leaves at 12:05 and he has not another means of transportation. I discussed the items with the class asking for definitions in English and I noticed some of their answers were almost verbatim from the pre-test. For example, when I asked for the eraser a student said "Rubber material" which were the key words from the definitions of the test, and he asked me the day before what rubber was. When I asked for a definition for the word scissors one of them said, "To cut paper and cloth", again, this was taken from the gaming text administered the day before.

As the students were given the gaming guide, one of them (participant 31) said "¿Toca escribir? Sería más chimba solo leer y jugar y ya" and he laughed. He is a good person, he likes to joke using Spanglish, sometimes I think I should not laugh at his jokes, but I cannot help it. Only seven students had downloaded the game, so I asked them to work in triads and as usual I give them my two old android phones and my tablet to three of the groups. Most of them declared loving the game, I gave them the link to the game five days before and they were advanced in the missions of the game, the students who were new to the game ask their accustomed partners about the mechanics of the game and they started solving the gaming guide.

And then, the discipline shattered. They were in their seats, but the noise was very high during this particular activity, so I tried to identify what was all the noise about. To my surprise it was all related to the game, they were creating funny items outside of the vocabulary category, which was school items. For example, after locating the first three items from the guide one of the groups created a cat and a dog and the two characters started fighting, they were amazed with the interaction of the characters they created. Some of them were laughing and complaining at the same time about the fact that when they wanted to put the items over the desk in the game, those items were put inside the desk instead of lying over it. Some of the groups created a student in the game, but the character was picking every school item and he put them inside the schoolbag. They were having fun, they were laughing and talking about the game while solving the guide. Another problem now that I realize it is that they like to play turning the volume up, so when they talk they feel the need of talking louder than their smartphones, I guess the activity could be much more quieter if they have a smartphone or tablet for each of them while using their headphones.

As expected, some of the groups finished earlier than the others, even when I foresaw it and made an extra activity dealing with adjectives outside of the score of the gaming guide, they had in the gaming guide, but now that they knew how to add adjectives to the items in the game, they were creating giant and flying monsters. Again, there was no time for the closure activity, but I modified it. I was walking by the groups inquiring about the new items, asking them to read the new sentences to me while the usual sluggish students finished the gaming guide. I forgot to write the homework on the board so I sent it via WhatsApp to the group instructing one of them (participant 19) to write it on the board at first hour next day for the student who are not in the WhatsApp group and the ones who don't have a smartphone.



## APPENDIX C, third teacher's journal

### Teacher's journal - Session 3

#### Topic: Reading

As usual, some of them were not in the classroom, the previous class teacher allowed them to go outside the classroom to drink water. While I was taking everything out of my backpack to start the class, participants 4, 25 and 34 came up to me with some questions about the videogame. At first, I thought they were talking about Scribblenauts, the software we have been using the last two weeks. But they were not, they were still playing Village City: Island Sim, the first videogame we used for the starting intervention. Their cities were really big now and they have built many stores and city places outside the ones taught in the classroom. They were comparing scores and one of them (participant 34) was inquiring about the term "pay to play". Being this a free software, developers create shortcuts for some of the spawning times in the game and in order to use these shortcuts you have to pay with real money via in-app purchases, so this student was baffled about how the game stalls the creation of buildings for many hours when at first it was only half a minute. So, he was making jokes (in Spanglish) using the term "pay to win" instead of "pay to play". Also, one of them managed to download a modified version of the game that makes the system think you have already paid a thousand dollars in real money, but every time he talked about his city the other two called him cheater. But I noticed they were still playing the videogame in English and while they have reached this awful paywall, they still managed to enjoy the videogame and explore more vocabulary about city places. Due to time, we only used 10 city places items in the activity, and one of these students has already used approximately 30 of the 85 items available in the software.

Four or five minutes later, when everyone was in the classroom, we started the class session. For the warming up, we played Finding words. In this game, I ask my students to write the words they can form using the letters of a long word written in the board. For example, I wrote on the board the word "Babysitter" which was extracted from the pre-test, then students using their known vocabulary in the target language wrote words like baby, babe, set and bet. Notice these words only use the letters given in the word "Babysitter" taking into account that, for example, this word has the letter "t" two times, so it is not possible to write a new word, which contains this letter three times. Students had three minutes to write all the words they can, and then the students with the biggest amount of correct words won the round. Taking into account that every wrong word the student writes will remove a good item. After 3 rounds we started a discussion about the pre-test.

We discussed the two texts on the pre-test "Nasreddin and the beggar" and "snake bites boy" with questions like "Do you remember who is Nasreddin?", "What was Nasreddin doing?", "Who was he talking to?". I noticed they really liked this text and they were putting themselves in Nasreddin's shoes telling the class how they would have dealt with the beggar. Even when I was asking similar questions about the second text (snake bites boy), they raised their hands to talk about the first story. Which is nice as the gaming guide asked them what they would do in Nasreddin's place. After this brief discussion I gave them the gaming guide number 3. At first, I didn't think they would like it that much. But, to my surprise, they did like it and they showed me a lot of creative and funny answers during the activities. Discipline, as always, wasn't that good and it is really difficult to ask them to be quiet. I noticed once again that they usually turn the cellphone volume to the maximum level and then, try to speak louder to their partner to finish the activity. And right now, I think the only way to overcome this problem is by using headphones splitters or a similar device. But then again, they would have to speak aloud in order to communicate, but it can be mitigated. Some of them were laughing out loud and when I approached them to settle that behavior, they showed me what they just did in the game and I almost laugh too. The whole group has shown boundless creativity in this session. One of the groups ran out of battery but they had the charger and just plugged it to the wall. The room has four unused electrical outlets. It would be a great idea to carry a multiplug outlet just in case. As they were finishing the activities, I allowed them to freely play the videogame. To my surprise, one of the groups, participants 13, 21, 32 and 36; were using a bilingual dictionary in order to summon in the game what they agreed in their mother language. I told the group how much time was left like every five minutes during the last quarter of the hour. The homework was written in the whiteboard when the first group finished. I think this session was much better, I enjoyed it and I know it's the same for most of them. Some of the students thanked me for the videogame, while it is only 15.000 COP for the whole group, they can't buy it without a credit card.

## APPENDIX D, Students' perceptions

### 1st intervention

#### Participant 01

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Excelente, me encanta el uso de esa tematica para ganar vocabulario.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Tal vez , el ruido de mis compañeros en el desarrollo de la actividad.
- 3 ¿Cómo podemos mejorarlo?  
Con un juego mas dinamico.

#### Participant 02

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Me gusto la clase con el profesor Miller en la que de una manera didactica utilizo los videojuegos porque así podemos ampliar nuestro vocabulario y amar un poco mas el ingles. Con respecto a la guia me gusto que haya metido preguntas del tipo I del ifecst.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
No me gusto el hecho de tener que descargarlo al celular.  
No me gusto hacer oraciones creo que puede haber una manera mas ingeniosa de reemplazarlas.  
Fuera de lo anterior, me gusto todo.
- 3 ¿Cómo podemos mejorarlo?  
Pienso que el salon en donde nos encontramos dificulta un poco el aprendizaje, yo propongo que el profesor hable con el rector y que nos cambie a otro con aire acondicionado.

#### Participant 03

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Lo que más me gusto de esta actividad fue la integración del juego ya que es una muy buena herramienta para expandir mi glosario y creatividad.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
No me gustó que mis compañeros no hagan silencio para generar un ambiente mas agradable para desarrollar la actividad.
- 3 ¿Cómo podemos mejorarlo?  
Creo que el siguiente juego podría ser más dinámico que ponga a pruebas habilidades como rapidez o concentración o incluso de lectura, ya que seria una buena preparación para las pruebas ICFES.

#### Participant 04

- 1 ¿Qué fue lo que más me gustó de la actividad?  
En particular, toda la actividad durante la clase me parecio muy completa, ya que es una manera no tradicional de enseñanza, es entretenida.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Nothing
- 3 ¿Cómo podemos mejorarlo?  
Trabajar con mejores juegos.

#### Participant 05

- 1 ¿Qué fue lo que más me gustó de la actividad?  
A mi lo que mas me gusto la inclusión del video juego ya que aprendimos mas vocabulario , ademas la actividad fue didactica.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Nada me disgusto.
- 3 ¿Cómo podemos mejorarlo?  
Ser mas creativa y chida.

#### Participant 06

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Poder desarrollar la actividad de la hoja con la ayuda del juego porque es algo nuevo, una experiencia nueva utilizar el juego como herramienta para realizar las actividades de la hoja, me gusto mucho la actividad.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Todo el desarrollo de la actividad me gusto.
- 3 ¿Cómo podemos mejorarlo?  
Se puede implementar el juego con mas accion que sea mas dinámico y asi se pueda hacer que los estudiantes le guste mas el juego.

#### Participant 07

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Lo que más me gustó fue que pudimos unir el trabajo con el juego porque lo hizo más dinámico.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Lo que menos me gustó fue que algunos estudiantes no hicieron silencio. (aunque no hubo tanto ruido)
- 3 ¿Cómo podemos mejorarlo?  
Haciendo más dinámica la clase con más actividades relacionadas con el juego.

#### Participant 08

1 ¿Qué fue lo que más me gustó de la actividad?

Lo que mas me gustó fue la forma dinámica en la que aprendimos vocabulario por medio de un video juego ya que es algo innovador para mi, también me gusto mucho que integrara cosas necesarias como es el ICFES y las preguntas que se utilizan las guías van relacionadas a él.

2 ¿Qué fue lo que menos me gustó de la actividad?

Me hubiera gustado que hubiera menos indisciplina y por parte del juego me pesa mucho a mi celular y pues no me gusta construir casas en una ciudad pero contal de aumentar mi vocabulario en ingles lo intentaría desde que fuera un poco mas interesante.

3 ¿Cómo podemos mejorarlo?

Lo principal seria mejorar la disciplina en el salón por parte de nosotros, juegos que nos OBLIGUEN aumentar el vocabulario para poder pasarlos, que no sean juegos que ocupen gran cantidad de espacio.

Participant 09 (AUSENTE)

Participant 10

1 ¿Qué fue lo que más me gustó de la actividad?

El tipo de juego muy divertido y entretenido al igual que el taller que realizamos.

2 ¿Qué fue lo que menos me gustó de la actividad?

Nada me desagradó.

3 ¿Cómo podemos mejorarlo?

Más orden o más disciplina.

Participant 11

1 ¿Qué fue lo que más me gustó de la actividad?

Me gusto la actividad porque fue divertida, fue dinamica y muy chevere y aprendí algunas palabras que no conocía.

2 ¿Qué fue lo que menos me gustó de la actividad?

Lo que no me gusto fue que teníamos que hacer oraciones.

3 ¿Cómo podemos mejorarlo?

Que el juego sea mas dinamico mas activo, mejores juegos.

Participant 12

1 ¿Qué fue lo que más me gustó de la actividad?

Lo que mas me gusto del videojuegos es la didacticay las actividades que proponía el juego.

2 ¿Qué fue lo que menos me gustó de la actividad?

Nada me disgusto.

3 ¿Cómo podemos mejorarlo?

Mas variedad de juegos.

Participant 13

1 ¿Qué fue lo que más me gustó de la actividad?

No puedo dar mi opinión debido a que es día me encontraba enfermo y tuve que retirarme del colegio.

2 ¿Qué fue lo que menos me gustó de la actividad?

Que no pude asistir ☹

3 ¿Cómo podemos mejorarlo?

☹ ☹ ☹

Participant 14

1 ¿Qué fue lo que más me gustó de la actividad?

Me gustó la idea de desarrollarla con la ayuda del videojuego, es muy poco común e interesante.

2 ¿Qué fue lo que menos me gustó de la actividad?

3 ¿Cómo podemos mejorarlo?

Con un juego más dinámico, como plataformas, o difícil como un puzzle.

Participant 15

1 ¿Qué fue lo que más me gustó de la actividad?

El juego; también lo didáctico que fue. En el transcurso de que íbamos jugando, también aprendíamos ciertas cosas. Creo que el hecho de estar jugando, nos animamos a aprender y desarrollar la guía. Me gusta lo original de la actividad también, ya que es la primera vez que hacemos una actividad de estas.

2 ¿Qué fue lo que menos me gustó de la actividad?

A mi nada me disgustó.

3 ¿Cómo podemos mejorarlo?

Considero que para la próxima, sería un juego que sirva para Ios y Android. Un juego más dinámico.

Participant 16

1 ¿Qué fue lo que más me gustó de la actividad?

Me gustó el hecho de que uno puede construir y a la vez ir buscando los lugares en el juego para luego responder las preguntas, etc... (guía)

2 ¿Qué fue lo que menos me gustó de la actividad?

A mi nada me disgustó.

3 ¿Cómo podemos mejorarlo?

Haciendo retos entre los compañeros una especie de competencia así se hace más dinámico, y entretenido.

Participant 17

1 ¿Qué fue lo que más me gustó de la actividad?

Lo que más me gustó fue utilizar un video juego en clase. Porque es una actividad diferente a lo que siempre se hace normalmente y tambien que traen nuevas palabras para aprenderlas.

2 ¿Qué fue lo que menos me gustó de la actividad?

Lo que menos me gustó fue tener que abrir espacio para el juego.

3 ¿Cómo podemos mejorarlo?

Tal vez un juego un poco más divertido y entretenido.

Participant 18 (AUSENTE)

Participant 19

1 ¿Qué fue lo que más me gustó de la actividad?

Me gusto desarrollar las frases porque conoci nuevas palabras en ingles y tambien me gusta la inclusión de videojuegos en las clases.

2 ¿Qué fue lo que menos me gustó de la actividad?

No me disgusto nada en particular

3 ¿Cómo podemos mejorarlo?

Video juegos más dinamicos.

Participant 20 (AUSENTE )

Participant 21 (AUSENTE)

Participant 22

1 ¿Qué fue lo que más me gustó de la actividad?

Pues me gusto porque aprendi nuevas vocabulario que salía en la pantalla y pues base a eso elabore oraciones con el vocabulario y chevere porque cambiamos la metodologia de la clase ya que en ninguna clase se hace esas actividades.

2 ¿Qué fue lo que menos me gustó de la actividad?

No me gusto porque ocupa mucho espacio en el telefono.

3 ¿Cómo podemos mejorarlo?

Pues que sea más divertido y pues que uno la entienda al jugar para avanzar muy rápido los niveles.

Participant 23

1 ¿Qué fue lo que más me gustó de la actividad?

Hicimos una actividad diferente a las demás usando el juego, normalmente no juego videojuegos. Es interesante que usemos un videojuego para resolver una guía que está basada en este.

2 ¿Qué fue lo que menos me gustó de la actividad?

Lo unico que me disgusto fue el calor tan @H\$8F que estaba haciendo. De resto estaba muy bien.

3 ¿Cómo podemos mejorarlo?

Me gustaria que fuera mas activo, el juego entre mas movido y emocionante mejor.

Participant 24

1 ¿Qué fue lo que más me gustó de la actividad?

Me gusto mucho la clase, porque las clases así dinamicas no nos aburren tanto lo común o tradicional, me gusto el tipo de juego y la guía nos sirve porque son preguntas que nos han salido en muchas pruebas.

2 ¿Qué fue lo que menos me gustó de la actividad?

A mi todo me gusto, se debería repetir una vez por semana.

3 ¿Cómo podemos mejorarlo?

Haciendola de ves en cuando, fuera del salon y con más juegos.

Participant 25

1 ¿Qué fue lo que más me gustó de la actividad?

Me gustó la actividad pero sentía que le faltaba algo más de dificultad, por que estaba muy fácil.

2 ¿Qué fue lo que menos me gustó de la actividad?

La actividad y el juego estaba muy fácil, falta mas dificultad.

3 ¿Cómo podemos mejorarlo?

Yo pienso que una actividad buena será tener un juego difícil y en clase jugarla y lo que no entendamos se lo preguntamos al profesor y despues de algunas clases nos hace un test sobre el juego.

Participant 26

1 ¿Qué fue lo que más me gustó de la actividad?

Me gusto porque siendo una actividad tan ludica se aprendio de palabras desconocidas , como identificar los ítems, la ayuda en el trabajo en equipo junto con el maestro al responder dudas , fue una actividad muy unica para aprender.

2 ¿Qué fue lo que menos me gustó de la actividad?

Sinceramente esperaba un juego mucho más entretenido y epico, pero del resto no tengo nada más en contra de esta actividad.

3 ¿Cómo podemos mejorarlo?

Siento que se podría mejorar, utilizando juegos mucho más entretenidos, desafiantes en donde se podrian utilizar habilidades y a la vez utilizar nuestro vocabulario en ingles y claro mejorarlo.

Participant 27

1 ¿Qué fue lo que más me gustó de la actividad?

La manera como se trabajo fue muy divertido , y diferente, haciendo ver la manera de aprender diferente.

2 ¿Qué fue lo que menos me gustó de la actividad?

No me gusto la manera en la que se desarrollo por parte de la disciplina.

3 ¿Cómo podemos mejorarlo?

Tal vez un juego mas dinamico , la cual llame más la atencion.

Participant 28

1 ¿Qué fue lo que más me gustó de la actividad?

Pues aprendimos un poco mas como de las partes que tiene una ciudad , hicimos una fotocopia y aprendimos un poco mas de las subcosas que hay en una pastelería. Kiosco etc, y claro es algo bueno hacer nuevas cosas para basicamente hacer nuestra ciudad de sueño y es algo fuera de lo normal de todas las clases ya que ahora solo vemos en tableros y pues tambien es muy bueno en videojuegos.

2 ¿Qué fue lo que menos me gustó de la actividad?

Si en algunas partes había oraciones pero creo que la podiamos hacer en otra parte y pues igual no se pudo descargar en mi celular por no tener la play store y pues toco en parejas.

3 ¿Cómo podemos mejorarlo?

Pues que hubiera sido si un poco mas de diversión y aprender como mas el ingles ya que lo son pero solo su idioma.

Participant 29

1 ¿Qué fue lo que más me gustó de la actividad?

Lo que más me gustó fue que el juego me ayudó a memorizar muchas palabras que no sabía y además noté que al hacer todo más dinámico fue más sencillo crear frases en la guía que nos dio el maestro Miller.

2 ¿Qué fue lo que menos me gustó de la actividad?

Nada me disgustó, todo estaba muy bien estructurado.

3 ¿Cómo podemos mejorarlo?

Un juego más emocionante sería muy bueno en el que yo tenga la posibilidad de mejorar vocabulario.

Participant 30

1 ¿Qué fue lo que más me gustó de la actividad?

Me pareció divertida la clase, fue realmente sencillo hacer los ejercicios. Me gusta esa nueva forma de dar clase, aunque haya un poco de desorden.

2 ¿Qué fue lo que menos me gustó de la actividad?

Solo el desorden que se causa, el ruido.

3 ¿Cómo podemos mejorarlo?

Quizá usar un video juego más rapido, usar vocabulario nuevo y actividades o ejercicios así como los anteriores.

Participant 31

1 ¿Qué fue lo que más me gustó de la actividad?

A mi lo que más me gusto jugar el videojuego es muy entretenido porque te engancha a comprar cosas, casas, tiendas, etc y hacer tu ciudad, que genera ingresos para poder seguir comprando propiedades.

2 ¿Qué fue lo que menos me gustó de la actividad?

No me disgusto nada.

3 ¿Cómo podemos mejorarlo?

Podría mejorarse en que sea un juego un poco más dinámico más rápido.

Participant 32

1 ¿Qué fue lo que más me gustó de la actividad?

Lo que me gusto de la actividad como tal fue incluir el desarrollo lúdico de la actividad con el videojuego algo que generalmente no se hacía. Además fue muy interesante relacionar las preguntas tipo I con el juego en donde aprendi nuevo vocabulario.

2 ¿Qué fue lo que menos me gustó de la actividad?

Me parecio genial, aunque solo fue molesta el ruido y alboroto al final del desarrollo de la actividad.

3 ¿Cómo podemos mejorarlo?

Para mejorar las actividades, considero que debe haber mas variedad en los tipos de videojuegos.

Participant 33

1 ¿Qué fue lo que más me gustó de la actividad?

Lo que más me gustó que fué una clase no tradicional., pues porqué fue entretenida y amimada; además la inclusión del juego a la clase fue algo que necesitábamos para salir de la rutina escolar.

2 ¿Qué fue lo que menos me gustó de la actividad?

No me disgustó nada porque la clase fue recreativa.

3 ¿Cómo podemos mejorarlo?

Para mejorar la clase un poco más dinamica.

Participant 34

1 ¿Qué fue lo que más me gustó de la actividad?

Me gusto trabajar con el juego porque hizo mas didactica la clase.

2 ¿Qué fue lo que menos me gustó de la actividad?

Mucho ruido.

Participant 35

1 ¿Qué fue lo que más me gustó de la actividad?

Me gusto la guía porque esta relacionada en prueba saber tipo I. y me ayudo en varias cosas que no recordaba.

2 ¿Qué fue lo que menos me gustó de la actividad?

No me disguto nada.

3 ¿Cómo podemos mejorarlo?

Pue un juego mas diamico.

Participant 36 (AUSENTE)

Participant 37

1 ¿Qué fue lo que más me gustó de la actividad?

Lo que mas me gusto fue la inclusión de videojuegos a la clase ya que realmente fue innovador y un cambio radical a las clases tradicionales, fue algo muy cool.

2 ¿Qué fue lo que menos me gustó de la actividad?

El desorden del salón, que impedía un buen desarrollo de la clase.

3 ¿Cómo podemos mejorarlo?

Un juego mas rapido con mas acción y mas dinamismo.

Participant 38

1 ¿Qué fue lo que más me gustó de la actividad?

Lo que más me gustó fue que en la clase se incluyera un videojuego, porque cambia la metodología de la clase.

2 ¿Qué fue lo que menos me gustó de la actividad?

Lo unico que me disgusto fue el ruido y desorden de algunos compañeros y que el juego era muy facil.

3 ¿Cómo podemos mejorarlo?

Para que la actividad sea más divertida seria cambiar de juego y así sería más divertida y traer trabajos nuevos que se relacione con el juego.

2nd intervention

Participant 01

1 ¿Qué fue lo que más me gustó de la actividad?

Interactuar en el juego por que se puede poner varios materiales en el juego

2 ¿Qué fue lo que menos me gustó de la actividad?

A mi nada me disguto aunque no existen algunas palabras en el juego

3 ¿Cómo podemos mejorarlo?

Mas juegos de otras categorías

Participant 02

1 ¿Qué fue lo que más me gustó de la actividad?

Me gustó el video juego porque atravez de el podemos aprender vocabulario por medio de dibujos. Y me gusto el material que trajo de preguntas prueba saber

2 ¿Qué fue lo que menos me gustó de la actividad?

No me disguto nada esepto la dificultad del juego.

3 ¿Cómo podemos mejorarlo?

Una manera de mejorar esta actividad es que el profesor nos deje mas trabajo con respecto al juego.

Participant 03

1 ¿Qué fue lo que más me gustó de la actividad?

Lo que más me gustó del juego fue poder crear cosas con solo escribirlas, porque es algo diferente y único para poder aprender.

2 ¿Qué fue lo que menos me gustó de la actividad?

Lo que menos me gustó fue que para correr la pantalla tenia que poner los dos dedos, además de que aveces mover al avatar era complicado.

3 ¿Cómo podemos mejorarlo?

Creo que sería muy buena idea que aprendiéramos inglés por medio de la música, ya sea con juegos musicales o cosas así. La música seria un muy buen incentivo.

Participant 04

1 ¿Qué fue lo que más me gustó de la actividad?

El videojuego porque es diferente a los videojuegos que me acostumbro a jugar

2 ¿Qué fue lo que menos me gustó de la actividad?

El orden y el ruido en que se lleva a cabo.

3 ¿Cómo podemos mejorarlo?

En la manera de organización y como se podría efectuar.

Participant 05

1 ¿Qué fue lo que más me gustó de la actividad?

Me gusto que pudimos aprender mas palabras en ingles.

2 ¿Qué fue lo que menos me gustó de la actividad?

Me pareció que el juego es un poco aburrido para mi perspectiva.

3 ¿Cómo podemos mejorarlo?

Se puede mejorar a partir de un juego distinto que sería más dinámico.

Participant 06

1 ¿Qué fue lo que más me gustó de la actividad?

Me gusta que puede crear todo lo que quiera en el juego porque así uno mismo puede hacer su propio mundo.

2 ¿Qué fue lo que menos me gustó de la actividad?

Que hay cosas que no existen en el juego y yo quería crearlo.

3 ¿Cómo podemos mejorarlo?

Con una mejor disciplina y cada estudiante con su dispositivo móvil.

Participant 07

1 ¿Qué fue lo que más me gustó de la actividad?

Me gustó la didáctica del juego porque así, aprendemos más palabras.

2 ¿Qué fue lo que menos me gustó de la actividad?

No me gusta que algunas palabras que escribía algunos objetos y en el juego no existían.

3 ¿Cómo podemos mejorarlo?

Todos traigan el juego en el celular.

Participant 08

1 ¿Qué fue lo que más me gustó de la actividad?

Que aprendí vocabulario, porque podía observar todos los materiales.

2 ¿Qué fue lo que menos me gustó de la actividad?

Que muchas palabras no aparecían. Tenía poca dificultad.

3 ¿Cómo podemos mejorarlo?

Con buena disciplina. Explicación clara y concisa. Juego con mayor dificultad.

Participant 09

1 ¿Qué fue lo que más me gustó de la actividad?

Me gustó la parte de que cada objeto apareciera y clasificarlo fue genial.

2 ¿Qué fue lo que menos me gustó de la actividad?

La trama del juego no era atrayente, tiene que ser más inquietante en sí el juego no tenía un fin concreto.

3 ¿Cómo podemos mejorarlo?

Escogiendo juegos más hiperactivos y didácticos, que nos atrape desde el principio y trabajar con ello.

Participant 10

1 ¿Qué fue lo que más me gustó de la actividad?

Fue muy didáctica y me gusta porque es una nueva y buena forma de aprender.

2 ¿Qué fue lo que menos me gustó de la actividad?

Nada me disgustó.

3 ¿Cómo podemos mejorarlo?

Aparte del juego también sería bueno una actividad por medio de la mímica.

Participant 11

1 ¿Qué fue lo que más me gustó de la actividad?

Me gusta mucho el juego por que era muy entretenido y didáctico.

2 ¿Qué fue lo que menos me gustó de la actividad?

A mí no me gusta que uno escriba otras palabras y no salía lo que uno colocaba.

3 ¿Cómo podemos mejorarlo?

Pues que se pudiera trabajar en silencio en grupo.

Participant 12

1 ¿Qué fue lo que más me gustó de la actividad?

La metodología del juego me gusta por que no es tan monótono.

2 ¿Qué fue lo que menos me gustó de la actividad?

Nada

3 ¿Cómo podemos mejorarlo?

Imponiendo más disciplina.

Participant 13

1 ¿Qué fue lo que más me gustó de la actividad?

El juego en general, en este se puede aprender mucho ya que nos obliga a escribir en inglés y si escribes algo mal hay opciones para escoger. Por eso se aprenden nuevas palabras.

2 ¿Qué fue lo que menos me gustó de la actividad?

Cuando se escribe una palabra esta no existe en el juego. Cuando el objeto es muy pequeño no se puede mover de lugar, el desorden en la actividad.

3 ¿Cómo podemos mejorarlo?

Se podría utilizar este mismo video juego con otras temáticas, se podrían solicitar las tablets del colegio para que así cada uno tenga un dispositivo para jugar y así hay orden.

Participant 14

1 ¿Qué fue lo que más me gustó de la actividad?

El videojuego en si. Por que tiene cierta complejidad y es diferente.  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 No me gustó la clase por la disciplina es ese mamoncito y que solo era una actividad para ese videojuego. Esperaba una actividad para utilizar todo el videojuego, solo poner cosas que decían en la guía.  
 3 ¿Cómo podemos mejorarlo?  
 Poniendo más complejidad a la actividad.

Participant 15 (AUSENTE)

Participant 16

1 ¿Qué fue lo que más me gustó de la actividad?  
 Me gusto el hecho de poder escribir los personajes o cosas que quisiéramos y ver como reaccionaban.  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 No me gustó que unas palabras no se pudieran poner.  
 3 ¿Cómo podemos mejorarlo?  
 Podríamos mejorarlas haciendo competencias en la actividad.

Participant 17

1 ¿Qué fue lo que más me gustó de la actividad?  
 Porque teníamos que escribir palabras y así aprendí algunos significados.  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 No me gustó que algunas palabras no existían en el juego y no era tan dinamico  
 3 ¿Cómo podemos mejorarlo?  
 Que fuera un poco mas dinamico, que cambie de parte.

Participant 18 (AUSENTE)

Participant 19

1 ¿Qué fue lo que más me gustó de la actividad?  
 El videojuego porque es muy divertido.  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 Nada en especial.  
 3 ¿Cómo podemos mejorarlo?  
 Ejercicios un poco más complicados.

Participant 20 (AUSENTE)

Participant 21

1 ¿Qué fue lo que más me gustó de la actividad?  
 Me gusto la metodologia del juego, poque en este juego aprendi mas vocabulario.  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 Nada me disgusto.  
 3 ¿Cómo podemos mejorarlo?  
 Descargando más juegos con diferentes temas.

Participant 22

1 ¿Qué fue lo que más me gustó de la actividad?  
 Me gustó porqué es una actividad muy didactica de aprendizaje de vocabulario,  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 A mi nada me disgusto- me encanto.  
 3 ¿Cómo podemos mejorarlo?  
 La parte de la disciplina.

Participant 23

1 ¿Qué fue lo que más me gustó de la actividad?  
 Me gustó mucho porque aprender vocabulario es más fácil con un videojuego divertido.  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 Nada me disgustó.  
 3 ¿Cómo podemos mejorarlo?  
 Seria genial que cada estudiante tuviera un dispositivo para crear su propio escenario. No adaptarse a lo que los otros eligen ☺

Participant 24

1 ¿Qué fue lo que más me gustó de la actividad?  
 Me gusto porque encontré y aprendi nuevas palabras.  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 No sabia algunas cosas.  
 3 ¿Cómo podemos mejorarlo?  
 Buscando juegos.

Participant 25



1 ¿Qué fue lo que más me gustó de la actividad?

La actividad me gustó por que me hacia pensar, me hacia recordar cosas que había olvidado.

2 ¿Qué fue lo que menos me gustó de la actividad?

Lo que no me gustó de la actividad es que el juego es muy fácil, y en otra parte el juego pone cosas que no sabia ni entendía nada.

3 ¿Cómo podemos mejorarlo?

Una actividad buena seria un juego que no sea tan fácil ni tal difícil.

Participant 26

1 ¿Qué fue lo que más me gustó de la actividad?

Me gusto el trabajo en grupo, ademas del juego que es mucho más interesante y didáctico.

2 ¿Qué fue lo que menos me gustó de la actividad?

No siento que me haya disgustado la actividad.

3 ¿Cómo podemos mejorarlo?

Que la actividad sea más desafiante al momento de aplicar palabras.

Participant 27

1 ¿Qué fue lo que más me gustó de la actividad?

Lo que mas me llamo la atencion es que uno interactua con su conocimiento y conoce menos vocabularios atravez de las animaciones.

2 ¿Qué fue lo que menos me gustó de la actividad?

Solo faltó mas orden en la explicación del tema.

3 ¿Cómo podemos mejorarlo?

Mas explicación sobre el tema del juego.

Participant 28

1 ¿Qué fue lo que más me gustó de la actividad?

Yo creo que la diversión del juego y pues lo hace mas entretenido y aprendemos como cada dibujo.

2 ¿Qué fue lo que menos me gustó de la actividad?

Creería que no sabíamos las pautas y pues unas cosas desaparecían y le daba rabia.

3 ¿Cómo podemos mejorarlo?

Yo creeria que mas actividades con cada vocabulario.

Participant 29

1 ¿Qué fue lo que más me gustó de la actividad?

Me gustó que fue demasiado didáctico y se aprende mucho vocabulario.

2 ¿Qué fue lo que menos me gustó de la actividad?

No me gustó que algunas palabras no estuvieran.

3 ¿Cómo podemos mejorarlo?

Se podria mejorar con más organización pues había mucho ruido.

Participant 30 (AUSENTE)

Participant 31

1 ¿Qué fue lo que más me gustó de la actividad?

Poder crear personajes u objetos.

2 ¿Qué fue lo que menos me gustó de la actividad?

A mi nada me disgustó.

3 ¿Cómo podemos mejorarlo?

Que hubiera competencia entre nosotros mismos.

Participant 32

1 ¿Qué fue lo que más me gustó de la actividad?

Me gusto la dinamica del juego porque puedes manejar o crear lo que tiene cada escenario.

2 ¿Qué fue lo que menos me gustó de la actividad?

A mi nada me disgustó en general, a exepcion de que algunos ítems no existían en el juego.

3 ¿Cómo podemos mejorarlo?

Tal vez podemos mejorarla con cambiar el tipo o genero de juegos.

Participant 33

1 ¿Qué fue lo que más me gustó de la actividad?

Me gustó todo porque se podía crear cosas graciosas y cosas estúpidas.

2 ¿Qué fue lo que menos me gustó de la actividad?

No me gusto que solo teníamos 2 horas de clase para jugarlo.

3 ¿Cómo podemos mejorarlo?

Con juegos un poco más difícil o reciclar el juego con más palabras.

Participant 34

1 ¿Qué fue lo que más me gustó de la actividad?

Me gusta ser Dios

2 ¿Qué fue lo que menos me gustó de la actividad?

No me que no existian algunas palabras en el juego.

## Participant 35

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Me gusto escribir los ítems porque salen los dibujos
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
No me disgusto nada.
- 3 ¿Cómo podemos mejorarlo?  
Creo que para mejorarla es que todos traten de tener el juego descarga.

## Participant 36

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Lo que más me gustó fue que podía crear cualquier personaje.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Aunque podía crear cualquier personaje sobrenatural no existían ciertas cosas básicas en el juego.
- 3 ¿Cómo podemos mejorarlo?  
Buscar otros juegos. Ampliar un poco más el vocabulario.

## Participant 37

- 1 ¿Qué fue lo que más me gustó de la actividad?  
El juego, pone a volar la imaginación.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
El desorden, de verdad son factores que hacen la clase mas pesada y menos amena.
- 3 ¿Cómo podemos mejorarlo?  
Mas orden y actividades o juegos un poco mas dificiles.

## Participant 38

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Me gustó porque estuvo fácil.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
No me gustó el juego, es un poco aburrido.
- 3 ¿Cómo podemos mejorarlo?  
Buscando un juego mejor.

## 3rd intervention

## Participant 01

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Me gusto que aprendí algunas palabras mediante un videojuego.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
No me gusto la indisciplina de mis compañeros y el celular se me ponía lento por el juego.
- 3 ¿Cómo podemos mejorarlo?  
Me gustaria cambiar el salon por uno donde haya mejor visibilidad.

## Participant 02

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Me gustó el juego. y la dinamica como el profesor unio el juego con la creacion de oraciones y el poder cambiar el final del juego
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
No me gusto la indisciplina de los compañeros, y el tambien llenar la memoria de celular con trabajos de la clase
- 3 ¿Cómo podemos mejorarlo?  
una de las maneras sería cambiar de salon por uno con aire acondicionado ya que hace mas amena la clase, cambiar de aparato tecnológico por una consola

## Participant 03

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Lo que más me gustó de la actividad fue que podía poner cualquier ítem que quisiera e imaginara.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
No me gustó el ruido que hacían algunos compañeros.Podríamos mejorar en ese ámbito.
- 3 ¿Cómo podemos mejorarlo?  
Haciendo mas disciplina e ir enfocando estos juegos con la música. En mi opinión la música es una herramienta excelente para aprender inglés. Y si intercalamos con los videojuegos seria perfecto.

## Participant 04

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Aprender de una manera didáctica a través de un videojuego y salir de la monotonía.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
A mi me gustó todo (carita feliz)
- 3 ¿Cómo podemos mejorarlo?  
No sé, en mi opinión está bien (carita feliz)

## Participant 05

- 1 ¿Qué fue lo que más me gustó de la actividad?

Me gusto que pudimos aprender nuevas palabras y estuvo chevre la actividad.  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 No me gusto que estuvo un poquita aburrída la actividad ademas hubo mucha indisciplina.  
 3 ¿Cómo podemos mejorarlo?  
 Podemos mejorar la actividad siendo mas dinamica, o poniendo un juego mas divertido y que nos entretenga mas.

Participant 06

1 ¿Qué fue lo que más me gustó de la actividad?  
 Me gusto las actividades porque con ellas puedo aprender a mejorar mi poco vocabulario en ingles.  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 La indisciplina porque me desconcentro un poco en el desarrollo de las actividades.  
 3 ¿Cómo podemos mejorarlo?  
 Con un mejor comportamiento de mis amigos o de implementar juegos mas dinámicos. Porque nos concentramos mejor y porque con los juegos dinámicos nos gustaria más.

Participant 07

1 ¿Qué fue lo que más me gustó de la actividad?  
 Me gustó que todos los ítems estaban en la app  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 La indisciplina , porque hacían mucho ruido  
 3 ¿Cómo podemos mejorarlo?  
 Juegos mas divertidos porque así lo disfrutamos mas

Participant 08

1 ¿Qué fue lo que más me gustó de la actividad?  
 El desarrollo de la actividad y El taller porque tuvo relación con el juego.  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 La indisciplina, Interrumpia la consertación  
 3 ¿Cómo podemos mejorarlo?  
 Que el videojuego tenga una historia, y que sea necesario entenderla para poder jugar.

Participant 9

1 ¿Qué fue lo que más me gustó de la actividad?  
 Lo que más me gusto del juego fue que cualquier cosa que pudiera tener en mente, podría plasmarla ahí. Todo existe  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 No hay nada que me haya disgustado  
 3 ¿Cómo podemos mejorarlo?  
 Tratar de traer videojuegos más didácticos y aventureros.

Participant 10

1 ¿Qué fue lo que más me gustó de la actividad?  
 Que es un poco difícil.  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 Nada me disgusto  
 3 ¿Cómo podemos mejorarlo?  
 Que los compañeros hagan silencio.

Participant 11

1 ¿Qué fue lo que más me gustó de la actividad?  
 megusto ya que habian nuevos itemes porque casi no conocia algunos y eso me reforso un poco  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 nada me disgusto  
 3 ¿Cómo podemos mejorarlo?  
 en mejor calidad que las personas tengan diálogos pero cortos para ir aprendiendo nuevas palabras y que el orden de la clase este en silencio

Participant 12

1 ¿Qué fue lo que más me gustó de la actividad?  
 Darle un final alternativo al reading  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 No me disgusto nada :v  
 3 ¿Cómo podemos mejorarlo?  
 in Poniendo mas orden y que haya variedad de juegos

Participant 13

1 ¿Qué fue lo que más me gustó de la actividad?  
 El juego me agrada y entretiene.  
 2 ¿Qué fue lo que menos me gustó de la actividad?  
 El ruido que hacían.  
 3 ¿Cómo podemos mejorarlo?  
 Más variedad de juegos.

Participant 14

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Me gusto todo del juego.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
El grupo hizo desorden.
- 3 ¿Cómo podemos mejorarlo?  
Me gustaria jugar fuera del salon.

Participant 15

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Me gustó a dinámica, porque es interactivo, es bueno jugar mientras se aprende.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Lo que menos me gustó fue el desorden. (Esto es muy aparte del juego). (Tamb)
- 3 ¿Cómo podemos mejorarlo?  
Diría que sería bueno cambiar de ambiente. (Jugar con los videojuegos en lugares que no sean salones).  
También creo que sería bueno empezar a jugar en consola, hay muchos juegos que se tiene que leer los diálogos para poder entender el

juego.

Participant 16

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Yo no me encontraba ese día en el colegio
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
nada
- 3 ¿Cómo podemos mejorarlo?  
aciendo las actividades mas a menudo

Participant 17

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Me gusto trabajar en grupo.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
El ruido que algunos hacían 😞
- 3 ¿Cómo podemos mejorarlo?  
Poniendo mas cuidado a la actividad 😊

Participant 18

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Que aprendí mediante un juego y no como siempre se hace.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Me gustó todo 😊
- 3 ¿Cómo podemos mejorarlo?  
Creo que no hay nada que mejorar.

Participant 19

- 1 ¿Qué fue lo que más me gustó de la actividad?  
yo no estaba ese día em el colegio
- 2 ¿Qué fue lo que menos me gustó de la actividad?
- 3 ¿Cómo podemos mejorarlo?

Participant 20

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Es un juego muy entretenido donde se puede pensar mucho.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Me gustó todo 😊
- 3 ¿Cómo podemos mejorarlo?  
Me gustaria que los compañeros hicieran mas silencio.

Participant 21

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Comprensión lectora, nuevo vocabulario, nuevos item´s.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Me gusto todo. 😊
- 3 ¿Cómo podemos mejorarlo?  
Ejercer una mejor disciplina en la clase, realizar más clases con videojuegos, realizar más post-text.

Participant 22

- 1 ¿Qué fue lo que más me gustó de la actividad?  
es muy dinámica y aprendí vocabulario. bought
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Todo me gusto 😊
- 3 ¿Cómo podemos mejorarlo?  
Que sean mas ordenadas, porque hay mucha indisciplina , y pues que cada uno traiga su smartphone para evitar indisciplina.

Participant 23

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Es un juego chevere.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Todo me agrado 😊
- 3 ¿Cómo podemos mejorarlo?  
Así como está me gusta.

Participant 24

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Porque es un juego interesante, divertido y me corregia algunos errores ortograficos, y aprendo nuevas palabras en inglés.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
No me gusto el orden que tuvimos en el salón, ese día
- 3 ¿Cómo podemos mejorarlo?  
Podriamos hacer ese tipo de actividades, alaire libre y con otro tipo de juegos, ósea más dinámicos y con un XBOX o play station

Participant 25

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Me gustó que tucieramos que representar en el juego la historia de Nasreddin
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
No me disgusto nada :D
- 3 ¿Cómo podemos mejorarlo?  
La clase estaría mejor si cada estudiante tuviera el juego para asi no crear grupos y no hacer tanta indisciplina

Participant 26

- 1 ¿Qué fue lo que más me gustó de la actividad?  
este desafiaba aun más a cuanto la creatividad. el inventar escenarios, objetos que tengan que ver con lo que escribíamos, me ha gustado, Pues desafiaba a la mente a ser creativa de manera lúdica.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Me disgusto el no poder llevar el juego en mi teléfono móvil pues no tenia espacio en mi celular, un poco el desorden de mis compañeros y sobre todo desde que entro el perro
- 3 ¿Cómo podemos mejorarlo?  
Siendo franca, cada quien elevaría su potencial si cada uno tendria la disponibilidad de llevar su videojuego para realizar las actividades de manera individual

Participant 27

- 1 ¿Qué fue lo que más me gustó de la actividad?  
PODER GRAFICAR EN EL JUEGO LA HISTORIA QUE SE TRABAJA.  
PETRO PRESIDENTE!
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
INDISCIPLINA
- 3 ¿Cómo podemos mejorarlo?  
CREO QUE EN LA INSTITUCION HAY TABLETS, LAS CUALES PODRIA CADA ESTUDIANTE TENER UNA, Y PODER CADA UNO TRABAJAR, Y ASI ESTAN TODOS CONCENTRADOS, Y CON MÁS ATENCIÓN Y MENOS DESORDEN

Participant 28

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Ese día no estuve , ni fui a clases
- 2 ¿Qué fue lo que menos me gustó de la actividad?
- 3 ¿Cómo podemos mejorarlo?  
Que día a día aprendemos mas para el ingles eso es muy bueno ya que hay que aprender de cada cosa objeto o palabra

Participant 29

- 1 ¿Qué fue lo que más me gustó de la actividad?  
YO no estaba en el colegio. 😊 LOL
- 2 ¿Qué fue lo que menos me gustó de la actividad?
- 3 ¿Cómo podemos mejorarlo?

Participant 30

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Que es un juego educativo.
- 2 ¿Qué fue lo que menos me gustó de la actividad?  
Que no tengo celular.
- 3 ¿Cómo podemos mejorarlo?  
Portarnos mejor en la clase.

Participant 31

- 1 ¿Qué fue lo que más me gustó de la actividad?  
Poder aparecer las cosas que queríamos.

2 ¿Qué fue lo que menos me gustó de la actividad?  
Que el juego era muy pesado porque ocupaba mucho espacio en el celular.  
3 ¿Cómo podemos mejorarlo?  
Ir al aire libre para cada estudiante tenga un espacio y no se fomente la indisciplina

Participant 32

1 ¿Qué fue lo que más me gustó de la actividad?  
Me gusto la tematica de la actividad como las anteriores, aumentar mi vocabulario por medio de un videojuego que te deja muchas posibilidades.

2 ¿Qué fue lo que menos me gustó de la actividad?  
La indisciplina y un poco el ruido del alrededor  
3 ¿Cómo podemos mejorarlo?  
Podria mejorar con otro tipo de videojuegos como de Rol, para desarrollar otro tipo de habilidades con el ingles

Participant 33

1 ¿Qué fue lo que más me gustó de la actividad?  
Me gusto la actividad porque aprendí mucho,  
2 ¿Qué fue lo que menos me gustó de la actividad?  
Desorden.  
3 ¿Cómo podemos mejorarlo?  
Mejor orden en la clase.

Participant 34

1 ¿Qué fue lo que más me gustó de la actividad?  
EL JUEWGO PORQUE ES MUY INTERACTIVO.  
2 ¿Qué fue lo que menos me gustó de la actividad?  
EL ORDEN EN QUE SE REALIZÓ.  
3 ¿Cómo podemos mejorarlo?  
MEJORAR LOS TALLERES, QUE SEA DIFERENTE LA FORMA COMO SE TRABAJA.

Participant 35

1 ¿Qué fue lo que más me gustó de la actividad?  
El juego es muy entretenido y chevere.  
2 ¿Qué fue lo que menos me gustó de la actividad?  
Que la actividad la hagamos en el salon de informática que hay aire.  
3 ¿Cómo podemos mejorarlo?  
Más variedad de juegos.

Participant 36

1 ¿Qué fue lo que más me gustó de la actividad?  
Me gustó que en el juego pude crear diversas cosas, que pude usar mi imaginación libremente  
2 ¿Qué fue lo que menos me gustó de la actividad?  
Ma parece que deberíamos realizar la actividad al aire libre  
3 ¿Cómo podemos mejorarlo?  
Pienso que deberiamos cambiar el juego y ampliar un poco más el vocabulario

Participant 37

1 ¿Qué fue lo que más me gustó de la actividad?  
Aprendí cosas nuevas 😊  
2 ¿Qué fue lo que menos me gustó de la actividad?  
Me gustaria un juego en playstation  
3 ¿Cómo podemos mejorarlo?  
Con una consola de videojuegos.

Participant 38

1 ¿Qué fue lo que más me gustó de la actividad?  
Me gusto mucho y se paso rapido la clase.  
2 ¿Qué fue lo que menos me gustó de la actividad?  
Que en el salon hacia calor,  
3 ¿Cómo podemos mejorarlo?  
Haciendo la actividad en otra parte del colegio.

APPENDIX E, 1st VGBI handout page 1

GAMING GUIDE 1  
CREATE YOUR OWN CITY



Instructions:

- For this activity, you should create your ideal city in the game "Village City: Island Sim".
- Every time you see a city place of the guide in the game, write its name in the picture and match it to a sign as in the example.

	<p><b>CASH ONLY</b></p> <p></p> <p>PLEASE DO NOT FEED THE ANIMALS</p> <p><i>Fast Food</i></p> <p>Oranges 50% off</p> <p>Reserved</p> <p>HOUSE FOR SALE</p> <p></p> <p>Buy 3 buses and get 1 for free</p> <p><b>EL ESPECTADOR</b></p>	

**APPENDIX E, 1st VGBI handout page 2**

- Now use the items from the previous page and your dictionary to write sentences as in the example.

1. That house is for sale.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Name: _____
Date: _____
Course: _____
Score: <input type="text"/>



APPENDIX F, 2nd VGBI handout page 1

GAMING GUIDE 2

CREATE YOUR OWN CLASSROOM



Instructions:

- For this activity you will create a classroom on Scribblenauts using the items in the list, add 2 more items with their sentences using your bilingual dictionary.
- Every time you create an item in the video game you have to rewrite it in front of its number using its corresponding sentence as in example zero (0). Do not forget to use your bilingual dictionary.



ITEMS	SENTENCES
0. Pencil 1. Schoolbag 2. Desk 3. Ruler 4. Textbook 5. Whiteboard 6. Scissors 7. Eraser 8. Dictionary 9. Highlighter 10. Notebook	<ul style="list-style-type: none"> <li>• Your teacher uses a ____ to write on.</li> <li>• You use a ____ to write or draw on your notebook.</li> <li>• You use a ____ to look up unknown words.</li> <li>• You can use a ____ to draw straight lines or measure distances.</li> <li>• You use a ____ for writing your notes in.</li> <li>• You can use a ____ to overlay transparent fluorescent color on text or a part of an illustration.</li> <li>• You can use a ____ for writing, or working at.</li> <li>• You use ____ for cutting cloth and paper.</li> <li>• You use an ____ to rub out something written.</li> <li>• You use a ____ as a standard work for the study of a particular subject, like math or biology.</li> <li>• You can use a ____ for carrying books and school supplies.</li> </ul>

0. You use a **pencil** to write or draw on your notebook.
- 1.
  - 2.
  - 3.
  - 4.


**APPENDIX F, 2nd VGBI handout page 2**

- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Now take a screenshot and send it via whatsapp!

*Done? Unscramble and add these adjectives only in the video game to get extra positive points!*

mllsa notebook = small notebook  
ethwi desk = \_\_\_\_\_ desk  
gaitn eraser = \_\_\_\_\_ eraser  
weidng whiteboard = \_\_\_\_\_ whiteboard  
lgaer scissors = \_\_\_\_\_ scissors



Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Course: \_\_\_\_\_  
Score:

**APPENDIX G, 3rd VGBI handout page 1**

**GAMING GUIDE 3  
READING COMPREHENSION**



**Read the text and answer the questions. Then, represent each one of your answer in Scribblenauts, take a screenshot of each situation and send it to your teacher via WhatsApp listing each item you use in the game as in example zero.**

**NASREDDIN AND THE BEGGAR**

One day, Nasreddin was up on the roof of his house, mending a hole in the tiles. He had nearly finished, and he was pleased with his work. Suddenly, he heard a voice below call "Hello!" When he looked down, Nasreddin saw an old man in dirty clothes standing below.

"What do you want?" asked Nasreddin.

"Come down and I'll tell you," called the man.

Nasreddin was annoyed, but he was a polite man, so he put down his tools. Carefully, he climbed all the way down to the ground.

"What do you want?" he asked, when he reached the ground.

"Could you spare a little money for an old beggar?" asked the old man. Nasreddin thought for a minute. Then he said, "Come with me." He began climbing the ladder again. The old man followed him all the way to the top. When they were both sitting on the roof, Nasreddin turned to the beggar. "No," he said.

0. Imagine the roof of your house have a hole and you have no tools to mend it, what would you do?

I would pay some repairmen to do the job.

\_\_\_\_\_

1. What would you do in Nasreddin place when the old man called him?

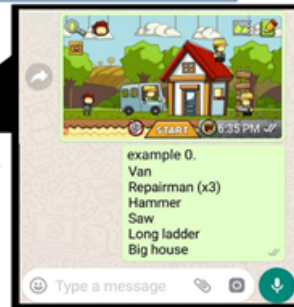
\_\_\_\_\_

\_\_\_\_\_

2. Imagine you are the old man, what would you do after Nasreddin said "no"?

\_\_\_\_\_

\_\_\_\_\_



**APPENDIX G, 3rd VGBI handout page 2**

**Read the text and think of a new ending for the story. Then, write it down and represent the ending on a single image using scribblenauts, do not forget to send the screenshot via WhatsApp to your teacher listing the vocabulary you used.**

**SNAKE BITES BOY**

Three-year-old Teddy Lasry was napping yesterday in his cowboy outfit yesterday at his family's Fifth Ave. apartment when he shot up in bed screaming. A 3-foot-long black-and-white snake was coiled around his left arm and had just bitten his pinky.

"The baby-sitter freaked out," said Teddy's father, David Lasry, who, along with his wife, Evelyn, was at work when the reptile showed up about 4 p.m.

The horrified nanny called 911 and the building's doorman. The doorman and two cable TV workers helped pry the snake off the boy's arm and stow it in a garbage bag, Lasry said.

Police rushed Teddy to Mount Sinai Medical Center, where his parents said he spent two hours attached to a heart monitor as a precaution in case the snake was poisonous.

It wasn't. Experts at the snakebite treatment center at Jacobi Medical Center in the Bronx, where cops took the critter, determined it was a non-venomous California king snake.

But how did it end up in Teddy's bed?

A little sleuthing determined that the serpent had escaped two weeks ago from its cage in the apartment of a doctor whose family lives four floors below the Lasrys. The apologetic owner said his son's pet snake likely traveled up the radiator pipes and into his neighbor's apartment.

"It's a very docile, very harmless snake," he said. "It's handled by our family all the time."

Lasry, 42, a fine arts publisher, said he believed the pet was simply hungry after two weeks of cruising. Teddy's mother, Evelyn Lasry, 37, said her son seems to have gotten over his fright by thinking of himself as a hero cowboy as he rode in the back of the police cruiser to the hospital.

"I told Teddy he's a pretty snake, a nice pet snake who got out of his cage," Evelyn Lasry said. "But he asked, 'Why did he bite my finger, Momma?' And I said, 'Because he saw that you are a big boy, Teddy, in your cowboy outfit and he got scared.'"

**Write here your new ending for the story:**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: \_\_\_\_\_

Score: