



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA
ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“VIDEO GAMES AS A TOOL FOR ENHANCING FOREIGN
LANGUAGE ACQUISITION IN TEENS”**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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Ecuador - La Libertad

2026

La Libertad, October 30, 2025

Advisor's Approval

In my role as Advisor of the research paper under the title "VIDEO GAMES AS A TOOL FOR ENHANCING FOREIGN LANGUAGE ADQUISITION IN TEENS" prepared by Cevallos Arreaga Ariana Paola undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

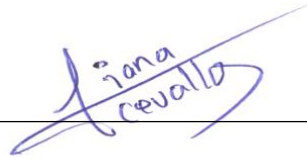
A handwritten signature in blue ink, reading "Diego Nieto H.", is written over a horizontal line.

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Statement of Authorship

Me, Cevallos Arreaga Ariana Paola, with ID number 2400445256, undergraduate student from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "VIDEO GAMES AS A TOOL FOR ENHANCING FOREIGN LANGUAGE ACQUISITION IN TEENS," certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.

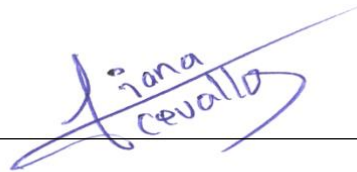


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Declaration

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Acknowledgment

With these words, I would first like to thank God for allowing me to be here and for giving me the strength I needed to keep moving forward in my life. I also want to express my deepest gratitude to my beloved mother, Juana, who supported me unconditionally throughout this stage and gave me everything I needed to never give up. I truly appreciate every word of encouragement and every act of love that helped me become the person I am today. Words will never be enough to thank her, but I hope these lines are the beginning of doing so.

I also wish to thank my father, Cirilo, who has been a source of constant support, unconditional love, and wisdom during this journey. My gratitude extends to my siblings — Byron, Andrés, Jessica, Mayerly, Evelyn, and Bryan — who have also been my strength and examples to follow in life. I am also thankful to my nephews and nieces, whose joy, laughter, and little pieces of wisdom brightened my days.

A heartfelt thank-you goes to Jennifer, my special person throughout this entire journey, whose love and support kept me from giving up. Thank you for always believing in me and helping me stay strong. I also thank my dogs who were my support and joy, especially Naia who was my sleepless companion, I love them immensely.

- Cevallos Arreaga Ariana Paola

Dedication

I would like to dedicate this project first to God, for being the strength in my life, and to my family, for being that fundamental pillar that keeps me standing and the inspiration behind everything I have achieved.

Before concluding this dedication, I would like to quote two phrases that inspired me during the development of this project: *“One day, you'll leave this world behind, so live a life you will remember.”* *“These are the days we will never forget.* I hope you enjoy reading this project and that this small phrase inspires you to keep moving forward.

-With love, Cevallos Arreaga Ariana Paola

Abstract

In the Ecuadorian educational context, learning English continues to be a challenge due to traditional methods focused on grammar instruction and memorization. Those tactics, although dependent, have a tendency to limit students' motivation, active participation, and communicative capacity in their gaining knowledge of surroundings. Confronted with problem, using video games emerges as an progressive alternative that promotes significant, contextual, and motivating language mastering.

This study used a qualitative and phenomenological research method, with eight students from the Unidad Educativa Eloy Velasquez Cevallos as a sample. The author used interviews with open-ended questions to understand students' perceptions and experiences regarding video games as a tool to improve the acquisition of a foreign language such as English, thus understanding their influence/effects on their learning. The research revealed factors and characteristics that participants considered relevant to the influence of this tool on their motivation and commitment to learning and improving their English. and its relationship with different learning needs, including differences between formal learning and learning using this tool.

KEYWORDS: Video games, acquisition, motivation, adolescents.

Resumen

En el contexto educativo ecuatoriano, el aprendizaje del inglés continúa siendo un desafío debido a los métodos tradicionales centrados en la enseñanza gramatical y la memorización. Estas tácticas, si bien son útiles, tienden a limitar la motivación, la participación activa y la capacidad comunicativa de los estudiantes en su aprendizaje del entorno. Ante este problema, el uso de videojuegos se presenta como una alternativa innovadora que promueve un aprendizaje del idioma significativo, contextual y motivador.

Este estudio utilizó un método cualitativo y de investigación fenomenológica, con 8 estudiantes de la Unidad Educativa Eloy Velasquez Cevallos quienes participaron como muestra. El autor aplicó como instrumento las entrevistas con preguntas abiertas para conocer las percepciones y experiencias de los estudiantes sobre los videojuegos como una herramienta para mejorar la adquisición de una lengua extranjera como es el inglés, conociendo así su influencia/efectos en su aprendizaje. La investigación reveló factores y características que los participantes consideraron relevantes sobre la influencia de esta herramienta en su motivación y compromiso al aprender y mejorar su inglés; y su relación con las diferentes necesidades de aprendizaje, incluyendo también diferencias al aprendizaje formal y el aprendizaje usando esta herramienta.

PALABRAS CLAVES: Videojuegos, adquisición, motivación, adolescentes.

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Introduction

The integration of digital technologies into education has drastically transformed the approaches students analyze and interact with know-how. Among these tools, video games have developed from easy enjoyment to pedagogical resources with terrific academic ability. In the context of overseas language getting to know, video games provide dynamic, interactive, and immersive environments that foster real conversation and significant language use, but, notwithstanding their ability, many language lecture rooms nevertheless rely upon traditional trainer-centered methods, which restrict adolescents' lively participation and motivation.

This research explores the position of video games as a tool to enhance foreign language acquisition in teens. Its objective is to understand how the language exposure, interplay, and problem-solving present in video games can foster the improvement of communication skills in a natural and motivating way. It also seeks to research how these virtual environments impact rookies' motivation, confidence, and autonomy whilst the usage of the goal language out of their classroom. On the other hand, it also seeks to explore the various challenges that exist in these games and how adolescents are able to solve them.

This examine adopts a qualitative technique to research students' perceptions and reviews concerning language mastering via video games. By way of that specialize in teens, who are digital natives and lively participants in gaming groups, the studies objectives to focus on how video games remodel passive learning right into a communicative, self-reliant, and significant exercise. Sooner or later, this look at seeks to offer evidence on the instructional fee of video games, demonstrating their capacity to sell linguistic, cognitive, and social improvement and encourage modern and contextualized pedagogical practices.

Chapter I

Title

“Video Games As a Tool For Enhancing Foreign Language Acquisition in Teens”

Problem Statement

English proficiency is a crucial ability in the 21st century, because it allows worldwide conversation, access to medical and technological know-how, and educational and expert development. In Ecuador, but, English skill ability stays constrained in step with the EF English skill ability Index 2024, Ecuador ranks 82nd out of 116 nations and nineteenth in Latin America, indicating a relatively low stage as compared to regional peers (EF training First, 2024). This situation is meditated in the Ecuadorian academic system, which faces demanding situations inclusive of inadequate teaching substances, and inflexible curricula that do not appropriately respond to college students’ pastimes and mastering desires (Guzmán, 2025). One of the most important troubles affecting teens is their lack of motivation to research English.

Traditional teaching techniques, target on memorization and repetitive exercise activities, fail to have interaction students meaningfully, frequently generating disinterest and frustration. This problem is exacerbated through the shortage of dynamic getting to know assets that permit college students to attach the language with real-lifestyles, leisure, or technological reports, proscribing each actual verbal exchange exercise and contextualized exposure to English (Serafini, 2021; Pearson, 2024). This aggregate of factors along with conventional, bland techniques, a lack of resources and interactive tools, and confined exposure to English outdoor the lecture room creates a cycle wherein demotivation and terrible educational outcomes reinforce every other.

As an end result, many students graduate from secondary schooling with inadequate abilities to pursue higher training or enter the team of workers, in which English is an important requirement in brand new international (Mayancha, 2025). In reaction to the challenges teenagers face while learning a foreign language like English, video games grow to be a promising and broadly popular opportunity. They not most effective have the capacity to decorate motivation and engagement among students, however also function a dynamic and significant instructional device that could be steadily incorporated into formal coaching (Statista, 2024).

Those immersive virtual environments offer contexts wherein verbal exchange has a clear and instant reason, which includes, taking element with other gamers, or following the sport's storyline. This type of contextualized interaction is important for language learning, as it encourages incidental vocabulary acquisition and repeated publicity to grammatical systems (Syed & Abidin, 2021) several studies have proven that video games can acts as a facilitating tool for language learning. A observe through (Riegel, 2022) found that video games use fosters intrinsic motivation and reduces communication tension, critical elements for overseas language acquisition. In addition, (Zheng & et.al, 2022) emphasize that on-line multiplayer video games provide possibilities for social interplay and language manufacturing exercise through text or voice chats. This sort of interaction differs from established study room workout, taking under consideration a greater natural and project- oriented use of the language (Peterson & White, 2023). Thinking about the demanding conditions Ecuadorian children face in gaining knowledge of English, reading the potential of video games as an academic tool is vital. Their use promotes greater effective language mastering and prepares college students for instructional and professional contexts in which English is increasingly important.

This research is essential to illustrate how video games can aid studying and foster

modern, student-targeted techniques that decorate both motivation and language capabilities, whilst additionally contributing to the improvement of educational tactics that may be correctly integrated into the teaching of English. moreover, these styles of equipment can be efficiently included into the college curriculum, no longer best as a supplement to formal class, but as a means able to enriching traditional pedagogical practices thru extra dynamic and participatory getting to know experiences. On this feel, these studies venture on the use of video games as a device is not confined to representing a progressive pedagogical alternative, but also constitutes a transformative method that rethinks the way language teaching is conceived.

Problem Question:

How do video game environments influence teens' perception and practice of English communication skills?

Specific Questions:

- What types social and linguistic interactions in video games do teens identify as most helpful for improving their English fluency and confidence?
- How are teenagers able to identify and transfer the vocabulary and grammatical structures gained from video games into their daily communication and academic settings?
- What is the perception of adolescents about learning through video games instead of a traditional class?

Objectives**General objective**

To analyze adolescents' perceptions and experiences regarding the use of video games as a tool for English language acquisition

Specific objectives

- To explore the motivations, learning strategies, and challenges adolescents face when using video games to learn English.
- To identify the types of linguistic interaction and play contexts that adolescents perceive as most effective for developing their English communication skills.
- To understand the relationship adolescents, establish between learning English through video games and formal learning in the classroom

Justification

Video games constitute a revolutionary and essential device for any teenager learning a foreign language; they're an essential part of language acquisition, permitting college students to accumulate a deeper vocabulary and growth their comprehension in a more immersive environment. In this experience, their effect is going past language development, as additionally they significantly make a contribution to adolescents' motivation and engagement. By way of interacting with dynamic and tough scenarios, teens sense more drawn to mastering, which increases their interest and engagement to enhancing their English conversation abilities. Hence, this tool now not simplest enriches the language acquisition system but additionally inspire energetic participation, consolidating learning through playful reports that interest them, integrating a laugh and education.

As cited inside the look at by way of (Zheng, Lee, & Chen, 2022), video games make contributions appreciably to vocabulary acquisition and speaking confidence, a critical issue of language mastering. loss of interest in classroom activities, problem expertise texts, and inexperience the use of studying strategies are the three principal problems that negatively affect young adults' performance in English as a foreign language (EFL) training. to enhance students' competencies and studying methods, video games are an effective way to examine English as an overseas language because they provide an extensive variety of vocabulary, introducing college students to new words and expressions used in regular life.

Video games offer students the opportunity to exercise listening comprehension and take part in discussions on diverse subjects, that can make a contribution to the improvement of different language skills. This makes them a valuable device for young people, as they foster and enhance their English language skills. studies by Méndez and Morales (2023) indicates that

video games can be a aid to enhance English language studying, so long as customers have the inducement and perseverance to take gain of the a couple of inputs furnished, in addition to the possibility to engage with others on this language. Furthermore, a take a look at with the aid of Vnucko (2024) highlights that digital video games can improve vocabulary learning and foster positive attitudes toward language getting to know. On the other hand, studies by Pérez (2022) suggests that digital games offer a promising platform to have interaction students in practicing a second language.

If video games are not used as a device for acquiring an overseas foreign language like English, young human beings might stay trapped within the identical traditional techniques that prioritize memorization and express rule evaluation, which frequently consequences in low motivation and restrained actual communicative use of the language. Modern-day studies has proven that playful virtual environments encourage active participation and incidental vocabulary reading, whilst their absence reduces possibilities for significant workout (Chowdhury et al., 2024). Moreover, without the mediation of video games, students lack interactive spaces that facilitate the improvement of communicative competence in actual contexts, a detail identified as essential for the retention and spontaneous use of English (Luo, 2023). In addition, not integrating these sources way wasting the capability of several superb affective elements—consisting of motivation and reduced anxiety—that prefer 2nd language acquisition (Vnucko, 2024). Consequently, the dearth of incorporation of video games in teaching maintains to preserve an opening between pedagogical practices and the hobbies of youngsters, which can affect the effectiveness and relevance of the curriculum in the educational system (Peterson & Jabbari, 2022).

Chapter II

Theoretical Framework

Background

International Background

The learning of a foreign language like a English, has been the main item of take a look at because of its significance in a globalized world. numerous theories have attempted to provide an explanation for the techniques of foreign language acquisition, highlighting comprehension, social and motivational interaction (Ortega, 2021). But, conventional strategies in schooling are often rigorous and centered on memorization of policies and repetition of sporting events, which generate demotivation in teenagers and constrained effects.

Faced with this case, video games have emerged as a device with tremendous instructional capability due to the fact beyond having the characteristic of wonderful, video games also offer immersive environments in which young adults remedy issues, engage and talk in English in a very significant contextualized way (Zheng, Lee, & Chen, 2023). This type of interaction has been proven to enhance incidental language acquisition by means of growing motivation and reducing conversation anxiety. A examine through Presentation Muñounceset al., (2025) highlights that video games provide unique actual linguistic situations that allow gamers to practice the language retention and comprehension. Furthermore, motivation is a key factor in studying a foreign language, and video games can play a sizable position on this regard. A study by Winaldo and Oktaviani (2022) discovered that teens who played online video games shows a wonderful development of their English talent, particularly in vocabulary and talking.

Internationally, several studies have validated the wonderful impact of video games on overseas language learning. as an instance, a look at carried out in Malaysia observed that teens

who performed English language video games showed tremendous upgrades in their language talent; specifically in vocabulary and pronunciation. Furthermore, research through Rajendran et al. (2024) proved that commercial video games can enhance English language skills, figuring out unique sport genres and factors that contribute to the development of language abilities.

The mixing of video games into foreign places language studying has moreover been explored within the context of higher education. A study thru Kurniawan and Rahmawati (2025) analyzed the function of video games in English vocabulary learning among students. The outcomes indicated that video games can be an effective tool for enhancing vocabulary acquisition, mainly whilst blended with traditional teaching techniques.

A completely extremely good factor is that the diversity of video game genres additionally influences language acquisition. role-gambling video games, existence simulators, picture adventures and approach video games offer specific stages of verbal and written interaction, allowing students to pick studies that healthy their pursuits and gaining knowledge of desires. Rajendran et al. (2024) point out that function-playing games, as an example, encourage oral expression thru dialogue and negotiation, at the same time as existence simulators allow the practice of ordinary expressions and useful vocabulary in meaningful context. In this feel, this flexibility reinforces in several methods the importance of choosing appropriate video games and designing instructional sports that strategically combine those attractive and engaging environments.

National Background

According with recent research by Salcedo (2021), 75 high school students in Ibarra, Ecuador who are mastering English as a 2nd language at their school, experience greater stimulated and engaged while the usage of video games as a tool. Most of the people of students

said that video games sell language acquisition each outside and inside the lecture room. Further, video games offer possibilities for college students to examine English whilst socializing and developing social abilities and critical thinking.

A study performed in Santa Elena in 2023 analyzed early formative years education students' perceptions of cybergame use all through the COVID 19 pandemic. The results indicated that students diagnosed improvements in areas such as listening comprehension, reading, and vocabulary enhancement. In addition, they highlighted an increase in motivation closer to studying English, not anything that cybergames made the getting to know manner extra attractive and fun. (Marcano, Salazar, & Reyes, 2024).

A study undertaking by Sanchez & Benavidez (2022) emphasized that the use and alertness of video games in EFL classroom has a sturdy effect on college students' capability to preserve words and language fragments. this is due to the fact video games are based on practical contexts that sparks students' interest in continuing to analyze vocabulary as they progress thru the sport and in extraordinary digital environments (Vasquez & Ovalle, 2019). Moreover, those mastering consequences are carefully related to the elements that influence English language acquisition through video games.

Theoretical Basis

This section affords the main theories, method, and ideas that underpin in this research venture. It explains relevant proposals, inclusive of the comprehensible enter speculation, the communicative method and challenge-based totally studying, Vygotsky's Sociocultural concept, self-reliant getting to know, in addition to intrinsic motivation and engagement. These perspectives permit us to apprehend how video games offering genuine, interactive and

motivating context, facilitate language exercise and enhance the improvement of communicative abilities.

Comprehensible input hypothesis (Krashen)

This proposal, recommend with the aid of Krashen (1982), argues that the acquisition of a overseas language happens whilst the newbies acquire linguistic enter that is understandable but slightly above his or her cutting-edge degree, called $i + 1$. In keeping with Krashen, this acquisition differs from the conscious gaining knowledge of grammatical policies, considering that its miles produced clearly, through exposure to significant and motivating contexts.

As an example, in multiplayer role-playing games, gamers engage whit characters and friends in English, encountering new vocabulary and grammatical structures that they are able to infer from context, visible and auditory cues. This constant and meaningful exposure promotes vocabulary acquisition, reading comprehension, and written manufacturing extra efficaciously than conventional grammar teaching strategies (Rohmah, 2024).

Furthermore, they playful and motivating nature of video games will increase learners' willingness to interact in self-sufficient getting to know activities, strengthening retention and facilitating the internalization of complex systems without generating frustration or stress.

Communicative Approach and Task-based learning

The Communicative Approach, which prioritizes functional language use in true contexts, makes a specially of growing students' communicative competence, emphasizing fluency and meaningful interaction (Rojas et al., 2022). In this sense, the pupil's function is not restrained to repeating systems or memorizing remoted regulations, however as an alternative to actively participate in real communication.

Task-Based Learning (TBL) is a method that uses proper obligations as the primary manner of training, motivating learners to use language to reap a purpose or complete a assignment (Gou & Wen, 2021). These methodologies have a robust implication for online game- assisted language studying, as those digital environments provide genuine and dynamic contexts for interplay. TBL, by way of using quests and goals as getting to know responsibilities, encourages the usage of language obviously for hassle fixing and collaboration, which has been proven to improve newbies' fluency and communicative competence (Li & Sub, 2021)

Current studies has confirmed that integrating video games with those methodologies no longer best will increase learner motivation and engagement, but also fosters the acquisition of language competencies ion collaborative contexts (Wu, 2022). This shift lets in students to understand as a device for social interplay, as opposed to a purely educational concern, which can increase their motivation and self-belief in expressing ideas in the target language.

Vygotsky's Sociocultural Theory

Vygotsky's Sociocultural Theory (1978) postulates that mastering is and intrinsically social method, mediated by interaction and language in the area of Zone of Proximal development (ZDP), in which learners accomplish complex project with the guide of others. This theoretical angle aligns fantastically nicely with the interactive nature of video games, which act as collaborative getting to know environments. Latest research has shown that video games offer perfect settings for social scaffolding, facilitating communique and negotiation of which means between players to triumph over demanding situations (Li, 2022).

A study by Zhang et. Al.,(2024) concludes that peer-to-peer interplay in multiplayer video games promote actual language use, which enables newbies internalize new linguistic system and expand autonomy. This dynamic encourages collaboration, as members ought to

negotiate meanings. As an end result, the mastering manner turns into more attractive and less mechanical, growing diverse possibilities for college students to practice the target language in a applicable and enjoyable context.

From the angle of Vygotsky's Sociocultural theory, mastering is essentially a socially mediated process, and video games provide contexts that closely align with this precept. Via multiplayer interactions, students have interaction in meaningful communication, negotiate meanings and obtain guide from their friends, all of which might be primary are central to the Zone of Proximal Development (ZDP).

Autonomous Learning

Autonomous learning can be understood as the learners' capacity to self-alter their personal gaining knowledge of development and allow themselves to make changes if necessary. This method fosters the capacity for developing self-regulatory and metacognitive competencies; it additionally develops the scholar's full responsibility, procedures which might be fundamental to foreign language acquisition (Zimmerman, 2024).

This notion has been strengthened by way of recent studies indicating that autonomy allows students to broaden metacognitive and self-regulatory skills vital for overseas language acquisition (Wang & Li, 2024). In practical terms, when students tend to have the possibility to make selections approximately their getting to know process, whether or not it is deciding on a topic of interest or deciding on strategies which can be first-rate suitable to their gaining knowledge of manner, this may actively enhance their self-belief and commitment to learning.

Permitting learners to guide their very own gaining knowledge of course while making their very own selections about subjects will help them develop self- belief and take possession of their development. This aggregate strengthens their potential to reflect on their getting to

know, plan effectively, and stay prompted. moreover, growing these skills is essential for learning a foreign language and ensures that gaining knowledge of extra meaningful and lasting.

Intrinsic motivation and engagement

Intrinsic motivation is defined because the “internal reward derived from non-public leisure or hobby in a given interest”, beyond external factors inclusive of rewards or coercion (Deci & Ryan, 2022). Engagement is that which entails the active and persist participation of the learner at the getting to know project (Shen & Lai, 2024)

Moreover, research with the aid of Shen and Lai (2024) confirms that the implementation of games factors increases motivation, which acts as a mediator between gamification and advanced language gaining knowledge of effects. thus, video games no longer most effective seize interest, but also preserve learner hobby and improve their persevered engagement, facilitating extra exposure to the language and allowing greater powerful exercise of language talents.

The combination of each successfully highlights the potential of video games as an effective device for language mastering, as they seize novices' hobby by means of encouraging lively participation. therefore, integration gamified factors into the mastering manner can notably improve each motivation and skill development

Pedagogical Basis

This section explains the realistic foundations of this research undertaking showcasing how incidental mastering and immersive revel in permit rookies to collect vocabulary and grammatical systems certainly. It also highlights the significance of social interaction and collaboration in games, in addition to the function of gamification in growing motivation.

Incidental Acquisition

This refers to language mastering that happens accidentally, and generally at some point of that means- targeted activities, including listening, reading, or reviewing content in any other language (Hulstijn, 2023).

This getting to know modality has been proven to be powerful, mainly while novices have a minimum history in the goal language and are again and again uncovered to new vocabulary inside meaningful contexts. According to a recent scientometric review, elements which include publicity frequency, directed attention, and enter mode (subtitles, audio, reading) are key determinants of a hit incidental acquisition (Arai & Takizawa, 2024).

Furthermore, current research has found out that using video games with immersive narrative promotes this form of language mastering: for instance, a mystery sport allowed college students to learn vocabulary incidentally because of the contextualized and tasty nature of the content material (Arias at al., 2024). Taken together, these findings endorse that incidental acquisition, improved with the aid of proper and multimodal material, constitutes a treasured approach in foreign language instruction.

Video games as educational tools

They are defined because the application of video games for pedagogical functions, taking gain in their immersive and motivating layout to facilitate the gaining knowledge of content material and talents. Hence, the incorporation of video games into foreign language getting to know relies on their capacity to provide immersive and inherently stimulating environments.

Video games facilitate the acquisition of vocabulary and grammatical structures by putting college students in a area of Proxima improvement, where they receive scaffolding and

feedback from their friends (Zhang et al., 2024). The playful appeal of video games increases youth' motivation and engagement in the mastering manner (Russo & Al-Dhelaan, 2022).

This excessive motivation is crucial for language acquisition, because it encourages regular practice and repeated exposure to linguistic content, leading to incidental and significant learning. on the other hand, this social and interactive thing is consistent with Vygotsky's Sociocultural principle, which maintains that social interaction mediates the mastering procedure

Types of video games applicable to language learning

Video games applicable to language getting to know had been classified in general into function- gambling games and gamified reports, both of which provide significant opportunities for language exercise in true and authentic contexts.

Role-playing video games (RPGs): allow students to anticipate identities within interactive narratives, which encourage the use of language in situations of trouble solving, cooperation and dialogue, elements that desire the acquisition of vocabulary and grammatical systems in s significant environment; alongside those lines, (Sanja, 2025) factors out that RPGs enhance motivation to talk English way to peer interplay and immediate remarks.

Massively multiplayer online games (MMOs): They stand out for their collaborative nature, considering the fact that they offer genuine communication areas among audio system with unique stages of linguistic competence, consequently selling peer mentoring, community budling and incidental language acquisition; on this regard, Yang at al. (2021) located that MMORPGs facilitate the practice of English in true conditions of collaboration and assignment solving, favoring the retention of vocabulary and the development of communicative abilities.

Language practice in multiplayer games

Research on video games inside a social and cultural framework often investigates the position of multiplayer environments in fostering 2nd language acquisition (SLL) (Thorne, 2008) proposed that social interactions in online video games generally tend to create environments conducive to the zone of proximal development (ZDP) as it enables speak and particularly collaborative production of that means. (Jabbri & Salami, 2019) support this concept with their research on hugely multiplayer online games (MML).

The authors emphasize that those video games achieve fostering socially supportive environments for ASL as they promote peer mentoring, teamwork, collaboration and network getting to know practice. However, these multiplayer environments foster interactions among superior and beginner gamers, thus fostering social bonds and promoting second language (L2) learning.

Multiplayer video games offer numerous, actual situations wherein language is used naturally through cooperation and problem solving. In contrast to traditional school room environments, right here gamers ought to negotiate meanings, comply with and provide education, and adapt their verbal exchange strategies in real time.

Gamification

Gamification is thought because the utility of video games layout elements and standards in non-sport contexts to foster motivation, engagement and energetic participation. This technique is predicated on the mixing of sport mechanics, consisting of points, badges, leaderboards, and rewards into historically non-game activities to persuade behavior and improve the consumer enjoy. (Serafeim et al., 2025).

A study by Almufareh (2020) highlights that gamification can definitely have an impact

on beginners' attitudes toward getting to know English as overseas language, as a result enhancing their level in and effectiveness within the instructional technique. which means integrating video games, consisting of challenges, missions or rewards, no longer best will increase learner engagement however also inspire peer collaboration and self-reliant getting to know.

Other recent research emphasizes that the combination of gamification and video games not only improves learner motivation and engagement, but also promotes the creation of learning communities, where participants interact in an authentic and meaningful way, negotiation meanings and solving problems in target language (Almufareh et al., 2020)

Legal Basis

According to the Constitución de la República del Ecuador (2008), the following articles are established:

Art. 16, Numeral 2.- “Todas las personas, en forma individual o colectiva, tienen derecho a: El acceso universal a las tecnologías de información y comunicación.”

Art. 26.- “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo”.

Art. 27.- “La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará

el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos.”

Art. 28.- “La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive.”

Art. 347, Numeral 8.- “Será responsabilidad del Estado: Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales.”

This article cited from Constitución del Ecuador provide a solid legal foundation for this research project, which examines the advantages and potential the video games as a tool for educational engagement. These constitutional provisions highlight the responsibility of the Ecuadorian State to ensure access to inclusive, linguistically diverse, and high-quality education at the higher education lever, guaranteeing it as a fundamental right for all learners.

Furthermore, it's miles essential to word that the charter additionally supports the liberty to utilize numerous statistics and conversation technology within instructional contexts as equipment for teaching and learning.

Chapter III

Research Method

This study adopts a qualitative research method, since the aim is not always to measure numerical variables however to explore and understand teenagers' perceptions, reports, and strategies while the use of video games as a tool for studying English.

Qualitative research is appropriate for instructional contexts wherein the purpose is to capture the richness of human reports, especially in progressive and underexplored areas which include digital learning.

In keeping with Creswell & Poth (2021), qualitative research provides a holistic expertise of social phenomena through analyzing members' voices in depth. Similarly, Reyes- de-Cózar et al. (2022) emphasize that qualitative procedures are especially suitable for investigating virtual environments because they allow researchers to interpret students' practices, motivations, and demanding situations from a contextual attitude. This methodological choice is aligned with the research problem, which seeks to explore how teenagers understand the learning of English grammar and vocabulary through immersive virtual environments like video games.

Type of Research

The research follows a phenomenological design, which seeks to recognize and describe the essence of the members' lived stories. Phenomenology makes a specialty of how humans understand and make experience of a phenomenon in each day lives. In this example, it is the acquisition and practice of English through video games.

Phenomenological studies searching for to find the essence of studies by using reading non-public bills and identifying not unusual themes among members (Moustakas, 1994). Greater recently, Bond et al. (2023) spotlight that phenomenology in digital education studies helps

display how college students revel in motivation, identification, and interplay in online contexts. By way of applying this design, the observe does not goal to generalize the effects to a broader population, but instead to offer an in-depth know-how of the way youth experience and perceive the procedure of acquiring a foreign language like English in online video game contexts.

Data collection techniques

Interviews (face to face session)

This study will use interviews with English language learners at a private secondary school within the Provincia de Santa Elena, wherein English is taught as a core subject. Dursun (2023) stated that interviews are a qualitative records collection approach that seeks to expose individuals' reports and how they interpret them, hence imparting interactive and relevant statistics on a particular topic.

This data collection will contain seven secondary faculty English language learners who have used video games as an critical device of their learning and acquisition of a overseas language, which includes English. Their responses may be recorded and transcribed for later evaluation. The interview will observe a based layout and include nine open-ended questions focused on the research problem.

The information obtained from these interviews will allow us to investigate and study the effect of video games as a tool in the acquisition of a foreign language such as English, displaying how this tool can be used to boom college students' enthusiasm and engagement within the challenge, and figuring out the benefits and challenges they understand from their previous experiences.

Instrument Questionnaire

Ranganathan & Caduuf (2023) give an explanation for that questionnaire is a records

collection tool consisting of a sequence of questions or gadgets used to collect data from members and accordingly apprehend their understanding, critiques, attitudes, ideals and behaviors; it's miles a standardized device to achieve similar facts. furthermore, every stage of the questionnaire method is highlighted, which includes clarifying the purpose, choosing the layout, creating questions, making sure using simple language and thinking about each player's opinion.

To delve deeper into the impact of video games and the connection between participation and success amongst teenagers in overseas language acquisition. The instrument used is a questionnaire to explore young learners' experiences, strategies and challenges using video games to gather a foreign language together with English. This questionnaire consists of open-ended questions that allow younger novices to explicit distinct opinions, facilitating a higher expertise of ways they use video games as a device in their English language gaining knowledge of practices.

Type of Questions

Open-ended questions

The questionnaire consists of 9 open-ended inquiries to encourage teens to explain and proportion their enjoy with video games as a device, allowing examiners to perceive perspectives that closed-ended questions do not. Open-ended questions ask participants to respond in their very own phrases, that means without being restricted to predefined options, as a result generating wealthy information that allows for the identity of rising topics and subthemes (Lahmar, 2022).

Those questions have been carefully selected to discover the practices of video games as a device for language acquisition, in which English as a overseas language is a key issue. By way

of asking teenagers how they manage the use of video games to improve their English, and how they keep their engagement and performance, open-ended questions are used to reveal the connection among getting to know process and their use as a motivational tool.

Population and Sample

Population

The population in a research study is the whole set of elements that share a common characteristic and are the point of interest of the researcher. It represents the universe of cases approximately which the researcher seeks to make inferences, the population needs to be truly defined and delimited in step with the study standards, and its length may be finite or endless. (Zuñiga, 2023). This will make certain that the records collection is meaningful and useful for the improvement of the studies, ensuring that it remains targeted and appropriate to the context.

The study is based on teens (students) in Santa Elena Ecuador. A sampling approach was used to pick out eight adolescents (college students) with ages 16 and 18 years old from a single educational organization referred to as “Unidad Educativa Eloy Velasquez Cevallos” where English is taught as a foreign language, which licensed a varied interpretation of experiences and mastering contexts. The participants had been decided on based on their English language abilities and their numerous reviews or experiences permitting them to offer unique and precious information about their exercise system with video games to boost their English. The study centered on a small however various pattern to capture views and foster a better know-how of using video games as a tool for enhancing English.

Sample

In this study, the sample is composed of a small institution of 8 students who incorporate video games as an additional tool to enhance their acquisition of a foreign language inclusive of

English. The objective of this research is to examine how video games can contribute to participation and motivation to improve English. The research design is qualitative, because the reason of the take a look at is to discover designated reviews.

Each of the eight adolescents (students) will participate in an interview, guided by nine open-ended questions, in an effort to deliver them the opportunity to intricate a clean explanation for every query. For the teenager's scholar participation, the interviews have been conducted manually in the academic institution and inside the presence of the institutional teach, the interviewer and interviewee met face to face, for this reason preserving consistency and luxury at some point of the interview. Furthermore, using this exercise allowed the younger college students to sense assured in sharing their enjoy and reviews; it is well worth nothing that they received suitable education days after the interviews.

Data collection Processing and sources

Data will be collected using a nine- question questionnaire, followed by means of a face-to-face interview with each participant. The participant group might be composed of 2nd BGU and 3er BGU students from the "Unidad Educativa Eloy Velasquez Cevallos" La Libertad, Santa Elena. Interviews will be conducted in the morning, for the duration of English magnificence hours, as legal by means of their instruct and different authorities. The interviews will encompass a questionnaire with open-ended questions to explore perceptions and reviews primarily based on using video games as a device for strengthening an overseas language along with English. For a higher know- how of the fact's series technique for this research, specific information is supplied in the following table:

Table 1*Data Collection Processing and Resources*

Questions	Explanation
What?	Interview (Face to face
session) Where	Unidad Educativa Eloy Velasquez
Cevallos When?	PAO 2025-2
How?	Through a questionnaire with ten open-ended questions
What for?	To determine adolescents' experiences and perceptions of using video games as a tool to strengthen their foreign language acquisition.

Note: Created by Cevallos Arreaga Ariana Paola, 2025

Chapter IV Analysis of Findings

Brief Analysis of Findings

This chapter presents a breakdown of the qualitative data collected through open-ended questionnaires administered to eight students, respectively, in upper secondary and third years of high school, from Unidad Educativa Eloy Velasquez Cevallos. These students take English classes and their opinions are fundamental and highly supported because they are experienced adolescents with this topic. The analysis contrasts their experiences and opinions on the use of video games as a tool to improve their English. Data collection was carried out in person in guided sessions with their English teacher, during which participants completed the written questionnaire, thus expressing their diverse opinions regarding the nine proposed questions. These questions were also approved by their English teacher, thus measuring the level and complexity of each one. Therefore, it is concluded that the questionnaires were suitable for each of the interviewees.

The feedback obtained from participants reflects their ideas, perceptions, and experience regarding their autonomous learning using video games as a tool to enhancing their acquisition of a foreign language such as English. The students shared the effects and influence of video games on their autonomous learning, as well as their experiences and opinions regarding using video games as a tool to enhancing their English acquisition. The phenomenological approach used in this study offers different responses depending on the background, academic level, and experience of each student. The use of open-ended questions allowed participants to share their opinions freely and without restrictions. This chapter therefore offers a detailed interpretation of the instrument's ten questions, organized thematically to reflect patterns, challenges, and suggestions expressed by students, while establishing connections with the theoretical

framework established in previous chapters.

Interpretation of Interviews

Table 1

Interpretation of interviews

Categories	Answers	Authors
Effects of video games on communication skills	Students said that video games had a positive effect on their communication skills, as the audio-visual elements and dialogues in the games contributed to improving their English comprehension skills, enriching their vocabulary, listening skills, and pronunciation.	Rajendran et al. (2024) Winaldo and Oktaviani (2022)
Influence of online multiplayer games in the confidence	Students said that these games positively influence their confidence, as they feel comfortable, and form social bonds where they exchange words and collaborate with each other, thus fostering a communal learning	(Jabbri & Salami, 2019) Yang at al. (2021)

	experience between advanced and beginner players.	
Challenges faced during gaming sessions and how to overcome them	Students highlighted some challenges when interacting in English while playing, the most notable of which were expressions or accents of native players, and dialogues in games they did not understand. The solution was the use of dictionaries, translators, or changing the game language.	Krashen (1982), Vygotsky's Sociocultural Theory (1978)
Motivation of video games vs. traditional English classes	Students said they feel more motivated to learn through video games because they tend to be more entertaining, with real-life contexts based on their interests, thus encouraging them to continue learning English, unlike traditional classes, which are monotonous and unappealing to them.	(Vasquez & Ovalle, 2019) Marcano et al. (2024)
Missions and narratives in video games in the acquisition of vocabulary and grammar	Students agreed that repeated exposure to English dialogues and missions while playing games helps them remember phrases, actions, and	(Arai & Takizawa, 2024) (Rohmah, 2024).

	even grammatical structures that will be used in their academic lives.	
Characteristics of video games in English practice	Students explained that graphics, stories, and language options are important features that help them practice their English, and are vital for understanding and improving their skills.	Presentation Muñoz et al. (2025) (Arias et al., 2024)
Learning strategies in video games	Students shared their strategies for addressing this challenge and explained how they use translators, dictionaries, visual aids, and negotiation of meanings, as well as logic, helping them develop their autonomy in learning new words or instructions.	(Wang & Li, 2024). (Li, 2022).
Use of video games for active participation/understanding	The students said they're constantly reading dialogue, listening and communicating with other players, getting used to the language without even realizing it. Using English in video games gives them more confidence; they feel like they've	(Wu, 2022) (Chowdhury et al. 2024)

	already practiced in real-life situations.	
Kinds of video games and their exposure English	Students agreed that role-playing and multiplayer games are mostly games that expose them to English since they are global and interaction is always present.	(Sanja, 2025) Yang et al. (2021)

Note: The table elaborates the categories of the questions, then the analysis of answers, which strongly connect with the authors.

Analysis and discussion of the interview vs the bibliographic review

Question 1

What effects have video games had on improving your English communication skills (Speaking, listening, reading, or writing)?

The first question was aimed to explore the effects of video games on improving young people's English communication skills. This research focused on determining whether video games are tools that significantly improve language and communication skills. It was mentioned that video games had a positive effect, thanks to their visual and immersive elements, contributing to the development of their communication skills. Students reported that the improvement of their English communication skills had positive effects thanks to the use of video games. Engaging components such as dialogues, stories, and audiovisual elements contributed to the enrichment of their vocabulary, listening, and pronunciation.

Rajendran et al., (2024) proved that video games can enhance English competencies, figuring out exclusive games' genre and elements inclusive of graphics, dialogues, and stores that make contributions to the development of language abilities. Alternatively, a take a look at by using Winaldo and Oktaviani (2022) discovered that adolescents who play online video games show a fantastic improvement in their English, in particular in spoken vocabulary. Those analyses verify that video games and their components potentially make a contribution to numerous English competencies in adolescents, ensuing in massive tremendous results.

Question 2

How do online multiplayer games influence your confidence when communicating in English with people from other countries?

The purpose of the second question was to explore the influence of online multiplayer video games on young people's confidence in communicating in English. Students agreed that these types of video games had a significant positive influence on their confidence. They emphasized that they felt more comfortable and could forge connections by collaborating with others, thus creating learning communities where learning and teaching were put into practice.

These games help improve confidence because they interact and exchange words, dialogue, etc., creating a fun and meaningful learning environment where they did not fear being judged. (Jabbri & Salami, 2019) argue that these games foster socially conducive environments for ASL, as they promote peer mentoring, teamwork, collaboration, and community learning, these multiplayer environments encourage interactions between advanced and novice players, thus fostering social connections and promoting second language learning. Furthermore, Yang et al. (2021) emphasize that MMORPGs facilitate the practice of English in authentic situations of collaboration and task resolution, thus promoting peer mentoring, community formation. These

analyses confirm that these video games are relevant for adolescents' confidence, as their elements are suitable for language practice and comfort, making them a key tool for language acquisition.

Question 3

What kinds of challenges do you face when interacting in English during gameplay, and how do you overcome them?

In the third question, the objective was to explore challenges young people face when interacting in English while playing games. Students stated that some of the most notable challenges were the expressions or accents of native players, as well as dialogues they didn't understand in the games. They also presented some strategies for overcoming these challenges, using translators, dictionaries, or language settings, and negotiating meanings between players, as these tools were useful in overcoming them. It should be noted that motivation and engagement played a key role, since the young people were motivated to continue advancing in their game.

Krashen (1982) states that language acquisition occurs when students are exposed to information that slightly exceeds their current level of proficiency, known as "comprehensible input." This means that linguistic challenges in games offer natural opportunities for students to process and internalize new forms of language. Vygotsky's Sociocultural Theory (1978) postulates that learning is an intrinsically social process, mediated by interaction and language within the Zone of Proximal Development (ZPD), where students perform complex tasks with the support of others. These analyses confirm that students will seek strategies to solve linguistic challenges such as: native accents and phrases, or dialogues, game narratives.

Question 4

How do video games motivate you differently from traditional English classes?

The reason for this question was to understand how video games motivate adolescents compared to traditional English classes. Students expressed greater motivation to learn because these games have engaging and fun components that capture their attention and participation, unlike traditional English classes, which are more rigid and monotonous, consisting of filling out books and learning formal grammar rules. Furthermore, students emphasized that this tool encourages them to continue learning English, but with more immersive elements such as rewards, gifts, and completing missions; these details lead them to continue acquiring and improving their English. (Vasquez & Ovalle, 2019) state that video games are based on realistic contexts that spark students' interest in continuing to learn as they progress through the game. (Marcano et al., 2024) highlighted a notable increase in motivation to learn English, as learning was more engaging and fun. These studies confirmed the interview findings, which indicated that video games and their elements increased and diversified their motivation to learn English, unlike traditional classes; as they mentioned, the learning process was more meaningful and filled with elements that motivated them to continue playing, but at the same time they continued learning incidentally.

Question 5

When you repeat missions or dialogues in English while playing, how does that help you learn/remember vocabulary or grammatical structures?

The fifth question was designed to elicit detailed explanations from students about how repeating the game's missions and dialogues helped them retain and acquire English. Drawing on their prior experience, students explained that continuous gameplay and extensive exposure to

the dialogues and missions helped them memorize phrases, grammatical structures, and vocabulary, and that the elements they encountered in each dialogue/mission seemed engaging and diverse, helping them stay focused and motivated. Thanks to the richness of themes and elements, incidental learning, crucial for language learning, was possible.

According to a recent scientometric review by (Arari and Takizawa, 2024), factors such as frequency of exposure, focused attention, and input mode (subtitles, audio, reading) are key determinants of successful incidental acquisition. Additionally, (Rohmah, 2024) emphasized that this constant and meaningful exposure promotes vocabulary acquisition, reading comprehension, and written production more effectively than traditional grammar teaching methods. These views support the idea that frequent exposure to these elements' aids language retention/acquisition.

Question 6

What specific characteristics of the video games you play (for example: graphics, story, interaction with other players, language settings, challenges) do you think help you the most to learn or practice English?

The sixth question addressed the characteristics of video games that help students practice English. Students indicated that certain features of video games enrich learning. Some characteristics they highlighted were that graphics, stories, interactive scenarios, and language options are key elements for understanding, retaining, and learning a language. Furthermore, interaction with other players helps them maintain focus, motivation, and, above all, interest so they can continue practicing and improving their English. This modality allows them to be more immersed with native speakers, thereby learning about their culture and language, thus enriching their learning already acquired in class.

Presentation Muñoz et al., (2025) emphasizes that video games provide exclusive genuine language situation and scenarios that permit gamers to practice language retention and comprehension. Furthermore, (Arias et al., 2024) stated that the use of video games with immersive stories or dialogues promotes this form of language learning. They gave an example: a mystery game allowed students to learn vocabulary thanks to its contextualized and engaging nature. In summary, these analyses demonstrate that these characteristics are indeed key to language retention and acquisition, and that they also facilitate understanding. One example was language settings and interaction with other players.

Question 7

When you do not understand a word or instruction in English while playing, what strategies do you use to figure it out or keep playing?

The seventh question focused on the strategies young people use when they don't understand an English instruction while playing. Drawing on their gaming experiences, students shared that they use additional tools such as online translators and dictionaries to help them look up the meanings of unfamiliar words. Furthermore, many of them resort to negotiating meanings among players and employing logic when faced with challenges while playing. This contributes to developing their autonomy when learning a new word or instruction, as they themselves seek out additional tools to learn while continuing to play. These strategies reinforce learning. Zhang et al. (2024) concluded that peer interaction in multiplayer video games promotes authentic language use, which helps students internalize new linguistic structures and develop autonomy.

This dynamic foster collaboration, as participants must negotiate meanings to understand their peers, thus making learning and teaching equitable and meaningful. On the other hand, (Wang and Li, 2024) highlighted that autonomy allows students to develop metacognitive skills,

essential for foreign language acquisition. These strategies, used by adolescents, help them continue playing, thus developing their autonomy.

Question 8

How does the English you use in games help you better understand or participate in your classroom lessons?

The eighth question focused on understanding how the English used in video games helps adolescents understand and actively participate in their formal classes. The students explained that they constantly read and listen to dialogue, in addition to communicating with other players, becoming accustomed to the language without realizing it. Furthermore, using the English they learned in video games gives them more confidence, as they feel they have already practiced in real-life situations and gain confidence in expressing their ideas. The students were able to enjoy and actively participate in their formal classes as they integrated what they learned from video games, and they found it interesting to integrate this tool into their formal English classes. (Wu, 2022) stated that integrating video games with common methodologies encourages student engagement and skill acquisition in authentic contexts. Therefore, it could be perceived as a social interaction that increases motivation and confidence to speak in the target language. By integrating these common methods with a fun tool, students' motivation and confidence will increase because they will feel like they are in an immersive learning environment. Recent research by (Chowdhury et al., 2024) has shown that game-like digital environments encourage active participation and incidental vocabulary learning, while their absence reduces opportunities for meaningful practice.

Question 9

What kinds of video games you play most often and how these games expose you to English language use?

The final question focused on exploring the types of video games and their exposure to English among young people. Students agreed that both massively multiplayer video games and role-playing games are a primary source of exposure to English. They also noted that these are global games with abundant linguistic and cultural interaction, with elements such as voice and text chat, role-playing, and cooperation, which opens the door to a large community of learners of different languages. In summary, these video games play an important role in language exposure, and adolescents feel comfortable using them to improve their language skills in a more informal and native-like manner.

(Sanja, 2025) points out that role-playing games increase motivation to speak English thanks to peer interaction and immediate feedback. Students take on roles within interactive narratives that encourage the use of English in cooperation and problem-solving. Furthermore, Yang et al. (2021) highlight that massively multiplayer games stand out for their collaborative nature, as they offer authentic communication and language skills, promoting peer mentoring and spaces for linguistic communication. These points of view support the idea that these types of games enrich the acquisition of a foreign language like English and that they are the greatest focus for exposure to the language and its culture.

Chapter V

Conclusions and Recommendations

This study sought to investigate the perspectives and experiences of teens using video games as a tool to enhance their English. Beyond theoretical frameworks, the phenomenological method used allowed the researcher to understand the experiences adolescents face when using this tool to acquire and enhance their English language skills. The result was a series of real voices who, despite being young, have a broad perspective and experience on this topic. They expressed their ideas about their methods to complement their learning, the transformation of language teaching, and challenges, all related to the use of this tool to achieve better language acquisition and a more flexible and motivating education for students.

This final chapter presents the main conclusions and recommendations derived from the diverse interpretations of the participants' responses. These perspectives align directly with the general and specific objectives of the research and serve to promote a better understanding of video games as a tool for improving the acquisition of a foreign language such as English. Furthermore, this section offers practical suggestions that could contribute to improving teacher training, improving and transforming the educational curriculum based on students' interests and well-being, and revamping educational policies.

Conclusions

The study determined that video games represent an innovative and effective pedagogical resource that can transform traditional English language teaching. The most significant findings were the positive influence of video games on teenagers' motivation to learn English. Participants stated that traditional methods, based on teaching repetitive rules and formal textbooks, fail to capture their interest, let alone offer authentic opportunities to use the language.

Video games create a more interactive and immersive environment where teenagers are exposed to the language more naturally. They stated that the need to progress in the game, understand instructions, interact with other players, and complete missions motivated them to use the language with genuine interest, thus developing intrinsic motivation and fostering more spontaneous and lasting learning.

Another relevant aspect was the acquisition of vocabulary and grammatical structures through contextualized exposure. Teenagers reported learning words, expressions, and linguistic patterns through actions, dialogues, and stories within the game, leading to more meaningful understanding and memorization. This consistent and purposeful exposure strengthens natural language retention and internalization, according to Krashen's Entry Hypothesis. Furthermore, adolescents strengthen their autonomy. This study also acknowledges certain limitations and pedagogical considerations: not all video games are suitable for language learning; therefore, their selection must meet clear educational objectives. Additionally, certain challenges were presented, such as diverse native accents, unfamiliar phrases, and time limits for interaction between players.

This research also demonstrated that video games foster linguistic competence and confidence in adolescents. Online multiplayer and role-playing games require interaction, leading to the use of strategies such as translators, collaboration, logic, and negotiation of meaning, which promotes the practical use of the language. Adolescents reported that their motivation and confidence improved as they overcame their fear of making mistakes and their participation in formal classes increased. This finding aligns with Vygotsky's Sociocultural Theory. Similarly, it was confirmed that video games are an effective and motivating tool for improving language acquisition, as adolescents emphasized that their characteristics, such as

stories, interaction with other players, language options, dialogues, etc., fostered authentic communication and meaningful learning, aspects that are neglected in traditional teaching.

Recommendations

The following recommendations are proposed for educators, academic institutions, and researchers interested in integrating video games into the English language teaching and learning system. It is recommended that video games be deliberately and pedagogically integrated into the English language teaching curriculum. A hybrid pedagogical model should be developed in which gamified microprojects are designed to create "language missions" where students complete communicative challenges in English within video games of interest to them.

Furthermore, thematic unit of the curriculum must relate to video games that encourage trouble-solving and language use. Eventually, gamified formative assessments ought to be included, in which achievements and rewards are related to language abilities, now not numerical grades. Furthermore, it is crucial to educate instructors within the academic use of video games and digital technology. Many teachers frequently lack schooling in technology sources implemented to language teaching, which limits powerful steering with such devices, it is advocated to put into effect refresher applications and pedagogical change areas in teaching innovation labs. These spaces could be held in person or virtually, where teachers can experiment and learn how to select, adapt, and evaluate video games according to students' ages and language levels. Furthermore, training workshops and certifications in gamified English teaching should be held or created, where teachers develop TIC skills and are recognized as official designers of gamified methodologies.

Likewise, academic institutions should offer technical and logistical support to facilitate the incorporation of technology, including digital systems, into the training process. Academic

institutions should have laboratories equipped with robust connections and access to digital devices to create hybrid spaces where students can analyze, play, and reflect on their language learning. On the other hand, by incorporating these spaces, we can also implement LMS platforms with game elements that integrate video games into virtual environments such as Moodle or Google Classroom with gamified extensions that allow for monitoring linguistic progress of every student.

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Annexes

Annex A: Certified Anti-plagiarism System

La Libertad, 30 de junio de 2025

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “VIDEO GAMES AS A TOOL FOR ENHANCING FOREIGN LANGUAGE ACQUISITION IN TEENS” elaborado por la estudiante Cevallos Arreaga Ariana Paola, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 8% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

A handwritten signature in blue ink, reading "Diego Nieto H.", is written over a horizontal line.

Nieto Herrera Diego Josue, MSc.

TUTOR



CERTIFICADO DE ANÁLISIS
magister

RESEARCH PROJECT CEVALLOS ARRRIAGA

8%
Textos
sospechosos



4% Similitudes
2 % similitudes entre comillas
0 % entre las fuentes
mencionadas
3% Idiomas no reconocidos
3% Textos potencialmente
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Número de palabras: 11.799
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N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	repositorio.upse.edu.ec https://repositorio.upse.edu.ec/bitstream/46000/13044/1/UPSE-TPI-2025-0016.pdf 9 fuentes similares	3%		Palabras idénticas: 3% (420 palabras)
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3	educacion.gob.ec https://educacion.gob.ec/wp-content/uploads/downloads/2025/01/MINEDUC-MINEDUC-2025... 8 fuentes similares	2%		Palabras idénticas: 2% (260 palabras)

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N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	repositorio.upse.edu.ec Teaching strategies for the development of listening sk... https://repositorio.upse.edu.ec/bitstream/46000/6334/1/UPSE-TPI-2021-0014.pdf	< 1%		Palabras idénticas: < 1% (39 palabras)
2	repositorio.upse.edu.ec A video game as a tool of practicing and improvement ... https://repositorio.upse.edu.ec/bitstream/46000/7932/1/UPSE-TPI-2022-0009.pdf	< 1%		Palabras idénticas: < 1% (15 palabras)
3	Documento de otro usuario #2ef77e Viene de de otro grupo	< 1%		Palabras idénticas: < 1% (16 palabras)

Annex B: Questionnaire

VIDEO GAMES AS A TOOL FOR ENHANCING FOREIGN LANGUAGE

ACQUISITION IN TEENS

Population: 40 students from 2nd and 3rd BGU

Sample: 8 students from 2nd and 3rd BGU

Questions aimed at students

1. ¿Qué efectos han tenido los videojuegos en la mejora de tus habilidades de comunicación en inglés (hablar, escuchar, leer, escribir)?
2. ¿Cómo influyen los juegos multijugador en línea en tu confianza al comunicarte en inglés con personas de otros países
3. ¿Qué tipos de desafíos enfrentas al interactuar en inglés durante el juego y cómo los superas?
4. ¿De qué manera los videojuegos te motivan de forma diferente a las clases tradicionales de inglés?
5. Cuando repites misiones o diálogos en inglés mientras juegas, ¿cómo te ayuda eso a aprender o recordar vocabulario o estructuras gramaticales?
6. ¿Qué características específicas de los videojuegos que juegas (por ejemplo: gráficos, historias, interacción con otros jugadores, opciones de idioma, desafíos, etc) crees que te ayudan a mejorar o practicar inglés?
7. Cuando no entiendes una palabra o instrucción en inglés mientras juegas, ¿qué estrategias usas para entenderla y continuar jugando?

8. ¿Cómo te ayuda el inglés que usas y encuentras en los videojuegos a comprender mejor o participar más activamente en clases?
9. ¿Qué tipos de videojuegos juegas con mayor frecuencia y cómo te exponen estos juegos al uso del idioma inglés?

Annex C: Interviews (Face to face session)

STUDENT A



UNIVERSIDAD ESTATAL PENINSULA
DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

"Video Games As a Tool For Enhancing Foreign Language Acquisition In Teens"

Purpose of the interview: The purpose of this interview is to gather information about how teenagers perceive and experience the use of video games as a tool for enhancing foreign language acquisition. The data collected will contribute to a qualitative study focused on understanding the potential of video games in foreign language acquisition.

General Information:

- Name: Ismael Rodriguez
- Age: 18th
- Grade/Level of Education: 3^{er} BG.U
- School: Eloy Velásquez Ovallos

QUESTIONNAIRE

1. What effects have video games had on improving your English communication skills (speaking, listening, reading, or writing)? ¿Qué efectos han tenido los videojuegos en la mejora de tus habilidades de comunicación en inglés (hablar, escuchar, leer o escribir)?

Han tenido efectos buenos ya que gracias a sus elementos y al estar jugando constante he podido mejorar mis habilidades.

2. How do online multiplayer games influence your confidence when communicating in English with people from other countries? ¿Cómo influyen los juegos multijugador en línea en tu confianza al comunicarte en inglés con personas de otros países?

Influyen positivamente ya que suelo interactuar mucho con más jugadores, que por lo general muchos son Americanos, y me enseñan mucho de su idioma, y me animan a practicar más para comunicarme con ellos, y también para entender el juego.

7. How do the stories or dialogues in your favorite games help you learn new English words or grammar? Can you give an example? ¿Cómo te ayudan las historias o los diálogos de tus juegos favoritos a aprender nuevas palabras o estructuras gramaticales en inglés? ¿Puedes dar un ejemplo?

Me ayudan mucho ya que las historias y los diálogos contienen palabras nuevas y cambie mi interés la forma busco sus significados.

8. When you do not understand a word or instruction in English while playing, what strategies do you use to figure it out or keep playing? Cuando no entiendes una palabra o instrucción en inglés mientras juegas, ¿qué estrategias utilizas para entenderla o continuar jugando?

Suelo usar diccionarios o pregunto a compañeros de mi equipo en el juego.

9. How does the English you use in games help you better understand or participate in your classroom lessons? ¿Cómo te ayuda el inglés que usas en los videojuegos a comprender mejor o participar más activamente en tus clases?

Me ayudan mucho porque como juego mucho ya me sé muchas palabras, estructuras y eso me conlleva a participar más porque se me ha practicado jugando y no tengo miedo de equivocarme.

10. What kinds of video games you play most often and how these games expose you to English language use? ¿Qué tipo de videojuegos juegas con mayor frecuencia y cómo te exponen estos juegos al uso del idioma inglés?

Los juegos multijugador juego más porque me gusta interactuar más jugadores aprendiendo algo de ellos.

Los juegos de roles también juego porque en ocasiones intercambio conocimientos con otros.

3. What kinds of challenges do you face when interacting in English during gameplay, and how do you overcome them? ¿Qué tipo de desafíos enfrentas al interactuar en inglés durante el juego y cómo los superas?

Hablar con gente nativa ya que sus frases no las entiendo, también hablan muy rápido y con acentos diferentes. Muchas veces suelo usar traductores, o cambio el idioma del juego para ver el significado del idioma. También pregunto a jugadores o que me expliquen.

4. How do video games motivate you differently from traditional English classes? ¿De qué manera los videojuegos te motivan de forma diferente a las clases tradicionales de inglés?

Me motivan mucho más que las clases ya que con estos me entretengo mucho con cosas que son de mi interés, a diferencia de las clases normales ya que siempre llenamos libros y no estamos en contacto con el inglés de una manera divertida.

5. When you repeat missions or dialogues in English while playing, how does that help you learn/remember vocabulary or grammatical structures? Cuando repites misiones o diálogos en inglés mientras juegas, ¿cómo te ayuda eso a aprender o recordar vocabulario o estructuras gramaticales?

Para mí al repetir muchos veces diálogos o misiones me han ayudado a que estas se me quedan en la mente, he aprendido muchas palabras nuevas que incluso después las veo en clases.

5. What specific characteristics of the video games you play (for example: graphics, story, interaction with other players, language options, challenges) do you think help you the most to learn or practice English? ¿Qué características específicas de los videojuegos que juegas (por ejemplo: gráficos, historia, interacción con otros jugadores, opciones de idioma, desafíos) crees que te ayudan más a aprender o practicar inglés?

Para mí serían más las historias y los desafíos ya que a veces son muy interesantes y me conlleva a entenderlas. También el opción de idioma que ayuda mucho ya que tengo sustitutos de inglés español y así entiendo más.

STUDENT B



UNIVERSIDAD ESTATAL PENINSULA
DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

"Video Games As a Tool For Enhancing Foreign Language Acquisition In Teens"

Purpose of the interview: The purpose of this interview is to gather information about how teenagers perceive and experience the use of video games as a tool for enhancing foreign language acquisition. The data collected will contribute to a qualitative study focused on understanding the potential of video games in foreign language acquisition.

General Information:

- Name: *Rufo Renales López*
- Age: *17*
- Grade/Level of Education: *2°BGU*
- School: *U.E. Eloy Velásquez Cevallos*

QUESTIONNAIRE

1. **What effects have video games had on improving your English communication skills (speaking, listening, reading, or writing)? ¿Qué efectos han tenido los videojuegos en la mejora de tus habilidades de comunicación en inglés (hablar, escuchar, leer o escribir)?**

Just a bit, sometimes I learn some words but usually (ry) I play video games in Spanish.

2. **How do online multiplayer games influence your confidence when communicating in English with people from other countries? ¿Cómo influyen los juegos multijugador en línea en tu confianza al comunicarte en inglés con personas de otros países?**

I don't have any problem to say that I'm thinking in English, because I know how to express my feelings in other languages.

7. **How do the stories or dialogues in your favorite games help you learn new English words or grammar? Can you give an example? ¿Cómo te ayudan las historias o los diálogos de tus juegos favoritos a aprender nuevas palabras o estructuras gramaticales en inglés? ¿Puedes dar un ejemplo?**

I don't know the meaning of some words and when I find a word that I don't know the meaning I translate the word to learn it.

8. **When you do not understand a word or instruction in English while playing, what strategies do you use to figure it out or keep playing? Cuando no entiendes una palabra o instrucción en inglés mientras juegas, ¿qué estrategias utilizas para entenderla o continuar jugando?**

I usually translate that to understand the meaning and I continue playing the game.

9. **How does the English you use in games help you better understand or participate in your classroom lessons? ¿Cómo te ayuda el inglés que usas en los videojuegos a comprender mejor o participar más activamente en tus clases?**

In video games I learned many words that I use in my daily life and I use those words in class.

10. **What kinds of video games you play most often and how these games expose you to English language use? ¿Qué tipo de videojuegos juegas con mayor frecuencia y cómo te exponen estos juegos al uso del idioma inglés?**

I usually play video games of psychological horror and much of those games are usually in English and I need to play the games understanding English.

3. **What kinds of challenges do you face when interacting in English during gameplay, and how do you overcome them? ¿Qué tipo de desafíos enfrentas al interactuar en inglés durante el juego y cómo los superas?**

I can speak English, but the meaning of some words is difficult to understand because I don't know the meaning. But during the gameplay, I learn that.

4. **How do video games motivate you differently from traditional English classes? ¿De qué manera los videojuegos te motivan de forma diferente a las clases tradicionales de inglés?**

I don't learn English with grammar at school, I learned by (myself) myself with a lot of vocabulary.

5. **When you repeat missions or dialogues in English while playing, how does that help you learn/remember vocabulary or grammatical structures? Cuando repites misiones o diálogos en inglés mientras juegas, ¿cómo te ayuda eso a aprender o recordar vocabulario o estructuras gramaticales?**

I don't do that, but when I repeat missions or dialogues I skip all and just change the way of the story.

6. **What specific characteristics of the video games you play (for example: graphics, story, interaction with other players, language options, challenges) do you think help you the most to learn or practice English? ¿Qué características específicas de los videojuegos que juegas (por ejemplo: gráficos, historia, interacción con otros jugadores, opciones de idioma, desafíos) crees que te ayudan más a aprender o practicar inglés?**

Probably the language options can help me to practice English, because I usually play video games with a lot of dialogues.

STUDENT C



UNIVERSIDAD ESTATAL PENINSULA
DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

"Video Games As a Tool For Enhancing Foreign Language Acquisition In Teens"

Purpose of the interview: The purpose of this interview is to gather information about how teenagers perceive and experience the use of video games as a tool for enhancing foreign language acquisition. The data collected will contribute to a qualitative study focused on understanding the potential of video games in foreign language acquisition.

General Information:

- Name: *Kendrick Rominguz J.*
- Age: 17
- Grade/Level of Education: 3rd BCU
- School: *Elay Velazquez Cuallao.*

QUESTIONNAIRE

- 1. What effects have video games had on improving your English communication skills (speaking, listening, reading, or writing)? ¿Qué efectos han tenido los videojuegos en la mejora de tus habilidades de comunicación en inglés (hablar, escuchar, leer o escribir)?**

Bastante ya que ahora aplico más el inglés a la hora de comunicarme o entender misiones.
- 2. How do online multiplayer games influence your confidence when communicating in English with people from other countries? ¿Cómo influyen los juegos multijugador en línea en tu confianza al comunicarte en inglés con personas de otros países?**

El hecho de estar en contacto con otra persona que habla inglés y no me o jugar solo no entiendo una palabra, me enseñan si me equivoco de una manera divertida y eso me lleva a tener confianza para hablar en inglés.
- 3. What kinds of challenges do you face when interacting in English during gameplay, and how do you overcome them? ¿Qué tipo de desafíos enfrentas al interactuar en inglés durante el juego y cómo los superas?**

Hablar con gente nativa ya que sus frases no las entiendo, también hablan muy rápido y con acentos diferentes. Muchas veces suelo usar traductores, o cambio el idioma del juego para ver el significado del idioma. También pregunto a jugadores o que me expliquen.
- 4. How do video games motivate you differently from traditional English classes? ¿De qué manera los videojuegos te motivan de forma diferente a las clases tradicionales de inglés?**

Me motivan mucho más que las clases ya que con estas me entretengo mucho con cosas que son de mi interés, a diferencia de las clases normales ya que siempre llenamos libros y no estamos en contacto con el inglés de una manera divertida.
- 5. When you repeat missions or dialogues in English while playing, how does that help you learn/remember vocabulary or grammatical structures? Cuando repites misiones o diálogos en inglés mientras juegas, ¿cómo te ayuda eso a aprender o recordar vocabulario o estructuras gramaticales?**

Para mí al repetir muchas veces diálogos o misiones me han ayudado a que estas se me queden en la mente, he aprendido muchas palabras nuevas que incluso después las veo en clases.
- 6. What specific characteristics of the video games you play (for example: graphics, story, interaction with other players, language options, challenges) do you think help you the most to learn or practice English? ¿Qué características específicas de los videojuegos que juegas (por ejemplo: gráficos, historia, interacción con otros jugadores, opciones de idioma, desafíos) crees que te ayudan más a aprender o practicar inglés?**

Para mí serían más las historias y los desafíos ya que a veces son muy interesantes y me ayudan a entenderlas. También el opción de idioma que ayuda mucho ya que tengo sustitutos de inglés español y así entiendo más.
- 7. How do the stories or dialogues in your favorite games help you learn new English words or grammar? Can you give an example? ¿Cómo te ayudan las historias o los diálogos de tus juegos favoritos a aprender nuevas palabras o estructuras gramaticales en inglés? ¿Puedes dar un ejemplo?**

Me ayudan mucho ya que las historias y los diálogos contienen palabras nuevas y como me interesa la trama busco sus significados.
- 8. When you do not understand a word or instruction in English while playing, what strategies do you use to figure it out or keep playing? Cuando no entiendes una palabra o instrucción en inglés mientras juegas, ¿qué estrategias utilizas para entenderla o continuar jugando?**

Suelo usar diccionarios o pregunto a compañeros de mi equipo en el juego.
- 9. How does the English you use in games help you better understand or participate in your classroom lessons? ¿Cómo te ayuda el inglés que usas en los videojuegos a comprender mejor o participar más activamente en tus clases?**

Me ayudan mucho porque como juego mucho ya me he muchas palabras, estructuras y eso me lleva a participar más porque sé que he practicado jugando y no tengo miedo de equivocarme.
- 10. What kinds of video games you play most often and how these games expose you to English language use? ¿Qué tipo de videojuegos juegas con mayor frecuencia y cómo te exponen estos juegos al uso del idioma inglés?**

Los juegos multijugador juego más porque me gusta interactuar más jugando aprendiendo algo de ellos.

Los juegos de roles también juego porque en ocasiones intercambiamos conocimientos con otros.

STUDENT D



UNIVERSIDAD ESTATAL PENÍNSULA
DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

"Video Games As a Tool For Enhancing Foreign Language Acquisition In Teens"

Purpose of the interview: The purpose of this interview is to gather information about how teenagers perceive and experience the use of video games as a tool for enhancing foreign language acquisition. The data collected will contribute to a qualitative study focused on understanding the potential of video games in foreign language acquisition.

General Information:

- Name: Gaúd Pastate
- Age: 17
- Grade/Level of Education: 3^{er} EGU
- School: Eloy Velásquez Cantos

QUESTIONNAIRE

1. What effects have video games had on improving your English communication skills (speaking, listening, reading, or writing)? ¿Qué efectos han tenido los videojuegos en la mejora de tus habilidades de comunicación en inglés (hablar, escuchar, leer o escribir)?

Me a ayudado mucho pues al jugar algunas o la mayoría de juegos están en inglés por lo que al avanzar en el juego pueden llegar a entender o aprender dichas palabras o expresiones.

2. How do online multiplayer games influence your confidence when communicating in English with people from other countries? ¿Cómo influyen los juegos multijugador en línea en tu confianza al comunicarte en inglés con personas de otros países?

Al comunicarte con gente que habla inglés a veces puede llegar a sentirte uncomfortable al saber que entienden lo que dices y que hasta pueden llegar a intercambiar palabras con ellos sin sentir que no perteneces ahí.

7. How do the stories or dialogues in your favorite games help you learn new English words or grammar? Can you give an example? ¿Cómo te ayudan las historias o los diálogos de tus juegos favoritos a aprender nuevas palabras o estructuras gramaticales en inglés? ¿Puedes dar un ejemplo?

Muchas veces dichos diálogos vienen acompañados con una expresión de inglés nativo como por ejemplo: "It's time" al escucharla tantas veces y saber su significado ayuda mucho al momento de querer aplicarlo.

8. When you do not understand a word or instruction in English while playing, what strategies do you use to figure it out or keep playing? Cuando no entiendes una palabra o instrucción en inglés mientras juegas, ¿qué estrategias utilizas para entenderla o continuar jugando?

Usar google traductor para entender la frase o expresión para continuar y conectar más con el videojuego o la historia.

9. How does the English you use in games help you better understand or participate in your classroom lessons? ¿Cómo te ayuda el inglés que usas en los videojuegos a comprender mejor o participar más activamente en tus clases?

Al ya entender palabras o frases ayuda a avanzar más rápido en las clases.

10. What kinds of video games you play most often and how these games expose you to English language use? ¿Qué tipo de videojuegos juegas con mayor frecuencia y cómo te exponen estos juegos al uso del idioma inglés?

El juego en el que interactivo más es "Overwatch 2" donde al ser un juego multijugador el chat publica está lleno de expresiones o frases en inglés donde se aprende más.

3. What kinds of challenges do you face when interacting in English during gameplay, and how do you overcome them? ¿Qué tipo de desafíos enfrentas al interactuar en inglés durante el juego y cómo los superas?

Uno de los problemas más grandes es no entender de lo que se está hablando o una expresión nativa que no entiendes, la solución simple es buscar la traducción o usar la lógica así más adelante ya pueden entender y poder avanzar en el juego.

4. How do video games motivate you differently from traditional English classes? ¿De qué manera los videojuegos te motivan de forma diferente a las clases tradicionales de inglés?

Pueden relacionarse con gente que más habla con respecto o no está ahí para enseñarte sino que está ahí para que aprendas por tu cuenta.

5. When you repeat missions or dialogues in English while playing, how does that help you learn/remember vocabulary or grammatical structures? Cuando repites misiones o diálogos en inglés mientras juegas, ¿cómo te ayuda eso a aprender o recordar vocabulario o estructuras gramaticales?

Al repetir un diálogo me ayuda a recordar y entender la frase o misión en inglés que está ahí de manera más sencilla.

6. What specific characteristics of the video games you play (for example: graphics, story, interaction with other players, language options, challenges) do you think help you the most to learn or practice English? ¿Qué características específicas de los videojuegos que juegas (por ejemplo: gráficos, historia, interacción con otros jugadores, opciones de idioma, desafíos) crees que te ayudan más a aprender o practicar inglés?

Tener un juego en inglés con subtítulos al español o bilingüe ayuda mucho con el aprendizaje del inglés.

STUDENT E



UNIVERSIDAD ESTATAL PENINSULA
DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

"Video Games As a Tool For Enhancing Foreign Language Acquisition In Teens"

Purpose of the interview: The purpose of this interview is to gather information about how teenagers perceive and experience the use of video games as a tool for enhancing foreign language acquisition. The data collected will contribute to a qualitative study focused on understanding the potential of video games in foreign language acquisition.

General Information:

- Name: Moises De La Torre
- Age: 16 años
- Grade/Level of Education: 2º BGV
- School: Eloy Velasco Ovallos

QUESTIONNAIRE

1. What effects have video games had on improving your English communication skills (speaking, listening, reading, or writing)? ¿Qué efectos han tenido los videojuegos en la mejora de tus habilidades de comunicación en inglés (hablar, escuchar, leer o escribir)?

Una gran mejora pues interactuas con varias personas, mejoras tu pronunciación y tu habilidad para escuchar y entender.

2. How do online multiplayer games influence your confidence when communicating in English with people from other countries? ¿Cómo influyen los juegos multijugador en línea en tu confianza al comunicarte en inglés con personas de otros países?

A pesar de no tener un buen inglés, al comunicarme con gente con lenguaje nativo de inglés puedo mejorar la estructura del inglés al memorizar acentos y significados.

7. How do the stories or dialogues in your favorite games help you learn new English words or grammar? Can you give an example? ¿Cómo te ayudan las historias o los diálogos de tus juegos favoritos a aprender nuevas palabras o estructuras gramaticales en inglés? ¿Puedes dar un ejemplo?

Al recordar frases icónicas como "Flawless", "Ace", "teamwork" y un sinfín de frases o diálogos como "You women have a bad time?" o "Tree for all" ayudan a aprender y buscar significados.

Las imágenes de objetos conocidos con nombre y significado en inglés también ayuda.

8. When you do not understand a word or instruction in English while playing, what strategies do you use to figure it out or keep playing? Cuando no entiendes una palabra o instrucción en inglés mientras juegas, ¿qué estrategias utilizas para entenderla o continuar jugando?

Traductor o ayudas visuales

9. How does the English you use in games help you better understand or participate in your classroom lessons? ¿Cómo te ayuda el inglés que usas en los videojuegos a comprender mejor o participar más activamente en tus clases?

Ayuda en la fluidez y entendimiento, es un apoyo enorme para la estructura y comprensión.

10. What kinds of video games you play most often and how these games expose you to English language use? ¿Qué tipo de videojuegos juegas con mayor frecuencia y cómo te exponen estos juegos al uso del idioma inglés?

Valorant, CS:GO, LoL, Roblox, Minecraft yosu!

Son juegos globales y la interacción con varios idiomas esta siempre presente

3. What kinds of challenges do you face when interacting in English during gameplay, and how do you overcome them? ¿Qué tipo de desafíos enfrentas al interactuar en inglés durante el juego y cómo los superas?

Los significados de ciertas palabras y la pronunciación, me ayudo con traductores en línea.

4. How do video games motivate you differently from traditional English classes? ¿De qué manera los videojuegos te motivan de forma diferente a las clases tradicionales de inglés?

Al querer mejorar en un videojuego y aprender más acerca de sus mecánicas e historia puedo llegar a tener mejores resultados con el inglés.

5. When you repeat missions or dialogues in English while playing, how does that help you learn/remember vocabulary or grammatical structures? Cuando repites misiones o diálogos en inglés mientras juegas, ¿cómo te ayuda eso a aprender o recordar vocabulario o estructuras gramaticales?

Al ser diálogos o misiones que ya he visto anteriormente refuerza mi conocimiento y la forma estructural de la gramática.

6. What specific characteristics of the video games you play (for example: graphics, story, interaction with other players, language options, challenges) do you think help you the most to learn or practice English? ¿Qué características específicas de los videojuegos que juegas (por ejemplo: gráficos, historia, interacción con otros jugadores, opciones de idioma, desafíos) crees que te ayudan más a aprender o practicar inglés?

La historia y la interacción con otros, el simple hecho de que el juego esté en inglés y llame mi atención es suficiente para poner en práctica el lenguaje.

STUDENT F



UNIVERSIDAD ESTATAL PENINSULA
DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

"Video Games As a Tool For Enhancing Foreign Language Acquisition In Teens"

Purpose of the interview: The purpose of this interview is to gather information about how teenagers perceive and experience the use of video games as a tool for enhancing foreign language acquisition. The data collected will contribute to a qualitative study focused on understanding the potential of video games in foreign language acquisition.

General Information:

- Name: Yadeline Mondragón
- Age: 17 años de edad
- Grade/Level of Education: 3^{er} de Bachillerato
- School: Unidad Educativa El 4 y 5 Cavallos.

QUESTIONNAIRE

1. **What effects have video games had on improving your English communication skills (speaking, listening, reading, or writing)? ¿Qué efectos han tenido los videojuegos en la mejora de tus habilidades de comunicación en inglés (hablar, escuchar, leer o escribir)?**

A mí parecer los efectos han sido positivos, ya que las palabras situadas en lecturas, vocabularios o guías al ser audiovisuales mejoran mi capacidad en el entendimiento de esta lengua extranjera (Inglés - English)

2. **How do online multiplayer games influence your confidence when communicating in English with people from other countries? ¿Cómo influyen los juegos multijugador en línea en tu confianza al comunicarte en inglés con personas de otros países?**

De una gran manera, ya que, al tener contacto con personas familiarizadas con esta lengua, la confianza para expresarme por medio del inglés incrementa gracias al conocimiento adquirido.

7. **How do the stories or dialogues in your favorite games help you learn new English words or grammar? Can you give an example? ¿Cómo te ayudan las historias o los diálogos de tus juegos favoritos a aprender nuevas palabras o estructuras gramaticales en inglés? ¿Puedes dar un ejemplo?**

Ayudan de gran manera que las palabras y diálogos quedan plasmadas y a la medida para después.

Ejemplo: "I always come back."

8. **When you do not understand a word or instruction in English while playing, what strategies do you use to figure it out or keep playing? Cuando no entiendes una palabra o instrucción en inglés mientras juegas, ¿qué estrategias utilizas para entenderla o continuar jugando?**

Aplicaciones de traducción, uso de un diccionario o en ocasiones leves, lógica.

9. **How does the English you use in games help you better understand or participate in your classroom lessons? ¿Cómo te ayuda el inglés que usas en los videojuegos a comprender mejor o participar más activamente en tus clases?**

De hecho el contenido del videojuego nos ayuda con frases, enseñanzas que podemos aplicar después en clases.

10. **What kinds of video games you play most often and how these games expose you to English language use? ¿Qué tipo de videojuegos juegas con mayor frecuencia y cómo te exponen estos juegos al uso del idioma inglés?**

Con mayor frecuencia juegas que son mayormente usados por extranjeros y eso me expone aún más al uso e interacción con el idioma.

3. **What kinds of challenges do you face when interacting in English during gameplay, and how do you overcome them? ¿Qué tipo de desafíos enfrentas al interactuar en inglés durante el juego y cómo los superas?**

En este tipo se encuentran en ocasiones palabras o pequeños fragmentos que no entiendo y los enfrento haciendo uso del traductor de google, alguna appo incluso un diccionario.

4. **How do video games motivate you differently from traditional English classes? ¿De qué manera los videojuegos te motivan de forma diferente a las clases tradicionales de inglés?**

Me motivan, ya que, recurre a usar un método más llamativo, divertido o interesante. Lo que me lleva a querer de alguna manera, adquirir conocimientos con el uso frecuente.

5. **When you repeat missions or dialogues in English while playing, how does that help you learn/remember vocabulary or grammatical structures? Cuando repites misiones o diálogos en inglés mientras juegas, ¿cómo te ayuda eso a aprender o recordar vocabulario o estructuras gramaticales?**

Precisamente por el uso frecuente gracias al método de aprendizaje del juego.

6. **What specific characteristics of the video games you play (for example: graphics, story, interaction with other players, language options, challenges) do you think help you the most to learn or practice English? ¿Qué características específicas de los videojuegos que juegas (por ejemplo: gráficos, historia, interacción con otros jugadores, opciones de idioma, desafíos) crees que te ayudan más a aprender o practicar inglés?**

Bueno, con ser audiovisual el conocimiento y desarrollo del aprendizaje del inglés aumenta de una forma rápida y elevada. (Gráficos e Historia)

STUDENT G



UNIVERSIDAD ESTATAL PENÍNSULA
DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

"Video Games As a Tool For Enhancing Foreign Language Acquisition In Teens"

Purpose of the interview: The purpose of this interview is to gather information about how teenagers perceive and experience the use of video games as a tool for enhancing foreign language acquisition. The data collected will contribute to a qualitative study focused on understanding the potential of video games in foreign language acquisition.

General Information:

- Name: Ruth Pamela Acosta
- Age: 15
- Grade/Level of Education: 2.B.G.U
- School: Eloy Velásquez Bevellos

QUESTIONNAIRE

1. **What effects have video games had on improving your English communication skills (speaking, listening, reading, or writing)? ¿Qué efectos han tenido los videojuegos en la mejora de tus habilidades de comunicación en inglés (hablar, escuchar, leer o escribir)?**

Mucho, ya que me he visto ha aprender un nuevo vocabulario y ha aprender más sobre gramática

2. **How do online multiplayer games influence your confidence when communicating in English with people from other countries? ¿Cómo influyen los juegos multijugador en línea en tu confianza al comunicarte en inglés con personas de otros países?**

Bastante, ya que en los juegos que suelo recurrir no nos concentramos mucho en bomear sobre la escritura ya que el juego suele tomar toda la atención a la pantalla.

7. **How do the stories or dialogues in your favorite games help you learn new English words or grammar? Can you give an example? ¿Cómo te ayudan las historias o los diálogos de tus juegos favoritos a aprender nuevas palabras o estructuras gramaticales en inglés? ¿Puedes dar un ejemplo?**

Me ayuda a practicar y poner en práctica lo aprendido ya en clases, como lo es mayormente la gramática, así mismo a mejorar mi inglés auditivo con los diálogos y frases de los personajes.

8. **When you do not understand a word or instruction in English while playing, what strategies do you use to figure it out or keep playing? Cuando no entiendes una palabra o instrucción en inglés mientras juegas, ¿qué estrategias utilizas para entenderla o continuar jugando?**

Busco entenderla, ya que si no lo hago pues no entenderé el texto, simplemente busco el significado en google .y ya luego continuo jugando con normalidad.

9. **How does the English you use in games help you better understand or participate in your classroom lessons? ¿Cómo te ayuda el inglés que usas en los videojuegos a comprender mejor o participar más activamente en tus clases?**

En la confianza de mi gramática y el de mi vocabulario avanzado, así que día a día mi experiencia y renovada confianza.

10. **What kinds of video games you play most often and how these games expose you to English language use? ¿Qué tipo de videojuegos juegas con mayor frecuencia y cómo te exponen estos juegos al uso del idioma inglés?**

Juegos de línea sobre batallas, se necesita comunicarse mucho con tu equipo que es elegido al azar, entonces la gran mayoría dirá yo un 97% de los jugadores hablan inglés.

3. **What kinds of challenges do you face when interacting in English during gameplay, and how do you overcome them? ¿Qué tipo de desafíos enfrentas al interactuar en inglés durante el juego y cómo los superas?**

Bueno, el desafío es el poco tiempo que tenemos para interactuar y comunicarnos por chat, por lo tanto escribimos en dave y no tan largo, pero lo necesario para entendernos.

4. **How do video games motivate you differently from traditional English classes? ¿De qué manera los videojuegos te motivan de forma diferente a las clases tradicionales de inglés?**

Me motiva para subir de nivel, en la liga la gran mayoría hablan en inglés; suele ser más entretenido y divertido que las clases tradicionales que es solo ver un libro y leer, así que prefiero aprender inglés escribiendo y escuchando los diálogos de un juego.

5. **When you repeat missions or dialogues in English while playing, how does that help you learn/remember vocabulary or grammatical structures? Cuando repites misiones o diálogos en inglés mientras juegas, ¿cómo te ayuda eso a aprender o recordar vocabulario o estructuras gramaticales?**

En lo personal mi aprendizaje se basa en lo visual y auditivo por lo que al repetirlo la frase o el diálogo se quedan en mi cabeza y si llego a tener una duda, rápidamente busco en la web ya sea vocabulario o gramática y así aprendo algo nuevo.

6. **What specific characteristics of the video games you play (for example: graphics, story, interaction with other players, language options, challenges) do you think help you the most to learn or practice English? ¿Qué características específicas de los videojuegos que juegas (por ejemplo: gráficos, historia, interacción con otros jugadores, opciones de idioma, desafíos) crees que te ayudan más a aprender o practicar inglés?**

Las frases de los personajes con su características y la comunicación con otros jugadores en el chat.

STUDENT H



UNIVERSIDAD ESTATAL PENINSULA
DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

"Video Games As a Tool For Enhancing Foreign Language Acquisition In Teens"

Purpose of the interview: The purpose of this interview is to gather information about how teenagers perceive and experience the use of video games as a tool for enhancing foreign language acquisition. The data collected will contribute to a qualitative study focused on understanding the potential of video games in foreign language acquisition.

General Information:

- Name: Nelson Florencio Niñez
- Age: 16th
- Grade/Level of Education: Second bachillerato "ciencias"
- School: U.E. "Eloy Volóscov Cevallos"

QUESTIONNAIRE

- What effects have video games had on improving your English communication skills (speaking, listening, reading, or writing)? ¿Qué efectos han tenido los videojuegos en la mejora de tus habilidades de comunicación en inglés (hablar, escuchar, leer o escribir)?
Ha tenido efectos positivos en mí debido a que acciones básicas como correr, caminar o dialogar las puedo entender.
- How do online multiplayer games influence your confidence when communicating in English with people from other countries? ¿Cómo influyen los juegos multijugador en línea en tu confianza al comunicarte en inglés con personas de otros países?
A veces dudo al dialogar con otras personas en los juegos por que entiendo que el inglés tiene palabras que se interpretan de distintas formas al lado de otras palabras.
- How do the stories or dialogues in your favorite games help you learn new English words or grammar? Can you give an example? ¿Cómo te ayudan las historias o los diálogos de tus juegos favoritos a aprender nuevas palabras o estructuras gramaticales en inglés? ¿Puedes dar un ejemplo?
Me ayudan a entender los tiempos (pasado, presente y futuro) y dentro de ellos sus gramáticas como el can, could, will be able to. Cuando se cuenta una historia en el videojuego se aprende sobre eso.
- When you do not understand a word or instruction in English while playing, what strategies do you use to figure it out or keep playing? Cuando no entiendes una palabra o instrucción en inglés mientras juegas, ¿qué estrategias utilizas para entenderla o continuar jugando?
A veces asumo el significado de la palabra cuando estoy muy entretenido pero cuando es una misión importante cambio el idioma o busco en otra aplicación rápidamente.
- How does the English you use in games help you better understand or participate in your classroom lessons? ¿Cómo te ayuda el inglés que usas en los videojuegos a comprender mejor o participar más activamente en tus clases?
Cuando mis compañeros hablan sobre videojuegos entiendo las palabras que usan para expresar items y/o misiones, de esa manera participo en clase.
- What kinds of video games you play most often and how these games expose you to English language use? ¿Qué tipo de videojuegos juegas con mayor frecuencia y cómo te exponen estos juegos al uso del idioma inglés?
- Shadow fight
- Pesca y Vida
Son juegos donde hay diálogos cortos y entendibles.
- What kinds of challenges do you face when interacting in English during gameplay, and how do you overcome them? ¿Qué tipo de desafíos enfrentas al interactuar en inglés durante el juego y cómo los superas?
Cuando se trata de socializar no hay desafíos. Los desafíos vienen cuando debes encontrar las palabras exactas para explicar misiones.
- How do video games motivate you differently from traditional English classes? ¿De qué manera los videojuegos te motivan de forma diferente a las clases tradicionales de inglés?
Motivan de la manera en que empezamos a conocer el lenguaje coloquial dentro del idioma inglés. como: contracciones, bromas y expresiones.
- When you repeat missions or dialogues in English while playing, how does that help you learn/remember vocabulary or grammatical structures? Cuando repites misiones o diálogos en inglés mientras juegas, ¿cómo te ayuda eso a aprender o recordar vocabulario o estructuras gramaticales?
Pienso que al repetir misiones nuestra memoria graba lo que tenemos que hacer sin cambiar el orden al español, es algo bueno memorizar y entender como se escriben.
- What specific characteristics of the video games you play (for example: graphics, story, interaction with other players, language options, challenges) do you think help you the most to learn or practice English? ¿Qué características específicas de los videojuegos que juegas (por ejemplo: gráficos, historia, interacción con otros jugadores, opciones de idioma, desafíos) crees que te ayudan más a aprender o practicar inglés?
Entre las características pienso que los "diálogos con npc" ayudan bastante a entender y practicar el inglés cuando eres nuevo jugando.