UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"A VIDEO GAME AS A TOOL OF PRACTICING AND IMPROVEMENT OF VOCABULARY FOR STUDENTS OF FOURTH BASIC GRADE AT FUNDACIÓN AMOR Y VERDAD, SCHOOL YEAR 2021-2022"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Author: Jorge Olando Crespo Berland

Advisor: Sandra Caamaño López, MsC

La Libertad – Ecuador

2021

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AUTOR: Jorge Olando Crespo Berland

TUTORA: Sandra Caamaño López, MsC

La Libertad – Ecuador

2021

La Libertad, February 2nd, 2022

ADVISOR´S APPROVAL

In my role as Advisor of the research paper and title ""A VIDEO GAME AS A TOOL OF PRACTICING AND IMPROVEMENT OF VOCABULARY FOR STUDENTS OF FOURTH BASIC GRADE AT FUNDACIÓN AMOR Y VERDAD, SCHOOL YEAR 2021-2022 prepared by JORGE OLANDO CRESPO BERLAND an undergraduate student 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 it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

SANDRA CAAMAÑO MSc.

ADVISOR

La Libertad, February 07, 2022

STATEMENT OF AUTHORSHIP

I, Jorge Orlando Crespo Berland with ID number # 0959967159, undergraduate student from Universidad Estatal Península de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor´s degree in Pedagogy of National and Foreign Languages, in my role as author of the research paper A VIDEO GAME AS A TOOL OF PRACTICING AND IMPROVEMENT OF VOCABULARY FOR STUDENTS OF FOURTH BASIC GRADE AT FUNDACIÓN AMOR Y VERDAD, SCHOOL YEAR 2021-2022 certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

JORGE OLANDO CRESPO BERLAND

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DEDICATION

I wish to dedicate this project to my mother who supported me during my career.

Thanks for her support, love and kindness.

Thanks Mom

Jorge

ACKNOWLEDGMENT

First, thanks God for allowing me to reach this important purpose in my life.

Thanks to my Advisor MSc. Sandra Caamaño for her time and help.

Thanks to all my university professors for sharing their knowledge.

And thanks to my family who gave me their unconditional support.

Thanks to all.

DECLARATION

THE CONTENT OF THE FOLLOWING RESEARCH WORK IS MY RESPONSIBILITY,
AND THE INTELLECTUAL PROPERTY BELONGS TO PENÍNSULA DE SANTA
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JORGE OLANDO CRESPO BERLAND

AUTHOR

DECLARACIÓN

"El contenido del siguiente trabajo de graduación es de mi responsabilidad; la propiedad

intelectual pertenece a la Universidad Estatal Península de Santa Elena"

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JORGE OLANDO CRESPO BERLAND

AUTOR

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Author: Jorge Olando Crespo Berland

ABSTRACT

In this digital age, Information Technologies Systems have become on key allies in education, much more in learning English language, because ICTs are tools that allow strengthening traditional teaching methods. One of these tools are videogames, especially in basic education children, because they can learn a second language in a funny way. That is why the objective of the research is to analyze how video games can improve the learning of English vocabulary specifically. To reach the proposed objective, a type of descriptive research was used, with data collection instruments such as survey applied to 19 children of the fourth grade of basic education of the Amor y Verdad Foundation. An interview with the Director of the Foundation was also used. As a result, through all the theoretical basis presented, it was determined that video games have a positive impact on learning the English language. And as a product of the research, a didactic guide for the video game called "Influent" was designed to be applied in learning English vocabulary.

KEY WORDS: videogames, vocabulary, english learning

INTRODUCTION

Nowadays, globalization has generated that education has a technological turn, and consequently, that the academic preparation of a student is more demanding. Faced with this need, educational institutions have reformed curricula that involve interdisciplinary and the requirement to learn at least one additional language in addition to the mother tongue. In this sense, international and intercultural exchanges have favored the consideration of English as a global language and, at the same time, the demand for its teaching. However, many teachers focus mainly on the mastery of grammatical structures, which is important, but it is also essential to have a lexical assortment to put these rules into practice.

In this modern era, online classes have raised its peak because the terrible and constant mutating virus COVID-19 (and its other variations) pushing teachers to look other strategies to teach their students. Some of them were struggling with this abrupt change so they stay with the old same path of lecturing and repetitive drills without taking in count other variables that can facilitate their task with little effort.

The challenge of learning English lies in the comprehension of the language and the facility to use new words since a student might know all the grammatical structures but if he/she has an insufficient vocabulary, the communicative process might not be fruitful. A persistent reality in English teaching methodology is the fact that students continue acquiring vocabulary through the old-fashioned methodology of lectures and audios. This does not mean that they are not important, but rather that the procedures can be more usefully exploited if they are used in a more fun and interactive way, such as using video games as a vocabulary enhancement tool.

The Amor y Verdad Foundation was created on June 28, 2008, under the inspiration of Pastor Alejandro Mora Briones, who together with other pastors decided to join forces to establish the Foundation. The main objective of the Amor y Verdad

Foundation is to assist and help children living in extreme poverty with resources that are destined to combat malnutrition, mistreatment and child abuse. Currently, the Foundation has established 13 child care areas throughout the Santa Elena Province. The building the Foundation is located has an auditorium for 200 people, several classrooms, dining room, kitchens and sanitary batteries. In its education program, they also teach English to the beneficiaries' children.

That is why the project was designed to propose a didactic guide that help these children from the Foundation to learn English, especially vocabulary through videogames that is a technology that will facilitate the learning-teaching process. In these sense, students can benefit from this project, having the opportunity to master a greater amount of vocabulary through interactive and fun activities in video games that can motivate them to learn.

This research paper is organized into several chapters, each of which covers various aspects related to this work; these sections are briefly described below:

Chapter One: It describes the problem statement, formulation of the problem, guideline questions, objectives of the research and justification, delimitation, and limitations of the research.

Chapter two: It contains the philosophical basis, fundamental categories, legal basis, hypotheses, and variables of the study. Especially the theories related to the link between videogames and improving learning of vocabulary.

Chapter three: It refers to the methodology, research approach and type, techniques and instruments, analysis and interpretation of results. For these research, techniques such as surveys and interviews were used to collect the data needed to argue that videogames help in the learning of vocabulary. Moreover, these information is important to design the didactic guide to use a video game as a tool to learn English.

Chapter four: It explains the informative data, background and importance of the proposal, objectives, and design. This chapter contains the solution to the problem and describes the results of this research work. In addition, it establishes the schedule and resources needed for this research. In this section, all the details of the didactic guide are explained. In first place, there are instruction of how to use a specific videogame called Influent. After that, the guide describe different activities students can with the videogame, following teacher instructions.

CHAPTER I

THE PROBLEM

1.1 Research Topic

A VIDEO GAME AS A TOOL OF PRACTICING AND IMPROVEMENT OF VOCABULARY FOR STUDENTS OF FOURTH BASIC GRADE AT FOUNDACIÓN AMOR Y VERDAD, SCHOOL YEAR 2021 - 2022.

1.2 Problem Statement

Nowadays, training standards require that a student's graduate profile must be in accordance with the current demand for quality education. For this reason, the Ecuadorian Educational System, trying to promote a better educational service, has implemented several procedures, among them, the teaching-learning of the English language which so far has not achieved the expected results. The above described is confirmed by the results obtained in the 2020 edition of the EPI-EF Proficiency Index, placing Ecuador in 93rd place out of the 100 countries evaluated, positioning it in the "Very low" proficiency category and at level A1 according to the Common European Framework.

On the other hand, if it is taken into account the first steps that are formed in the learning path of a student starting from basic education, these are centered on the acquisition of vocabulary, which consequently will become the basis for the mastery of the four main skills (Speaking, Reading, Listening, Writing). However, the current educational scenario of English teaching-learning is still characterized by maintaining a monotonous and obsolete profile, since educational institutions do not take advantage of all the benefits provided by ITS.

The above explains the fact that most students of this country have a negative perception of learning the English language and why they tend to consider English as an unimportant or overly complicated subject. For this reason, it is relevant to know the contrast of bad learning experiences in lower grades versus the interest that can be created by the correct use of technological tools methods that motivate the acquisition of knowledge of English.

However, the use of computer-based self-access vocabulary represent an effective strategy to learn English, especially vocabulary. Several studies have shown that the implementation of Information Technology Systems (ITS) creates an intrinsic motivation for students to participate in a classroom that provides a pleasant and fulfilling experience. One of the information technologies tools that have been used in the last years to motivate students, especially children for basic education are videogames. The implementation of a videogame as a teaching method opens a possibility for teachers to take advantage of the resources offered by technology and to move towards an interactive and innovative approach to teaching.

For this reason, this project aims to change this perception by showing that learning can be fun and that it is not necessary to invest too many resources to achieve it. In addition to that, it will be provided a didactic guide focused on the use of a video game as a teaching technique of vocabulary that will show teachers about the implementation of such tool in a new technological approach aligned with the current demands. Like so, students will benefit having a new and fun learning strategy that consolidate their knowledge with a student-centered approach and looking towards the achievement of a quality standard.

Passive y non-participative students	Students with mechanical learning	Teachers in need of training in new
Low student learning interest	Monotonous classes with no interaction	Lack of recreational activities

LOW VOCABULARY KNOWLEDGE OF FOURTH GRADERS STUDENTS OF FOUNDATION

Non-innovative class design	Repetitive	Low implementation of technological tools
Teacher-centered lessons	Teaching only grammatical structures	Teachers with reduced mastery of technological

Source: Peninsula de Santa Elena University
Author: Jorge Olando Crespo Berland

1.2.1 Problem formulation

How can the implementation of a video game help students of fourth basic grade of Amor y Verdad Foundation to improve learning process of vocabulary?

1.2.2 Specific research questions

➢ There is sufficient theoretical basis to establish that video games improve the learning of the English language?

➢ What is the real situation of English learning process of the fourth grade students of the Amor y Verdad Foundation?

➢ What are the details that a video game must have to improve vocabulary learning in fourth grade students of Amor y Verdad Foundation?

1.3 Objectives

1.3.1 General objective

To analyze how a video game can affect in a positive way the learning process of vocabulary for fourth basic grade students of Amor y Verdad Foundation.

1.3.2 Specific objectives

● To review multiples bibliographical materials for having enough theoretical basic to support the theory that videogames improve learning English process.

● To collect and analyze data, through different data collection techniques, applied to the students of fourth grade of the Amor y Verdad Foundation in order to know the real situation of their English learning process.

● To propose a didactic guide of activities involving a video game called "Influent" for improving basic vocabulary learning.

1.4 Justification

Scope

The English language has become a fundamental communication tool basically because it has achieved global recognition thanks to the great demand for a lingua franca (Crystal, 1997, p.7). As of today, English is the most universally spoken language according to data obtained from a statistical study on the languages with the most speakers in the world in 2021 (Fernadez, 2021).

In this sense, what has been described above is related to all the changes produced by globalization, being this phenomenon a determining factor in the expansion of the teaching-learning of the English language as well as the increase regarding the employment of technological instruments that facilitate the use of the Internet. Therefore, it has become essential to modify daily habits that can now be solved through the usage of computers or cell phones.

In the same way, these changes have also generated the need for an educational innovation that requires teachers to modify their traditional methodologies for more avant-garde ones. That is, the use of video games that allow students to feel more motivated by being part of an interactive and fun class. When a student associates video games as a didactic methodology, it initiates an experience of exploration of virtual reality that leads to an intuitive understanding combining different linguistic codes and types of intelligence, in contrast to learning in a traditional school environment (Gamboa, 2009).

In this project, it has been considered that new technologies, specifically video games linked to education, because this give rise to various pedagogical and practical applications for students of different languages. The understanding of some topics and contents of the curriculum could be acquired through methods other than traditional teaching in the classroom and the language laboratory. A

pedagogical video game would provide students with innovative advantages that would allow them to explore other levels in learning a second language and would also be used to improve language skills and develop motor skills.

In the same way, it has been considered that in the learning of a second language it is convenient to use new tools that are viable, since these create attractive study environments for the students and the teacher, as well as links that allow cooperation between students and the appearance of new spaces where their motivation for learning increases. In addition, coming into contact with another language can be difficult for some individuals, either because they find it difficult to adapt to new linguistic structures or because they are not attracted to a specific foreign culture. Hence, the video game works as a mediator to work through an educational approach at the language level, and finally achieves its objective, which is to enhance learning.

Therefore, this project aims to present a proposal that involves the use of a video game as a ludic tool that promotes the practicing and improvement of vocabulary for students of 4th basic grade of Amor y Verdad Foundation. The video game is called "Influent", it is characterized by language learning focused on vocabulary acquisition that offers players the freedom to choose the words they want to learn without the need for pencils or books.

The content to be raised regarding the use of this application will raise the benefits that can be obtained through its implementation, as well as the confirmation of being an applicable tool given that access to it is free of charge anchored to a platform at no cost, currently managed by the company Steam.

Thus, it is proven that the current proposal will contribute theoretically on a new way to strengthen the vocabulary of fourth grade students, in order to be applied practically.

1.5 Delimitation

This research will be developed in the province of Santa Elena, in the city of La Libertad and is focused on fourth grade students of Amor y Verdad Foundation.

Field*:* Education

Area: English language

Aspect: Vocabulary

Title: A video game as a tool of practicing and improvement of vocabulary

Time delimitation: School year 2021 - 2022

Spatial delimitation: Amor y Verdad Foundation

Social delimitation: Fourth grade Students

1.6 Limitations

Although there are strong theoretical bases to support the idea that video games improve English learning, the current project only used a little sample of students of the Foundation, specifically 19 students of fourth grade, to support the mentioned theory. Given the sanitary problems because of the covid 19, it was difficult to measure the interested variables to all students of the Foundation. However, this little sample can give us an idea of how the English learning process in the Foundation is and how videogames can improve English learning.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Definition of key terms

a) **Videogames. -** According to the Dictionary of the Royal Academy of the Spanish Language (Española, 2022), a video game is an "electronic device that allows, through appropriate controls, to simulate games on the screens of a television or a computer". However, due to the fact that this definition is too general, it would be best to choose to define video games according to the definition of Johann Huizinga (Huizinga, 2000). *"The game is a free and conscious activity, which occurs outside of 'ordinary' life because it is considered not to be serious, although sometimes it absorbs the player intensely and completely. It is alien to material interests and no economic benefit is obtained from it.*

This activity is carried out in accordance with fixed rules and in an orderly manner, within certain space-time limits. It promotes the formation of social groups that tend to surround themselves with secrecy and accentuate their differences from the rest using the most varied means".

Nicolas Esposito (ESPOSITO, 2005)*, defines the video game as: a game which we play thanks to an audiovisual system, which can be based on a story.* The definition of him is short but it is based on ideas about the game, play, interactivity and narrative. Esposito thinks that it is not necessary to say that a videogame is a game, and highlights that before being a cultural form, an art form, a narrative form, an educational tool and more, videogames are games.

b) **Videogames in education. -** Videogames have been shown throughout history as recreational machines (Gee, 2003). Today in the educational field,

these video games have been the object of study to be implemented in the educational sector, serving as a tool for children and young people to interact with them for academic purposes, taking into account that the game is a free, pleasant activity that allows a person to feel comfortable and happy either individually or in a group.

On the other hand, it should be noted that the video game allows the student to interact in a virtual world through a specific vocabulary. This is useful when incorporating its implementation in the classroom, since with adequate guidance can help overcome the shortcomings of the students in what corresponds to their level of vocabulary, since for the researchers it is relevant to find the skills that are developed with a video game in order to be able to evaluate its implementation and observe if the design of this strategy can contribute positively to vocabulary learning.

c) vocabulary .- .- According to the Dictionary of the Royal Academy of the Spanish Language , it is a large set of words of a language belonging to a region, to a certain activity, ordered according to a system that has succinct definitions or explanations . According to (Freitas, 2007) in the "Report on the use of games in education", for there to be learning, the games must be related to the results of said learning and, at the same time, they must be relevant in contexts of practice of the game real world. The learning and knowledge of new vocabulary every time we face a new language is a fundamental task within the school context where students have to face the new words that can be presented in books, web pages, class materials. Likewise, the study for the acquisition of this new vocabulary facilitates the expression and fluency in it, at the same time that it improves the understanding of the texts and the social interaction between people.

d) **Motivation**. - The concept of motivation in education could be defined as "the interest that the student has in his own learning or in the activities that lead to it. Interest can be acquired, maintained or increased based on intrinsic and extrinsic elements (Martínez, 2022). When it is talking about extrinsic motivation, it refers to the fact of performing an action to get something in return as a reward, either in the form of the result of our grades as a result of studying or earning money if it is a matter of work, while if what moves us to carry out a certain action is the simple fact of obtaining satisfaction and the desire to know more about it, without the need to obtain anything from the outside, such as playing soccer because people like it, or to investigate more into a topic because it makes us curious and people want to know more, people speak of intrinsic motivation (Carrasco, 2004)

2.1.3 Types of videogames

Over time, video games have been very well received by young people who consider them one of the most cultural artifacts of contemporary society, which has caused the industry of these tools to have grown exponentially in recent years. In this regard, (Estallo, 1995), states that video games have certain common typologies that allow them to be classified into categories such as:

Table 1 Types of videogames

Type of game	Characteristics	Modalities
ARCADE	Fast paced game Minimum time Focused attention Strategic component Secondary	Platforms. Labyrinths Sports Fire and Forget
SIMULATORS	Low influence of reaction time. Complex and changing Strategies Specific knowledge	Instrumentals. Situational Sports
STRATEGY	A specific identity is adopted Only the ultimate goal of the game is known. Development through orders and objectives	Graphic adventures. Role playing games. War games
Table games	Cards, chess, pin pon, petacos, etc	Trivial Pursuit

Source:https://www.monografias.com/trabajos83/videojuegos-nueva-polemica/videojuegos-nueva-polemica2

Author: Estallo, (1995)

2.2 Previous Research

2.2.1- Flow state theory

Optimal experience or flow state theory of Mihály Csikszentmihaly (2022), sustains that when people carry out a highly rewarding activity, the mere fact of carrying it out constitutes a reward because they feel an enjoyment that puts us in harmony with life. This author believes that the optimal experience helps the individual

to connect with new changes and to let the mind and body flow; an important secret to happiness. He further states that the combination of actions and consciousness is similar to a state of ecstasy that isolates the individual from his reality and takes him to other world's product of the imagination.

2.2.2. - Stephen Krashen's Theories

2.2.3.1. - Comprehensible input hypothesis

Comprehensible input is defined by Krashen (2022) as the information input mechanism in which the learner can understand a series of messages in which there are grammatical structures that he already manages unconsciously and others that he does not yet manage but that he can internalize in an unconscious way, unconscious as a result of interacting with them. Therefore, personality factors help a better income of the input in learning, since they are intimately related to the ability to interact with the feelings of others such as empathy.

2.2.3.2.-Affective filter theory

Continuing with Krashen's hypotheses, he divides the affective filter into three variables: attitude, motivation, and personality. These variables intervene in the acquisition and learning, consequently influencing the relationship between the positive attitude of the learner that allows greater permeability and the demolition of the barrier that filters the information. In this sense, Krashen arrives at the definition of affective filter as follows: *"It is a mental block that prevents second language acquirers from using the comprehensible input they receive in language acquisition".*

It is essential to highlight that video games offer full color images, effects, audio, text, rich graphics, etc. This allows the input to increase qualitatively and

quantitatively when playing video games, which motivates the learner and enriches her personality in terms of learning. It should be noted that the filter will never completely block the entry of information

2.2.3.3 Monitor Model theory

Vasques and Callegari (2022) state in their work that learners who are immersed in an environment where the foreign language is spoken constantly and who have real communication needs to learn that language more quickly and fluently than those who study it formally in their country of origin, even if it is for many years. This leads us to think that when there is an approach to a foreign language, the individual must make an effort to understand the functioning and nature of the new language, and must also produce knowledge.

2.2.3.4. Natural Order theory

This theory holds that the individual acquires the rules and forms of the language in a predictable and predictable order, and that some of these rules appear before others. However, the order is not necessarily the same in the acquisition of the mother tongue and the foreign language. This hypothesis therefore maintains a direct relationship with acquisition and not with learning. Many researchers still do not give full credence to this hypothesis because they assume that the order for the absorption of rules of a foreign language varies in each individual depending on his contact with said language, the environment and the development of his abilities and skills to assimilate content, which indicates that the acquisition sequences are arbitrary.

2.2.3.5 Noam Chomsky theory

Fundamentally, in his Minimalist Program (Chomsky, 1999) the author shows us the fundamental principles and parameters of language. Chomsky clarifies that language as such is "perfect" and that it is in a constant computational flux that occurs in special conditions, where the language unfolds naturally. He also maintains that there is a genetic starting point that he calls "Universal Grammar", which is part of the proper essence of the human being. His universal grammar affirms that if grammatical differences of different languages are insinuated in the superficial structure, in the deep structure he notices an accepted grammar for all languages, since each person is born with a universal grammar. This is reflected in a code that is combined with their genes and allows them to adapt to any language, highlighting the power of creativity and analysis in individuals.

2.3 Philosophical basis

Learning a foreign language requires a certain degree of concentration, higher for some functions and lower for others. Csikszentmihalyi (2007) argues that when trying to overcome a barrier it is important to focus on one point, work for it and last but not least, enjoy what is done. Language learning reaffirms this author's theory and allows us to investigate the background that arises when people learn a foreign language. Learning experiences mediated by educational video games can become "optimal experiences" that favor the appropriation of learning. And that idea would be sustained in the light of Stephen Krashen's approaches. This author explains that the learning and acquisition of a learning is a complex process that emerges from the interaction of various factors.

On the other hand, the theoretical-philosophical presupposition of an interactive materialist dialectical approach to language teaching is the man-world relationship and its concretion in the social activity of learning: subject-object and subject-subject. An

interactive methodological approach will be based on theories that, in correspondence with the Marxist-Leninist philosophy, recognize the categories of: activity, social practice, social context, consciousness, personality, education, communication and learning. No one better than Lev Vigotsky (2012) has integrated these categories into a socio-cultural approach with a materialist-dialectical foundation that emphasizes how man develops in his interaction with the environment, the importance of culture and the social context, as well as the central role of language and the existence of the zone of proximal development.

2.4 Educational basis

2.4.1. Learning based on digital games

Based on learning on digital games (LBDG), refers to the use of electronic games with which students are expected to meet their learning objectives. (Freitas, 2006) Defines LBDG as the use of electronic applications to provide students with engaging and motivating learning experiences that focus on achieving specific educational goals. (Corti, 2006) Suggests that this approach can improve student engagement, motivation, interaction, problem solving, and allows repetition of activities.

The use of games for pedagogical purposes is also supported by some research that has suggested that children should spend most of their time playing and experiencing life (Winslade, 2015). When children play, they use their own language, as well as their own norms and values, and this helps them to develop their own identity; then skills to cooperate, help, share, and problem solving are raised (Casey, 2010). If children play, they also develop better organizational skills, and this is associated with better physical and mental health, as well as autonomy and creative thinking. On the other hand, another factor that must be considered in video game

design is addiction. This factor is linked to the motivation of students to play and, consequently, to learn. This addiction to gaming has several key elements, but the two main ones are considered to be storytelling and competition. On the one hand, the narration of a story makes the receiver increase his interest and curiosity to know the development of the facts, as happens when reading books, watching movies, plays, or other types of shows, as well as when playing video games. In addition, video games overcome these emotions because the public becomes a direct participant in the story, where their actions can trigger varied and unexpected events. On the other hand, the competition causes the player to generate adrenaline in his journey towards the fulfillment of a series of tasks and missions and even obtaining prizes and distinctions (Lee, 2013).

In this educational context, experience refers to the need for students to complete tasks through interaction, reflection, and problem solving. In this sense, video games are part of a world of fiction, but they can also be the clearest mirror of reality (Galloway, 2004). It has been pointed out that the key to engaging students in learning is that fun things stay in memory longer. This means that the combination of learning and play can be turned into a positive and memorable experience, without restrictions on pleasure or learning. In addition, this type of experimentation on virtual platforms makes it possible to extend the time of exposure to the language and content and therefore increases the chances of success. That is why serious video games can be a great support for language teachers since they increase the possibilities of experiencing specific situations where particular forms of language can be practiced in a given context.

Related to learning a second language, there is the linguistic approach of the Russian psychologist Lev Vygotski. This linguist maintains that when learning a language, the process occurs consciously and deliberately, and that a child in the school context learns a language that he does not know on the basis that he already knows his

own. His proposal is therefore focused on the learning of concepts, ideas and notions, and this is consistent with the fact that what children and language learners in general do is consciously learn concepts. In his hypothesis, the author also supports that language is an organ of the body and mind, as important as the heart or the muscles. Similarly, Chomsky indicates that there is a visual and motor stimulus in the process of learning a language, which facilitates the understanding of signs and codified messages, such as simple sentences. Moreover, he determines that his concept of "Generative Grammar" is the set of rules that allow generating each and every one of the linguistic manifestations of a language (AGUILAR, 2004), and that the human being specifically has the criterion and the qualities that allow the use of language in a much more precise and complex way.

2.4.2. Video games in the teaching of foreign languages

In the field of foreign language learning, there is previous research that supports the use of video games. For example, there are 12 video games that have been used for this purpose, without necessarily being, one is called the World of Warcraft, and another is The Secret of Monkey Island, while there are others that have been specifically designed for pedagogical purposes such us Combat Medic and Robotic Surgery. These video games for language teaching can focus on different skills at the same time or in specific ways. In this sense, video games can focus on reading, writing, listening comprehension, and oral expression or on grammar and vocabulary through a series of tasks that in the fictional world of video games can be defined as actions within concrete missions.

To see how foreign language subjects or courses can be integrated into a video game, Kiili (2005) introduced a model that explains how a pedagogical approach works. The purpose of his model was to connect a game with experiential learning. This type of learning refers to learning by playing the game by establishing a process within a comfortable context for the students. This model focuses on direct experience

in the game world based on the principles of constructivism and pragmatism. On the other hand, the learning process is based on the formation of cognitive structures through action or practice in the game world itself.

The success of the video game largely depends on its fluidity, and this, the author points out, is based on the principles of active experimentation, reflective observation, and the construction of mental schemes. In this sense, and in the words of this author, the reflective observation of feedback can lead to the construction of mental schemes and allow the discovery of new and better solutions to problems. In other words, the student must be able to experiment and find different alternatives to a problem, thus obtaining different results as in real life.

2.4.3. Tasks that can be used in language teaching videogames.

There are some tasks that videogames can do for teaching foreign languages:

Table 2.-Tasks that can be used in

Languages teaching videogames

a. Get and use objects
b. puzzles
c. Quizzes
d. Dialogues
e. Skill and Direct Simulation

Source: https://dialnet.unirioja.es/servlet/articulo?codigo=6039968
Author: Jorge Orlando Crespo Berland

2.4.3.1.-Get and use objects

Video games in general tend to be based on gathering and use of objects. The clearest example is graphic adventure, but the rest of the genres also give a lot of importance to this type of action. In most cases, the objects are usually collected and stored in an inventory for later use (Rollings & Adams, 2003). In this sense, the main objects need to be distinguishable from other non-important objects to avoid gameplay-related issues that may lead the player to quit the game due to boredom or difficulty. In general, collecting items may require the player to search, find, collect, and use the items, but in other cases it may also involve buying, trading, negotiating through dialogue, or dealing with puzzles, quizzes, or putting to test abilities or skills of the game. As a result of these experiences based on meaningful learning, the players will become familiar with the objects and their use. This process also encourages the player to manipulate objects and, as a consequence of these actions, they can create their own mental maps based on the use of said objects and facilitate their retention.

An example of item inventory in the video game ***Zelda Dungeon***. In has different tools associated with the development of the game, the student will learn and acquire these terms in a meaningful way with the use of them, especially if it is repetitive and relevant to the development of the game.

2.4.3.2. Puzzles

The use of puzzles in video games is a very useful resource in which players need to decode messages, find and use new items, or unlock new levels or areas (Chandler, 2011). There are different categories of puzzles such as Sudoku, crosswords, code cracker or word search, among others, and all of them involve deductive reasoning skills. Deductive reasoning is a cognitive skill based on logical thinking, in which conclusions are reached through multiple premises that are assumed to be true. In addition to traditional non-linguistic puzzles, in the field of foreign language learning there are several possibilities to use them as a teaching resource.

2.4.3.3. Quizzes

The main purpose of the quizzes is to test and evaluate the knowledge acquired by the players. According to Mitchell (Mitchell, 2006) video game quizzes are an entertaining way to test acquired knowledge while allowing players to experience a virtual situation such as a job interview. The quizzes can be based on activities such as multiple choice, fill in the gaps, or word formation, among others. Quizzes can be competitive, and the reward for answering questions correctly is access to new levels or valuable items. As a result, this type of activity gives a competitive and exciting feel to the game while testing the knowledge gained. An example of this type of video game is **video game Trivia.**

2.4.3.4. Dialogues

Video games tend to follow stories that contain oral and written dialogues. These dialogues represent a type of conversation in which players interact with virtual characters and its operation is based on the choice of pre-written lines (Scholder, 2003). The virtual character automatically responds in a computerized way according to a finite list of possible pre-established answers and they are based on the previous option selected by the player. Regarding the benefits of the dialogues in the acquisition of the language, these virtual situations can be a great input resource. Students can get explanations and can also practice sentences in these simulated interactive fiction contexts. One example of this kind of video game **is Final Fantasy VII.**

2.4.3.5. Skill and Direct Simulation

Games of skill and direct simulation are those games determined by physical or mental abilities. Physical skills can refer to quick skills or reactions, while mental skills refer to logical thinking and strategy, as well as trivia knowledge (Gooch, 2004). In language teaching, this resource can test some linguistic skill such as reading and listening comprehension or perform a process that is required in the linguistic or

functional context in which the game is developed. These activities can also be an occasional complement to the story developed throughout the game to add excitement. One example of this type of video games **is Lyrics Training**.

2.5 Legal basis

In the first instance, it is worth noting what is indicated by the Constitution of Ecuador in its article 26 and 27, which establishes that education Art. 26. - "*Education is a right of people throughout their lives and an inescapable and inexcusable from the state. It constitutes a priority area of public policy and state investment, guarantee of equality and social inclusion and an essential condition for good living. People, families and society have the right and responsibility to participate in the process educational*". Art 27.-"*Art. 27.- Education will focus on the human being and will guarantee its holistic development, in the framework of respect for human rights, the sustainable environment and democracy; will be participatory, compulsory, intercultural, democratic, inclusive and diverse, of quality and warmth; it will promote gender equity, justice, solidarity and peace; will stimulate the critical sense, the art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.*" (Defensa, 2022)

Similarly, the General Education Law in article 51 refers to Education in exceptional situations. - *The State guarantees access and permanence to basic education and baccalaureate to all persons who, for any reason, find themselves in situations such as deprivation of liberty, prolonged illness, need for protection and others that do not allow them to go to educational institutions. The State, through the National Educational Authority, will dictate the special policies and programs that guarantee access to education for children and adolescents in conditions of double vulnerability, adolescent mothers, as well as in cases in which the father or the mother is deprived of her liberty*".

Moreover, Article 1 of the Regulations for the Implementation and Instrumentation of the Transitory Provision contained in Ministerial Agreement No. 041-14 (Educación, 2022) specifies that the teaching of English is mandatory from the second grade of basic education to the third year of high school. Similarly, the provisions of the Curriculum Guidelines for the foreign language constitute a knowledge support, since they seek to meet the need for national guidelines and criteria on curricula, on the function of the areas and new approaches to understand and teach them.

Some years ago, Ministry of Education and the National Government undertaken to strengthen the learning of English. The strengthening of the English language in educational institutions was not considered a conjectural issue but rather a process that has been worked on for several years and responds to a government plan and a political will to transform Education. That is why, Government took some actions to improve English teaching and learning process. These activities were: English teachers were evaluated and although the results were not the best, a training process abroad was undertaken.

Morever, 500 teachers studied at the University of Kansas and are part of the public education system. Currently, 200 teachers attend this training. The goal is to reach 5,000 teachers trained by the "Go Teacher" Program. On the other hand, since 2012 the "Go Teacher" program has been developed, in alliance with the Secretary of Higher Education, Science, Technology and Innovation (Senescyt), in which more than 1,000 teachers of the teaching profession have been linked to universities of the abroad to achieve a level of English language proficiency at a B2 level of the Common European Framework. These teachers are currently teaching classes in public educational institutions in Ecuador.

In 2017, through the "I want to be a teacher" program, around 3,550 teachers are registered to take the TOEFL, to later be evaluated, and achieve B2 and, with that,

achieve their appointment. More than 50 teachers are studying English abroad so that they can return and lead the learning processes in the territory. The Ministry also made a reformulation of the curriculum in school. For English to be taught from the 2nd of EGB, by 2017, 7,000 teachers are needed.

In the same sense, there are several international cooperation programs, among the most important is the agreement with the Embassy of the United States of America and the Peace Corps agency, both instances carry out training programs for about 120 teachers directly, 500 teachers indirectly and nearly 20,000 students who benefit from this program.

Additionally, another program such us "Time to Teach" program is strengthened with the linking of 900 additional teachers for the year 2018 in the Costa and Sierra regimes, as well as the expansion of agreements with entities such embassies, which allow guarantee the quality of education (Education, 2022).

These actions were clear signs of the government's public policy: to transform and achieve excellence in the country's educational system.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

The design of this research was based on a quantitative and qualitative method because it was used collection data instruments such as surveys and interviews. Quantitative method was used especially to measure different variable such us the knowledge about English, the use of videogames, the interaction with teachers in the students of fourth grade of the Amor y Verdad Foundation. On the other hand, qualitative method was used to measure the environment of the Foundation were students learn English. It was done through an interview to the Director of the Foundation.

3.1.1 Type of research

3.1.1.1. - BIBLIOGRAPHIC RESEARCH

Taking into account that Bibliographical or documentary research consists of reviewing existing bibliographical material with respect to the subject to be studied, This type of research was one of the main steps for the current research because it was necessary to have strong arguments to probe that videogames is an efficient tool to improve learning-teaching process specially for teaching a foreign language. That is why was critical to search for all theories related to learning process and link between videogames and learning process. This type of research was necessary to create the bases for the development of this study.

3.1.1.2. - DESCRIPTIVE RESEARCH

This research was essential, since it is presented as the first step in scientific research. It is a very important type of research in both quantitative and qualitative

research. In this case , it was used descriptive research because it was necessary give a lot details about the problem of the research, and after having a clear idea of the issue , it was necessary to design a proposal in order to improve the problem. For the proposal, all the details are considered in order to have a clear idea of how apply the proposal.

3.1.1.3.-FIELD RESEARCH

Given that this type of research, is useful when it is necessary to have primary data, for this research was critical because it was critical to have information such as, the environment of students of the Foundation where they take English classes and to know about their preferences of technology. It this case, the information came from the collection directly in the Student´s School. Here it obtained opinions from those involved, or affected by a situation or phenomenon.

3.2.-POPULATION AND SAMPLE

To carry out the research, a target population of 19 students belonging to the Amor y Verdad Foundation was taken into account. The children are from the fourth grade of primary school, and their ages range between 8 and 10 years.

On the other hand, the director of the Foundation was also part of the research in order to measure important variable needed for the research.

As the population is very small it was not necessary to use any sample method.

3.3 DATA COLLECTION

3.3.1 TECHNIQUE

For the research, there were two techniques that were used to collect the data.

The first one was the survey that was important because this technique provide information on the opinions, attitudes and behaviors of the target population. The survey was applied in order to find a solution to the problem, and to identify and interpret, in the most methodical way possible, a set of testimonies that can fulfill the established purpose.

The second was the interview which is an exchange of ideas or opinions through a conversation that takes place between two or more people. In this case, an interview was necessary because it was needed to know different information, related to the environment where students of the Foundation develop. Moreover, it was critical to know the method of teaching English to the students. That is why the director of the Foundation was the person in charge to provide information required.

3.3.2 INSTRUMENTS

There were two types of instruments used for the current research.

3.3.2.1. QUESTIONNAIRE

A questionnaire was designed to get critical information required, especially to know the preferences of students about English language.

This instrument was applied with the intention of responding the general research question about how a video game can improve the learning of vocabulary in English. Specifically to acquire vocabulary and know the perceptions of students regarding the use of video games in teaching English learning.

The questionnaire was made up with 11 questions. Questions 7, 8, 9, 10, and 11 were oriented to the video game category where the aim is to find out the students' interest in video games, if they have a relationship with the foreign language, English, and their perception of their use in the classroom.

On the other hand, questions 5 and 6 are directed towards the vocabulary category where they inquire about the contribution that video games make to enrich their vocabulary in English. In addition, questions 1, 2, 3 and 4 are aimed at the category teaching - learning English as a foreign language where the objective was to know students like English and if they use technology in their English classes. (APPENDIX 1)

3.3.2.2. INTERVIEW GUIDE

An interview guide was designed with 8 open questions which were applied for the Director of the Foundation, who answered question related to the environment where students develop to learn English and about her opinion of the use of video games for improving learning of vocabulary (APPENDIX 2).

3.3.4 DATA COLLECTION PLAN

It is important to mention that before carrying out the intervention, the parents of the children participating in the study signed an informed consent for this project. This consent was previously read and signed by the parents. Also, to have their permission and support so that their children could participate in the questionnaire.

Chart 1. Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	to know if video games improve vocabulary learning
2. Which people?	Fourth grade students of Foundation Amor y Verdad Director of the Amor y Verdad Foundation
3. About what topics?	Videogames and vocabulary
4. Who?	Researcher: Jorge Crespo
5. To whom?	Students of fourth grades Director of the Foundation Amor y Verdad
6. When?	2022
7. Where?	Amor y Verdad Foundation
8. How?	Individually
9. What data collection?	Surveys Interviews
10. With what?	Face to face Questionnaires

Source: Peninsula de Santa Elena High School
Author: Jorge Orlando Crespo Berland

3.4 ANALYSIS OF DATA
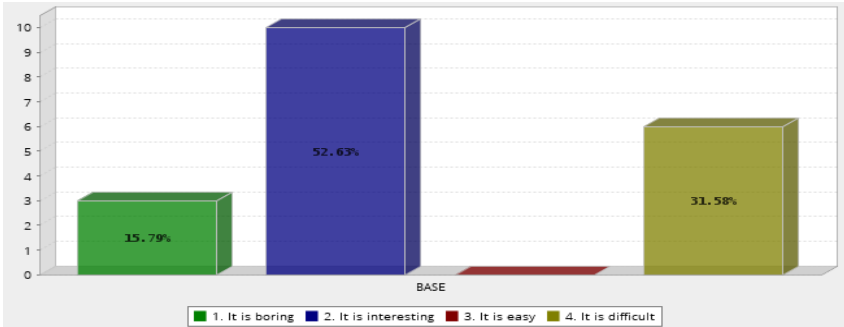
3.4.1. STUDENT SURVEY

3.4.1. Students Survey

1. What do you think of the English language?

Chart 2. English

	Answer	**Count**	**Percent**
1.	It is boring	3	15.79%
2.	It is interesting	10	52.63%
3.	It is easy	0	0.00%
4.	It is difficult	6	31.58%
	Total	19	100%

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Illustration 2. English

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Analysis.- This figure shows that 52,63% of students think that English language is interesting, followed by English language is difficult with 31.58%, it is a important percentage for the study population maybe they think in that way because of different barriers that they can be faced. Only 15.79% of students think that English language is boring.

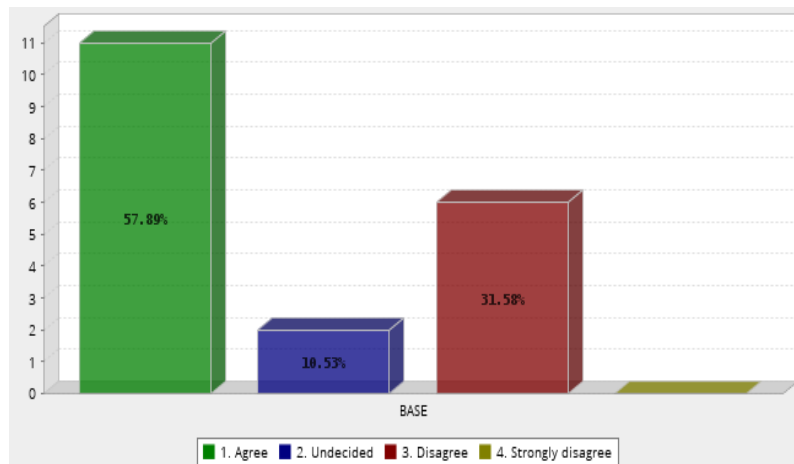**2 Do you think your English teacher encourage you to learn?**

Chart 3. Opinion about English teacher

	Answer	Count	Percent
1.	Agree	11	57.89%
2.	Undecided	2	10.53%
3.	Disagree	6	31.58%
4.	Strongly disagree	0	0.00%
	Total	19	100%

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Illustration 3. Opinion about English teacher

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Analysis.- this figure shows that 57.89% of students think that their teacher encourages in their classes, which is important because the roll that play the English teacher is critical at the moment of learning, specially vocabulary. In this same, 31. 58 on the other hand think that their teacher does not encourage them in the class.

3. What is most important to learn in English class?
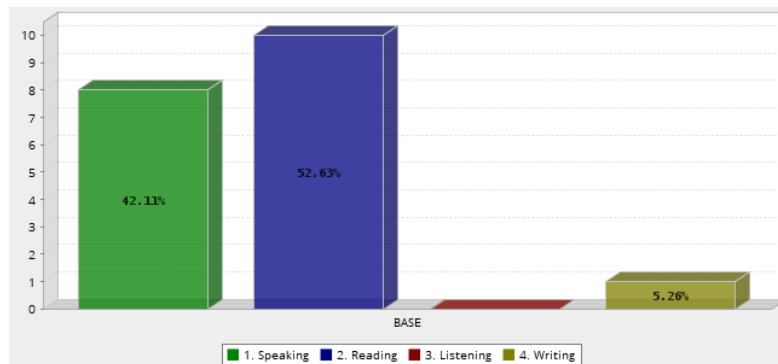
6. - Most important areas in English class

Chart 4. Most important areas in English class

	Answer	Count	Percent
1.	Speaking	8	42.11%
2.	Reading	10	52.63%
3.	Listening	0	0.00%
4.	Writing	1	5.26%
	Total	19	100%

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Illustration 4 Most important areas in English class

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Analysis.-This figure shows that 52.63% of students think that the most important area in the skill of learning English is reading with 52.63%, followed by a 42.11% that pointed out that speaking is the most important area in the class. The results are interesting since these two areas that the majority of students chose are so critical in the learning process of a foreign language.

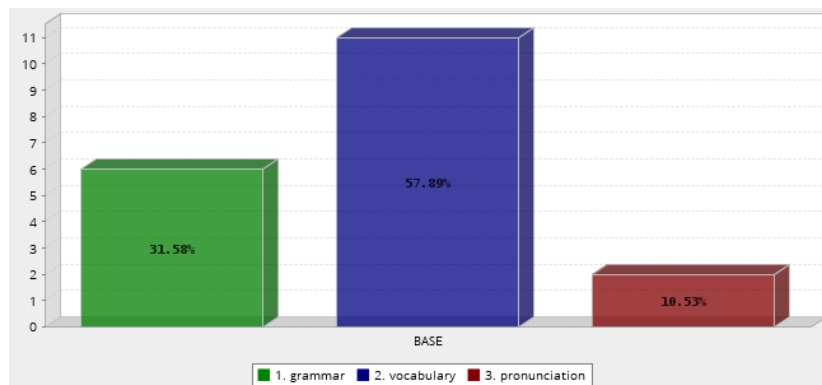**4. When you read in English, what do you like to learn?**

Chart 5. Skill for reading

	Answer	Count	Percent
1.	Grammar	6	31.58%
2.	Vocabulary	11	57.89%
3.	Pronunciation	2	10.53%
	Total	19	100%

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Illustration 5. Sill for reading

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Analysis.- In this question it is evident that 57.89% of the students state that they want to learn vocabulary when they are in classes, followed by grammar and pronunciation. The respective percentages are 31.58.3%, 10.5.3% and it is positive because generally, students who play videogames do so with the aim of strengthening their language skills and they process information when it is present in multiple forms such as visual, auditory and tactile.

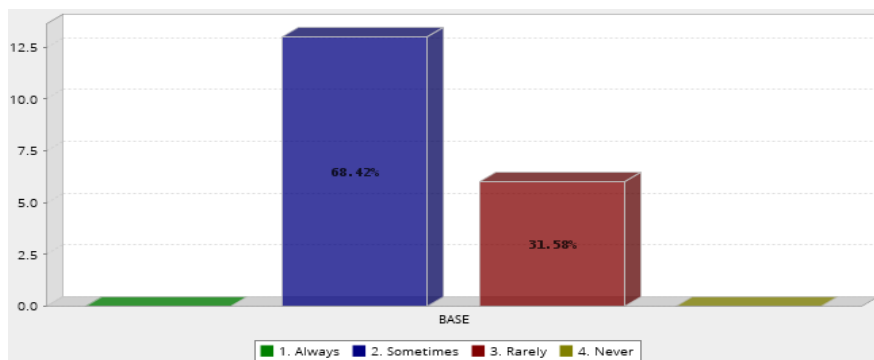**5. How frequently is technology used in class by your English teacher to develop vocabulary skills?**

Chart 6 Use of Technology in class

	Answer	Count	Percent
1.	Always	0	0.00%
2.	Sometimes	13	68.42%
3.	Rarely	6	31.58%
4.	Never	0	0.00%
	Total	19	100%

Source: Amor y Verdad Foundation
Author: Jorge Olando Crespo Berland

Illustration 6. Use of Technology in class

Source: Amor y Verdad Foundation
Author: Jorge Olando Crespo Berland
Analysis.- for this question, most of students pointed out that sometimes in classes they use technology with a 68.42%, and 31.58% said that rarely they use technology in English classes. It is worrying, because now we live in a digital era and most of schools must use different type of technology, such us computers , internet, educational platforms, etc. However, students of the Foundation says that sometimes they have access to technology which can be a barrier for learning a foreign language.

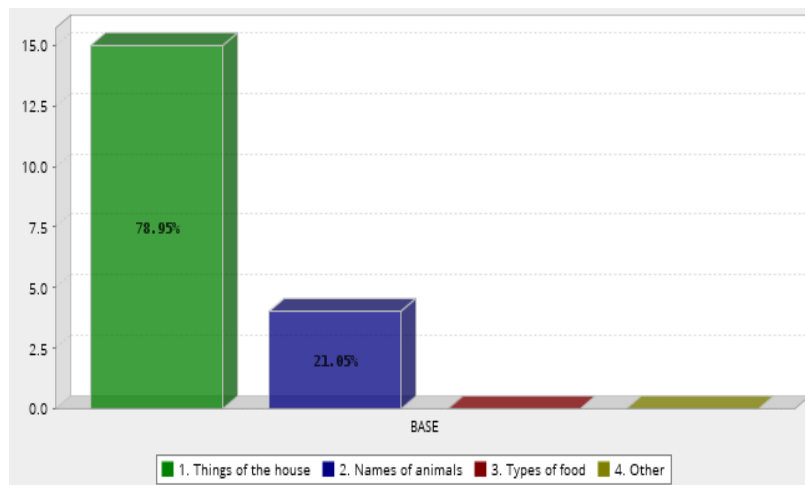**6. Which group of vocabulary from these areas would you like to learn**?

Chart 7 Vocabulary groups

		Answer	Count	Percent
1.		Things of the house	15	78.95%
2.		Names of animals	4	21.05%
3.		Types of food	0	0.00%
4.		Other	0	0.00%
		Total	19	100%

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Illustration 7. Vocabulary groups

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Analysis .-this figure shows that the majority of students would like to learn as a vocabulary things of the house , which is very important to know if order to choose a right videogame that contain these types of words to work in classes.
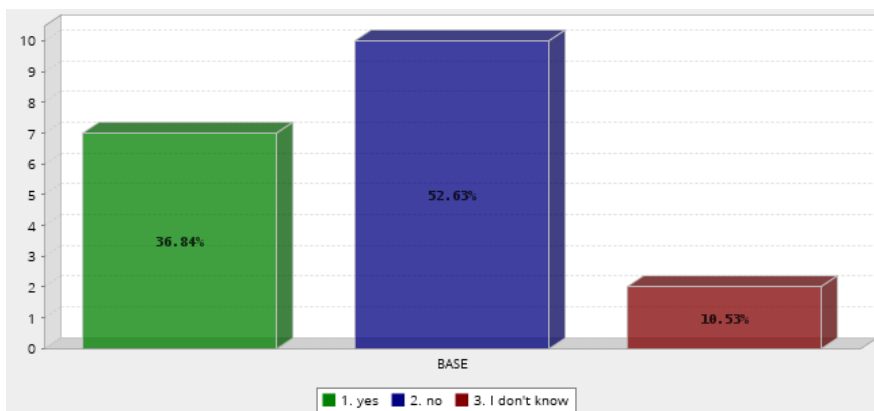
7 Have you ever played video games?

Chart 8. Videogames

	Answer	Count	Percent
1.	Yes	7	36.84%
2.	No	10	52.63%
3.	I don't know	2	10.53%
	Total	19	100%

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Illustration 8. Videogames

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Analysis. - This figure shows that 52. 63% of students of fourth grade have not played videogames, which it is also worrying because it would means that most of kids that attend to the Foundation School are poor and they have not had the opportunity to take advantage to the technology. However, they think videogames is a good tool to learn English.
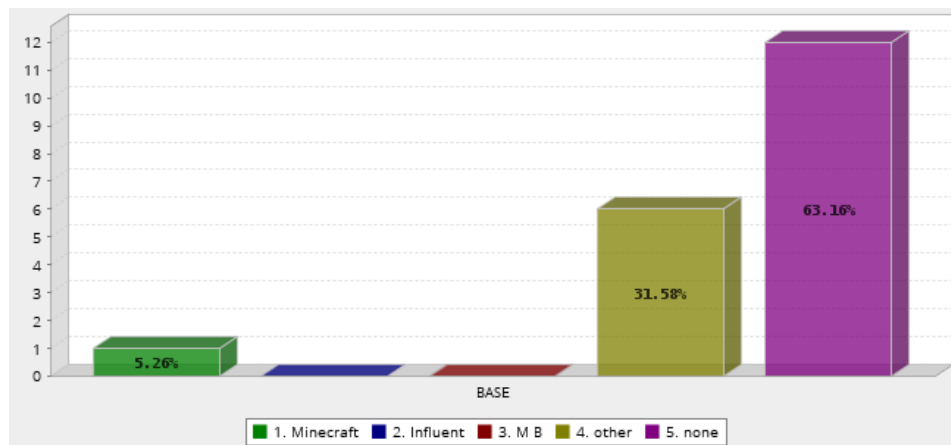
8. What video games have you played?

Chart 9 Types of video Games

	Answer	Count	Percent
1.	Minecraft	1	5.26%
2.	Influent	0	0.00%
3.	Mario Bross	0	0.00%
4.	Other	6	31.58%
5.	None	12	63.16%
	Total	19	100%

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Illustration 9. Types of videogames

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Analysis.-this figure shows that more that 63% have not played any video game, followed by 31% that at least have played different types of video games. It is very important that these group of students have had experience playing video game which give them skill to play other games, especially educational videogames.
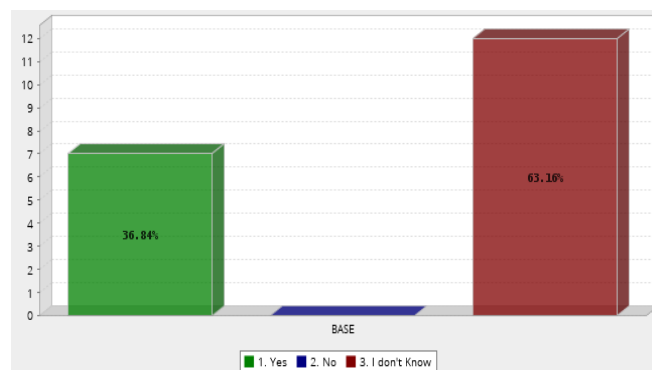
9. Do you like video games?

Chart 10 Preference of videogames

	Answer	Count	Percent
1.	Yes	7	36.84%
2.	No	0	0.00%
3.	I don't Know	12	63.16%
	Total	19	100%

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Illustration 10. Preferences of videogames

Source: Amor y Verdad Foundation
Author: Jorge Olando Crespo Berland

Analysis. - This figure shows that only 36.84% of the population like video games as opposed to 63.16% who do not know if they like because maybe they have never played one. It means that most of students are poor and they have not had the opportunity to have a video game.

10. What kind of materials do you expect to be used for the development of English classes?
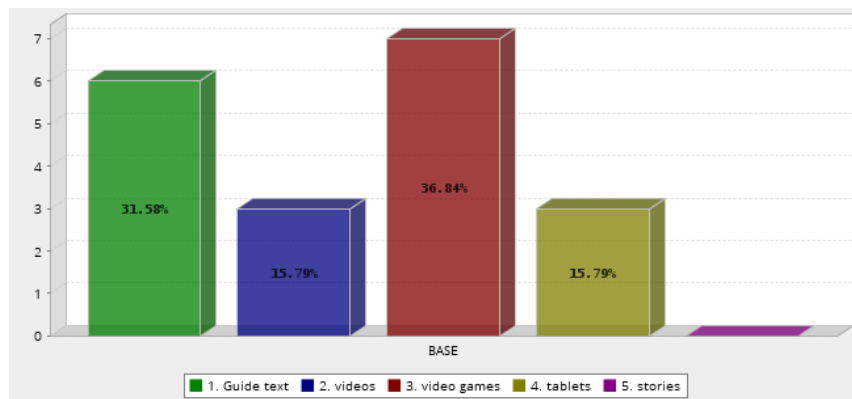
Chart 11. Types of materials for English classes

	Answer	Count	Percent
1.	Guide text	6	31.58%
2.	videos	3	15.79%
3.	video games	7	36.84%
4.	tablets	3	15.79%
5.	stories	0	0.00%
	Total	19	100%

Source: Amor y Verdad Foundation
Author: Jorge Olando Crespo Berland

Illustration 11. Types of material for English Classes

Source: Amor y Verdad Foundation
Author: Jorge Olando Crespo Berland

Analysis.- Regarding the the material students expect to have in English classes, 36.84% of students hope to have videogames for classes which is very important , followed by   31,58% that think to have guide text   that are the traditional type of material in classes. However, it is important the student think in that way because it means that they are motivated for using videogames in classes.

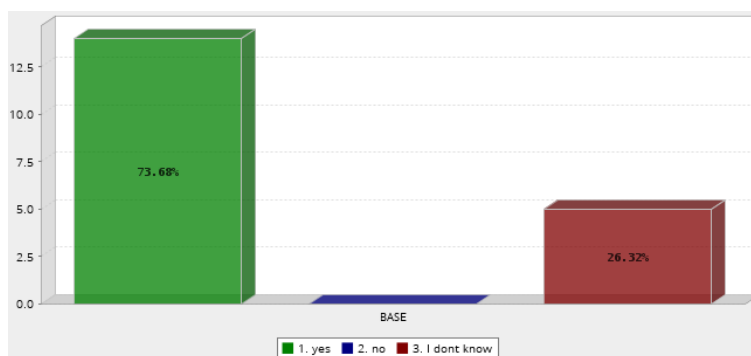**11. Would you like to learn the English language through video games?**

Chart 12 . Use of video games

	Answer	Count	Percent
1.	Yes	14	73.68%
2.	No	0	0.00%
3.	I dont know	5	26.32%
	Total	19	100%

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Illustration 12. Use of video games

Source: Amor y Verdad Foundation

Author: Jorge Olando Crespo Berland

Analysis.- In this question, it is evident that 73.68% of the students would like to learn English through video games. It means that video games are useful for teaching and learning, since, as Gutiérrez (2004) states, the game has an important educational potential. But the value of games is not only its motivational factor but through the game you can learn by playing. It is positive because the use of video games encourages teamwork in young people with which they share significant experiences, hence the

importance of knowing how to choose the game adequate, generally potential players have greater agility and better concentration since most of the sagas that handle video games have an objective which is to provide the player with the opportunity to end a game following rules that are implicit in them.

3.4.3. Director Interview

For the interview to the Director of the Amor y Verdad Foundation 8, open questions were applied with the purpose to know more about the environment were students involved in school.

The interview was done in the school in the date were previously agreed with the Director.

The questions were the followed.

1. **Do you think the quality of English language teaching has increased or decreased in Ecuador?**

Despite the importance of English, she thinks that Ecuador still maintains a low level of professionals that speak English, according to the last report of standard international Exams. In 2019, it was ranked 55th out of 80 countries that participated in the ranking of the English Proficiency Index. It reflects that there are not enough teachers in this area and those that exist do not have the necessary knowledge to prepare their students well.

2. **According to your thoughts, do you believe that the use of ITC has been caused an impact on online classes?**

She pointed out that what works in technology and education are those solutions that allow school work to be carried out more efficiently. This explains why, for example, students massively use technology for their school work, although being, as

many are, digital orphans of any type of educational influence on this subject, they confuse efficiency with plagiarism or dispense with any critical processing effort of information. And this same search for efficiency also explains why teachers find optimal the solutions that technology offers them to prepare their classes or better present the contents in the classroom, but not yet to change the way they teach.

3. According to your experience, what are the main challenges a teacher faces when teaching English?

She thinks that the traditional teaching of English in Ecuador has been greatly changed by the implementation of different projects, which has contributed significantly to an improvement in terms of the curriculum. Moreover, this development in the teaching of English in Ecuador coincides with the development of teaching that has occurred in other parts of the world. Despite the achievements made in the country, she thinks that there is a long way to go and that it may be focused, among other factors, on the teaching strategies of the public school teachers. It is worth mentioning that there are no publications that provide information on the current reality of teaching English especially in some urban cities of the country.

4. How important do you consider the acquisition of vocabulary for learning the English language?|

Vocabulary is a main part of any language, and therefore it is in one of the most widely spoken languages in the world. English is a language extended to the whole world, which is used in all international spheres, be it economic, social, political, scientific. The instruction is based on what is practiced, and the English vocabulary only improves and increases with its use. This means that only by practicing is the required result achieved, and this is one of the methods that we tried to implement in our Foundation. Although we need some resources to improve the environment of

learning-teaching process in our classrooms, our teachers try to work and teach with the resources they have available.

5. **What is your opinion about using video games as a tool to improve learning process?**

She thinks it's natural for teachers to start using video games in their educational practice, since the generation that did not play games will soon be extinct. She believes that video games will not be able to reach all students since each student has a different way of learning and points out that it is important to use digital games because they make it easier to apply different methodologies, in order to make all students involved in learning and above all to deal with the learning preferences that each student has, but the teacher must clearly mark the Objectives. The student must have a challenge to know what he has to achieve, to be very clear about the end of the game. She also highlights: "Inside the classroom the game is something serious, the rules are followed and the students listen if they are inside the classroom".

Moreover, video games contribute to immersive learning, since they generate a very promising combination of experience, decision making and analysis of consequences. "They allow children to incorporate experiences and knowledge into the training that help understand complex situations," she said.

6. **Do you agree with video games as a tool for teaching vocabulary?**

She agrees with video games as a tool for teaching vocabulary because she said "*capturing the attention of students is the main challenge for any teacher to start a learning process*". In General, video games are developed to generate that first motivational attraction in students, who, in addition to having fun, can develop abilities and skills to solve a set of problems, in this case to learn vocabulary. She commented that a video game can be used as an instrument of the learning process for teaching vocabulary. It is divided into two aspects. The first, as a learning simulator or tool in

which the student's level of vocabulary can be checked according to the requirements proposed by the video game. The second, as a virtual learning environment where the student is motivated to solve academic problems by interacting within the space provided by the video game. However, she thinks that it must be a didactic resource that can be used when it is necessary.

7. What resources do you recommend to teachers who want to apply video games in a class?

Related to the resources that teachers need to use video games in the classroom, she points out that "the school does not necessarily have to have consoles in classrooms to improve learning in English, Teachers or parents have not thought that what they have at home could be useful in schools, for example a handheld video game console or internet games in house are useful. It is about organizing initiatives that help bring games to the classrooms". She believes that a specific time should be dedicated within the school curriculum.

8. Do you think that the execution of video games will benefit fourth graders students? Why?

She is in favor of using video games. She pointed out that video games make children find which the easiest way to learn is. "They make them skillful in finding solutions and they provoke a personal connection". She considers that not all teachers feel comfortable using video games, however, "children feel comfortable with video games because they stimulate them and teachers feel good teaching, both things can overlap and are not incompatible. Children should play and the teacher only guides and teach and this will result in a very interesting space to encourage learning. She emphasizes that to introduce video games in the classroom, teachers must have the support of the Foundation creators.

CHAPTER IV

PROPOSAL

4.1 NAME OF THE PROPOSAL

"A VIDEO GAME AS A TOOL OF PRACTICING AND IMPROVEMENT OF VOCABULARY FOR STUDENTS OF FOURTH BASIC GRADE AT FUNDACIÓN AMOR Y VERDAD, SCHOOL YEAR 2021-2022"

4.2 INFORMATION DATA

Institution: Amor y Vida Foundation

Country: Ecuador

Province: Santa Elena

City: La Libertad

Beneficiaries: 19 students from Amor y Verdad Foundation

Genre: male and female

Author: Jorge Olando Crespo Berland

Advisor:

4.3. PROPOSAL BACKGROUND

One of the fields of education with the greatest impact on video game industry is language learning. The current interest in learning foreign languages is mainly related to the professional needs of society and communication, and of course these facts are also connected with the evolution of technology. The appearance of the Internet and Smart Phones has provided wide accessibility to international communication throughout the world, making it easier for individuals from different

countries to communicate with each other from distant geographical areas in space and real time for an affordable price.

One of the first stakeholders already in the 21st century who admitted that this form of entertainment could offer enormous potential for learning was Prensky (2001), suggesting that what had begun to be talked about in the 1980s could become a real pedagogical possibility. In this sense, all video games can be educational, since they are always teaching something both voluntarily and involuntarily, regardless of their genre, nature, content and method.

One of the main advantages of serious video games is that they are played, instead of working or studying. In this sense, the fact that learning is done through play makes this process attractive and motivating for the student. Therefore, if the students want to play and have fun during the process, the chances of successful learning increase. This methodology is concerned with the learning process and tries to make it motivating for the student, since they only make an effort to learn if they find a motivating element, both intrinsic and extrinsic. In this case, it is proposed that the use of video games can be that motivating element because the teaching and learning process is based on entertainment through games

That is why this proposal has a result the development of a didactic guide using video game "Influent" for improving vocabulary English learning. The reason why Influent was chosen for the didactic guide is because it teaches the vocabulary and auditory reception of more than 20 languages by simulating how native speakers learn: through exposure to real-world context of nouns, verbs, and adjectives, but in a virtual world. Influent doesn't replace other language learning tools, it complements them, and even adds a spaceship with lasers. This is a funny way to learn vocabulary English.

4.4. JUSTIFICATION

This proposal was developed in order to help students of fourth grade from Amor y Vida Foundation to improve learning English vocabulary in a funny way which can motivate them to learn English.

Moreover, this proposal was designed to improve learning vocabulary in English not only for this group of students but for the rest of students of the other grades of the Foundation. Actually, the video game influent is designed not only for children but for adults that want to learn vocabulary in English.

The video game of the proposal will do learning interesting because it also has a revamped progress tracking system, which measures word mastery as you go from unknown to mastered, while also tracking backtracking. The game allows students to share their progress with the community and help others with their learning.

This proposal are base in all theoretical argument related to the videogames in the learning of foreign languages, especially in the work of Kiili (2005) in the model called Pedagogical Approach model, that explains that the learning process is based on the formation of cognitive structures through action or practice in the game world itself.

The model also has pointed out that video game largely depends on its fluidity, and this, as Kiili mentions, is based on the principles of active experimentation, reflective observation, and the construction of mental schemes. In this sense, and in the words of this author, the reflective observation of feedback can give rise to the construction of mental schemes and allow the discovery of new and better solutions to problems. In other words, the student must be able to experiment and find different alternatives to a problem, thus obtaining different results as in real life. Players need different solutions in order to be able to measure their knowledge on the subject; likewise, this problem solving should promote creativity and critical thinking.

4.5. OBJECTIVES

4.5.1. GENERAL OBJECTIVE

To enhance the basic vocabulary of fourth grade students from Amor y Vida Foundation through the use of video game Influent.

4.5.2. SPECIFIC OBJECTIVES

1. To promote the learning of vocabulary of students of fourth grade.
2. To identify the appropriate activities that students can do inside the video game Influent.

3. To propose a didactic guide in order to improve vocabulary English learning of students of fourth grade
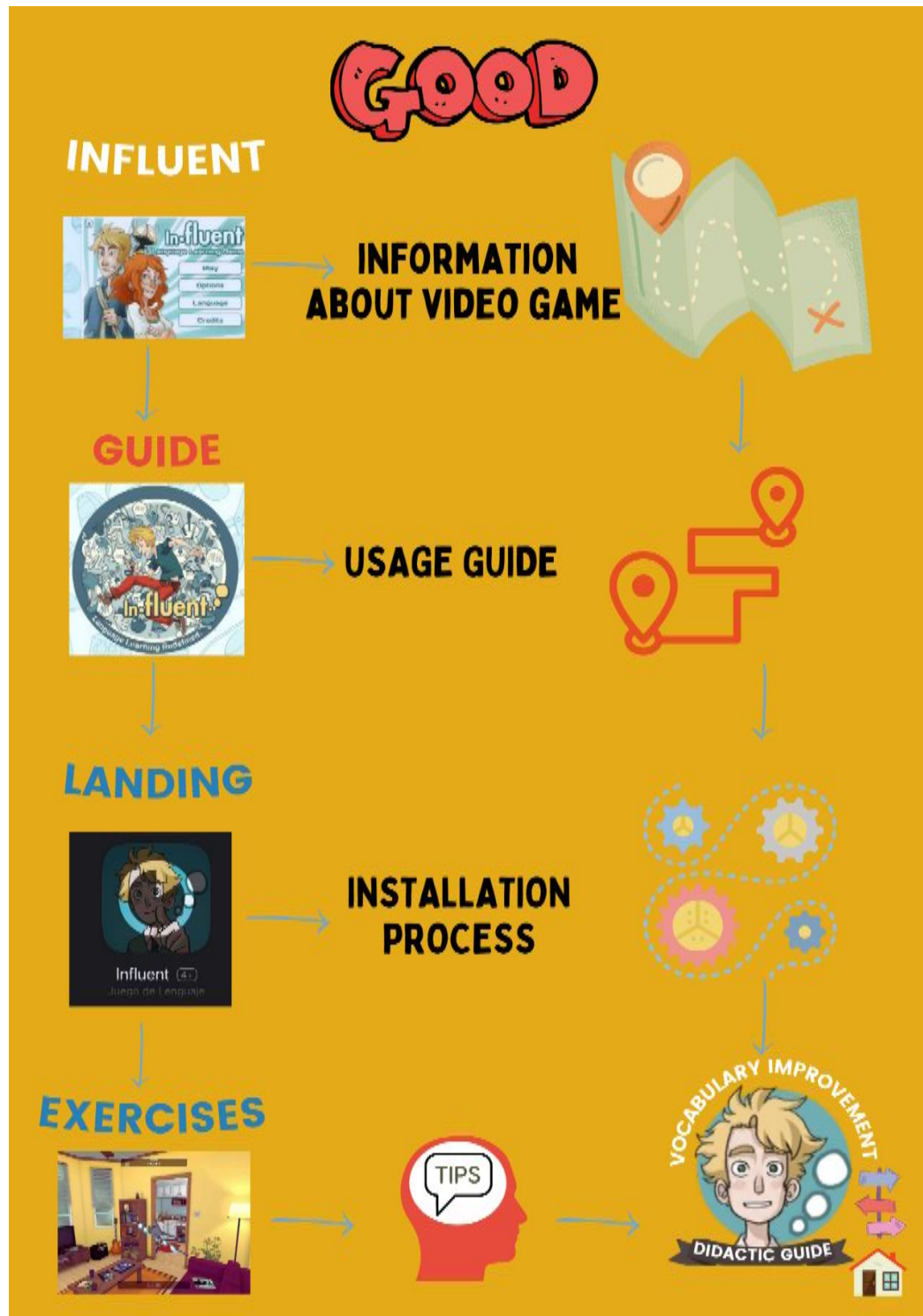
4.6. DESIGN AND DEVELOPMENT OF THE PROPOSAL

Source: Jorge Orlando Crespo Berland

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4.6.1. INFORMATION ABOUT THE GAME

Influent is a program created for the interaction of children from 4 years of age in which they can know, learn and participate in the use of languages such as English through a game on a mobile computer or Tablet, allowing participation and foreign language familiarity.

It also allows children to proceed with a simple installation just by clicking on the first steps. Once the program is installed, the interface allows you to put the programming in Spanish or another language to be able to access it in the case of being the first time to participate in learning the English language, which can be modified as many times as necessary to one or several languages. .

After its installation, it begins with a striking video for children from 4 years onwards as a way of presenting a story of very particular and didactic interest with a basic animation but with a focus on children, mentioning that they will learn words in English being the best option.

Its use on the computer is with the keys up, down, right, left and the mouse, with a panoramic view that is easy to apply, and in the case of a cell phone, its use will be with the fingers in a much easier and simpler way. Just by selecting the objects, the program will mention the objects indicated in the chosen language (English). It is worth mentioning that all the exercises are in the figure of a home in which there are rooms, living room, dining room, kitchen and bathroom, all with the figure of a home in the English language.

4.6.2.-USAGE GUIDE

First steps to start using Influent are:

A) The logo is shown, which states that it is free for the use of some languages, however for the English language it has a cost of 3$ which allows you to use the application.

B). - In the game, in addition to expanding the vocabulary of children aged from 4 years, it also allows participation with technology. The participation link is https://store.steampowered.com/about/ this link allows us to enter and download the game quickly and effectively with their respective security signatures made to avoid difficulties with possible viruses.

C). - At the graphic level, a high-capacity computer is not needed. The resolution is minimal and its development is practical, within the first missions is to search for and learn 10 words in English, the same ones that are mentioned when selected by the child, and are also written on the screen in order to work participatory memory.

D). - Once you have practiced in:

1). - search for ten words

2).- pass the mission of an airplane in search of things inside the home, the difficulties increase from lesser to greater measure, you also have the option to repeat as many times as necessary in order to practice the English language.

E).- The game gives the possibility of learning and knowing the English language with common and habitual elements of each one of the homes, expanding the vocabulary and using a better alternative to know general words that are easy to memorize with a character based on the game. , and as the end point of each game, it issues a score to know the level of errors.
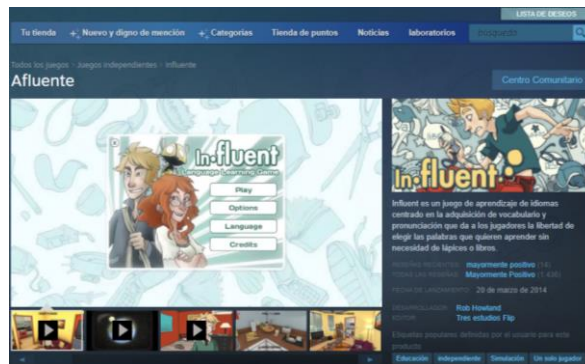
F). - At the end of each mission, the game allows you to repeat or pass the level or even explore new missions.

4.6.3. - INSTALLATION PROCESS

1. - Enter: https://steamcommunity.com/#scrollTop=0

2. - Once the installation link has been entered, the Influent presentation screen is displayed. Step 2
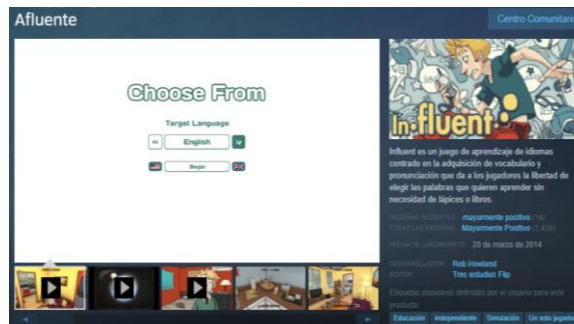

Source: Video game Influent
Author: Jorge Olando Crespo Berland

3.-Select English Language

Step 3

Source: Video game Influent
Author: Jorge Olando Crespo Berland

4. - Install the app with one click

Step 4

Source: Video game Influent
Author: Jorge Olando Crespo Berland

5. – Play

Step 5

Source: Video game Influent
Author: Jorge Olando Crespo Berland

In step 5 is the influent game start screen, the same one that when clicking proceeds to access the game.

4.6.4. EXERCISES FOR THE DIDACTIC GUIDE

ACTIVITY # 1.- THINGS OF THE HOUSE VOCABULARY

Things of the house vocabulary		
Objective:	**Identify 10 things in the house**	
Time:	**15 minutes**	
Instructions:	**Add 10 words to your vocabulary list which are the most common in the house.** **Earn stars if you correctly choose 3 items without making a mistake.**	
Evaluation:	**Once the 10 words have been discovered, the system will display a box the same as the discovered words.**	
Recommendations:	**As it is the first exercise, children take time to learn to control the game as they continue to interact.**	

ACTIVITY # 2.-VOCABULARY OF FOOD

Vocabulary of food		

Purpose:	**Identify 10 types of food**
Time:	**15 minutes**
Instruction:	**Go to the kitchen and point out the types of food that can be seen, including cooking ingredients used for preparing dishes.**
Evaluation:	**Once finished, the system must throw the 10 types of food that are in the kitchen.**
Recommendations:	**In the case of having selected cooking ingredients, explain to the children which can be these ingredients in order they can achieve the purpose.**

ACTIVITY # 3 VOCABULARY OF PART OF THE KITCHEN

vocabulary of parts of the kitchen

Objective:	Identify 10 artifacts in the kitchen
Time:	15 minutes
Instructions:	Move to the kitchen and point out the types of artifacts. Complete 50 words in the vocabulary
Evaluation:	At this point the child should have found 50 new words, and 10 words referring to the kitchen, taking into account electrical appliances and furniture.
Recommendations:	That the children take into account that artifacts are requested but not ingredients or food.

ACTIVITY # 4 FIND VERBS

find five verbs

Purpose:	**Identify 10 verbs that the boy can do**
Time	**15 minutes**
Instructions:	**Move around the house and discover 10 verbs, completing 60 words in the vocabulary.** **Move around the house.**
Evaluation:	**Check if the child completed new verbs and reached the number of 60 identified.**
Recommendations:	**Take into account the instruments not previously identified.**

ACTIVITY # 5 PARTS OF THE HOUSE

Part of the house	

Purpose:	**Identify 5 parts of the house such us kitchen, living room, bathroom, bedroom, dining room**
Time:	**15 minutes**
Instructions:	**Move around the house and click in the parts of the house such us the living room, kitchen, closet and bedroom dining room.**
Evaluation:	**Check if the selected objects are new in the vocabulary.**
Recommendations:	**Check if the child discovers objects on the floor or that are stuck on the walls.**

ACTIVITY # 6 PARTS OF THE ROOM

Parts of the room		

Purpose:	**Practice in flight mode and identify parts of the living room**
Time:	**15 minutes**
Instructions:	**Put in flight mode** **Fly around the room identifying nearby things.** **In the case of crashing the plane, go back to practicing.**
Evaluation:	**That the child can use the controls to master the airplane mode and select identical words.**
Recommendation:	**Give the child general practice using the controls for flight mode.**

ACTIVITY # 7 FLY

Fly		
Purpose:	Practice in flight mode and identify randomly placed objects.	
Time:	15 minutes	
Instruction:	Put in flight mode

Fly around the house identifying random words set by the program. | |
| **Evaluation:** | That the child can use the controls to master the airplane mode and select words randomly placed by the system. | |
| **Recommendations:** | Give the child general practice using the controls for flight mode and at the same time selecting the words. | |

ACTIVITY # 8 BATHROOM STUFFS

Bathroom stuff	
Purpose:	**Identify 5 things of the bathroom**
Time:	**15 minutes**
Instruction:	**Identify 5 things that you can use in the bathroom**
Evaluation:	**That the child can use the controls to master the airplane mode and select words randomly placed by the system.**
Recommendations:	**Give the child general practice using the controls for flight mode and at the same time selecting the words**

ACTIVITY # 9 FLY

Fly	
Purpose:	**Practice on the flight mode to search words set by the system**
Time:	**15 minutes**
Instruction:	**Use the plane to identify words that the game tells you**
Evaluation:	**The child must try as many times as necessary in order to understand the words of the identified objects.**
Recommendations:	**Support the child at all times if he has not yet mastered the use of the flight control.**

ACTIVITY # 10   DISCOVER NEW THINGS

Purpose:	**Discover things in places that have doors or drawers**
Time:	**15 minutes**
Instructions:	**Proceed to right click to open the doors or drawers.** **Point out the objects evidenced in each of the discovered places.**
Evaluation:	**That the child can open and close the doors once he discovers the objects in each of the places.**
Recommendations:	**Once the difficulty increases, support should be given in all the proceeding of the games.** **Games are not an obligation, so the child should see them as a form of recreation.**

4.6.5. - RESULTS OF THE USE OF THE VIDEO GAME INFLUENT

Expanding the vocabulary through the game allows the memory to work in a better way, achieving that the object-subject relationship occurs to a lesser and greater extent. In addition to the fact that the orientation is direct, and its development allows the child to carry out procedures similar to that of a home simulated being inside it, so the storage of the words in the English language is understandable.

That is why the stimulation of semantic, episodic and procedural memory is worked through the game.

Source: Jorge Orlando Crespo Berland
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4.7. - CONCLUSIONS AND RECOMMENDATIONS

4.7.1. - CONCLUSIONS

1 There are enough theoretical base to point out that videogames improve learning English process. Especially the theories related to the Learning based on digital games.

2 Students of fourth grade from Amor y Vida Foundation face some problems in the Access of technology, because the majority have not played videogames which means that their families have not the enough resources to provide them with technological tools such as video games. However, most of them have interest in learning English and have good expectations of using videogames for their classes.

3 The didactic guide of activities involving a video game called "Influent" Will allow students of the Foundation improve their vocabulary English learning.

4.7.2. - RECOMMENDATIONS

1 It is recommended to conduct other studies related to the use of video games for improving English learning, using bigger samples in order to give a stronger support of the theories explained in this study.

2. It is recommended that the Foundation can provide technological tools for the children of their Institution in order to strengthening the learning-teaching process. The reason is because most of the children of the Foundation live in poverty due to some of them have never played a videogame.

3. It is recommended to suggest the use of the didactic guide, for some schools in the Province in order more students can take advantage of the benefits that videogames can produce in learning English process.

5. - TIME TABLE (Chart1)

ACTIVITIES / MONTHS	October				November				December				January				February			
1.Development of proposal Project Work	X																			
2. Delivery of proposal Project Work		X																		
3 Development and delivery of chapter I(The problem)			X																	
4 Development Chapter II (Theorical - Basis)				X	X															
5.Development And Delivery of chapter II						X	X	X	X											
6. Development Chapter III (Research Methods)											X	X								
7. Development and delivery of chapter III												X								
8. Development and delivery ok chapter IV (Research Proposal)													X	X	X					
9. Development and delivery ok chapter IV																X				
10. Development of the preliminary pages, abstract, etc.																	X	X		
11. Delivery of final project																X				
12. Distribution to members of the court																			X	
13. Project defense																				X

5.1 RESOULUCER (Chart2)

HUMAN RESOURCES				
Nº	DESCRIPTION	TIME	UNIT COST	TOTAL
1	Advisor		0,00	0,00
2	Teachers		0,00	0,00
Subtotal				$00,00

(Chart3)

INSTITUTIONAL RESOURCES				
Nº	DESCRIPTION	TIME	UNIT COST	TOTAL
1	FUNDACIÓN AMOR Y VERDAD, SCHOOL		0,00	0,00
2	Teachers		0,00	0,00
Subtotal				$00,00

(Chart3)

	TECHNOLOGICAL RESOURCES			
Nº	DESCRIPTION	TIME	UNIT COST	TOTAL
1	Internet	5 months	30,00	150,00
2	Laptop	1	800,00	800,00
3	Speakers	1	40,00	40,00
4	Influent	1	5,75	5.75
Subtotal				$995,75

5.2.- REFERENCES

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APPENDIX

APPENDIX 1: Questionnaire for Students survey

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Objective: The purpose of this survey is to collect information about your opinion related to the relevance of the implementation of video games as a tool to improve your English vocabulary.

Instructions: Read the questions below and then choose one option (X).

1. **What do you think of the English language?**

Nº	ALTERNATIVES	RESPONSES
1.1	It is boring	
1.2	It is interesting	
1.3	It is easy	
1.4	It is difficult	

2. **Do you think your English teacher encourage you to learn?**

Nº	ALTERNATIVES	RESPONSES
1.1	Agree	
1.2	Undecided	
1.3	Disagree	
1.4	Strongly disagree	

3. **What is most important to learn in English class?**

Nº	ALTERNATIVES	RESPONSES
1.1	Speaking	
1.2	Reading	

Nº	ALTERNATIVES	RESPONSES
1.3	Listening	
1.4	Writing	

4. When you read in English, what do you like to learn?

Nº	ALTERNATIVES	RESPONSES
1.1	Grammar	
1.2	Vocabulary	
1.3	Pronunciation	

5. How frequently is technology used in class by your English teacher to develop vocabulary skills?

Nº	ALTERNATIVES	RESPONSES
1.1	Always	
1.2	Sometimes	
1.3	Rarely	
1.4	Never	

6. Which group of vocabulary from these areas would you like to learn?

Nº	ALTERNATIVES	RESPONSES
1.1	Things of the house	
1.2	Names of animals	
1.3	Types of food	
1.4	Other	

7. Have you ever played video games?

Nº	ALTERNATIVES	RESPONSES
1.1	Yes	
1.2	No	
1.3	I don't know	

8. What video games have you played?

Nº	ALTERNATIVES	RESPONSES
1.1	Minecraft	
1.2	Mario Bross	

1.3	Influent	
1.4	Other	
1.5	none	

9. Do you like video games?

Nº	ALTERNATIVES	RESPONSES
1.1	Yes	
1.2	No	
1.3	I don't know	

10. What kind of materials do you expect to be used for the development of English classes?

Nº	ALTERNATIVES	RESPONSES
1.1	Guide text	
1.2	videtablets	
1.3	video games	
1.4	tablets	
1.5	stories	

11. ye

Nº	ALTERNATIVES	RESPONSES
1.1	Yes	
1.2	No	
1.3	I don't know	

Thanks for your participation

APPENDIX 2: Questionnaire for the Director's interview

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

9. Do you think the quality of English language teaching has increased or decreased in Ecuador?

10. According to your thoughts, do you believe that the use of ITC has been caused an impact on online classes?

11. According to your experience, what are the main challenges a teacher faces when teaching English?

12. How important do you consider the acquisition of vocabulary for learning the English language?|

13. What is your opinion about using video games as a tool to improve learning process?

14. Do you agree with video games as a tool for teaching vocabulary?

15. What resources do you recommend to teachers who want to apply video games in a class?

16. Do you think that the execution of video games will benefit fourth graders students? Why?

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado" **A VIDEO GAME AS A TOOL OF PRACTICING AND IMPROVEMENT OF VOCABULARY FOR STUDENTS OF FOURTH BASIC GRADE AT FUNDACIÓN AMOR Y VERDAD, SCHOOL YEAR 2021-2022"** elaborado por el estudiante **JORGE OLANDO CRESPO BERLAND** 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 URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1 % de la valoración permitida, por consiguiente se

Procede a emitir el informe.

Atentamente,

_____

SANDRA CAAMAÑO MSc.

TUTORA

Annexes (Photos)