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**Experience of Learning Specific English Vocabulary Through Video
games: A research to Adolescents**

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Dedicatory

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Abstract

Video games have penetrated our society nowadays, which has become as important as technology and learning has that mixture in gaming. This thesis will discuss some theories about learning English vocabulary in adolescents through video games using a strict methodology, different authors like Gee, (2003); Klimova, (2017); Brown, (2001); Celce, (2000) and so further to explain the use of video games in learning, thereafter solving the idea if video games are useful and at the end conclude its future impact in a society, which is living hard days due to the pandemic of COVID-19 and social confinement, and this project will be beneficial for players that are learning at home with online lessons and playing.

Chapter 1: Introduction

1.1 Introduction

Nowadays technology has penetrated society and has been useful for many objectives, such as learning whatever we want to learn, for instance how to fix a car, how to write an essay, or how to play an instrument. Learning a foreign language is not an exception. Moreover, technology has brought us something that many people love and use in their homes, those are video games.

Video games have become a part of the everyday lives of many kids, teenagers, and young adults. They spend a lot of time playing devices, rather than hanging out with friends or pursuing other activities or interests. Parents often consider video games as a problem that is limiting their development, due to the lack of socialization or studying time, they imply. However, if technology might be a useful learning tool, as stated above, it is reasonable to pose the question of whether this fact could not apply also to video games. Gee (2004) states that “video games are good for players” due to their benefits of realizing stress and the impact in our days.

Consequently, this research will focus on the impact that video games may have on the language learning process. It narrows a research design on the acquisition of English as a Foreign Language (EFL), and herein the vocabulary learning, that focuses on adolescents during the quarantine.

The rest of the first chapter will explain the details of the design of the research. In the second chapter, it is presented former works on related subjects, such as the relation between video games and language acquisition, incidental learning, vocabulary acquisition, or motivational resources. The third chapter, the first will be explained the selection of a test and a survey to the participants. Then it is proceeded to present the design of an instrument that is designed in a test

and a survey. The fourth chapter is used to show the results and in chapter five the results will be discussed and further recommendations will be provided.

1.1 Purpose of the Study

The main goal of this research is to identify if video games could be useful for the English vocabulary learning process. Concerning this matter, it relies on players' proficiency in gaming. On the other hand, there is a reliance on English vocabulary frequently used in video games, under the condition that the selected vocabulary is commonly used in video games in Standard English vocabulary. By applying vocabulary tests to gamers, it seeks to discover if they can recognize English vocabulary, referring to video games is used in other contexts. The chosen gamers are participants from ten to nineteen years old, who have been exposed to lockdown due to quarantine.

Moreover, this design test will be desirable to be applied up to 7 participants as an experiment, who have played video games in English within quarantine, but with the condition of having at least a basic level of English.

Depending on the findings, will also be answered the question of whether video games could be a source of learning a second language or other languages.

1.2 Research Setting and Relationship to the Topic

This research has as the main setting related to the topic proposed to support participants and researcher with the idea of the use of video games in learning English vocabulary and see better results with this during quarantine of COVID-19.

The place where this research is settled is located in Puebla's city, but online due to COVID-19 confinement, therefore participants have the chance to play more time and are protected to be infected by the virus, which is experienced nowadays.

The significance of this topic is to get meaningful results regarding video games, herein video games are now a new way of learning languages such as English in a stage that is difficult in current society, thus this topic is very important to discuss for further research.

1.3 Significance of the Study

This research is focused on the question of gamers improve their level of English as Foreign Language (EFL) by playing video games to learn certain vocabulary or much more than classes at school or lockdown. If these results are liable, it would be a significant finding and also helping to raise the reputation of gaming and its role in the learning of EFL vocabulary. Because this would mean that gamers, while their attention is focused on enhancing game levels, concurrently pass through an incidental vocabulary learning process.

Therefore, gaming would not be considered just as a leisure activity, but as an activity that does have an impact on language learning. In this way, it could become another tool for English vocabulary learning, and EFL training programs could rely on a scientific foundation to interlink the nowadays so common gamers' learning process.

1.4 Research Questions

General question:

To what extent can video games be a useful tool in learning EFL to get vocabulary during the process of gaming?

Specific questions:

1. What kind of video games are the most played during quarantine?
2. What kind of vocabulary do players learn through video games?
3. In what contexts do players use vocabulary from video games?

1.5 Objectives

To analyze players' points of view about where they apply the obtained vocabulary in video games.

To list the vocabulary that people learn in video games.

To describe what kind of video games are played by teenage users during the quarantine.

1.6 Keywords

Video games: A game in which the player controls moving Figures on a screen by pressing buttons. Cambridge Dictionary (2020).

EFL (English as a Foreign Language): Teaching English to students, whose native language is not English. Cambridge Dictionary (2020).

Vocabulary: All the words known and used by a particular person. Cambridge Dictionary (2020).

Acquisition: The process of getting something. Cambridge Dictionary (2020).

Incidental learning: learning grammar with no exposure to semantic features. Doughty, & Long (2003) as cited in Gass (1999).

Gamification: a source of motivation that may involve; avatars, scores, rewards, and so on. Osma-Ruiz Sáenz et al. (2015).

Chapter 2: Literature Review

2.0 Introduction

This chapter will discuss all the theories and literature consulted herein getting information that supports the idea of learning the vocabulary of English as Foreign Language (EFL) through video games for teenagers who have been exposed to lockdown due to quarantine.

2.1 Theoretical Framework

The following research presents theories and arguments regarding video games and language acquisition to get the vocabulary of EFL. Besides this research seeks the idea if video games are valuable to learn or if they are under the same level to be used.

On the other hand, it will be discussed how video games impact learning, then it argues how a video game may help players to improve a level in the second language; types of learning such as incidental and implicit learning, finally it will be checked if there is a possibility that a player can learn to interact with others to help people with the advance of technology, (boundaries) and so on.

At the end of this chapter, this will concern the use of video games and then follows this research with the application of the instrument to get the data. Finally, it has recent findings of the usefulness of video games in the language learning process, specifically in the acquisition of new vocabulary.

2.1.1 Recent Studies

In this part of the chapter, it will mention the authors, whose investigations were carried out recently in the field of video games and language acquisition. The reason for this research to be mentioned is to justify the importance of this subject to support the ideas discussed during the topic.

First of all, it is very important to mention that each of every research was taken from academic articles, hence all of them match with the idea discussed later.

Klimova & Kacet (2017) study was the efficacy of video computer games in the acquisition of vocabulary of a foreign language for an experimental/ intervention study control and non-control group, that was about in five studies from Japan, Iran, and the USA, hence the range age goes from 6-40 with a different number of participants. Each group was exposed to video games in 15 weeks of the experiment, to see if they can get as much vocabulary as the ones of traditional classes, they concluded that video games with education have a good performance for players in language acquisition for each group.

Nonetheless, Osma-Ruiz, et al. (2015) juggled with video games that are more serious and designed for education to motivate students to learn as they play. The number of participants was 16 university groups from Spain, who were both exposed to serious games, thus they were divided into two at a higher level and lower level (B1/B2 standards). They carried an experimental study with two surveys of 11 questions, that were applied for students after gaming (the second survey). Their game was designed for upper levels to help players with lower levels to improve; both surveys were focused on motivation (7 questions) and capacity of games for education (4 questions). This study showed that it was a success, which resulted and implied that

experimental serious games also increase motivation, while learning and attractiveness drag more students to play and match with Gee's theories mentioned later.

On the other hand, Galvis (2015) focused on incidental learning and reading with video games to prove that students can adapt to their education gaming. Although low participation of Colombian students, who were in the context of exchanging programs, yet it was carried a study with only theories with open collaboration to carry in further studies, thus this study is focused on theories to inform what benefits can be brought with playing and mention some topics used later in this chapter.

Furthermore, Vahdat & Behbahni's (2013) experiment was closer to the repetition and context of gamers, whose skills are higher than traditional students of a class, hence they used a game called "Runaway". This study was carried out to 40 students both male and female divided into 10 of both sex from university with a range of age of 23-27, in an experimental group and control group; the experiment was for students that play the video game Runaway and the control group is a traditional lesson group. Both groups were selected through their performance and scored in a sample of the TOEFL test, then with a multiple-choice test and at the end a Likert scale questionnaire. Wherein learner's performance is seen as an instrument of studying a bit deep on repetition and the experience of gamers, which become successful and optimal to follow such experiment with players and non-players inspires this research to be a key of carrying out further studies and concluded that gaming has a great effect towards students to get new vocabulary.

Besides, Salavati & Salehi (2016) in this experiment it was carried out retention through Instructional Video games in Iranian learners' pre-intermediate level, where 32 males and 43 females were a target, but at the end, 60 participants were required due to the levels of test, each

group was divided into two groups, one experimental (28) and a control one (32). They carried 3 tests divided into a test of 32 items of vocabulary meaning, posttest a multiple-choice and a delayed test applied a month after. At the end of this experiment, it was inferred that major retention through video games is significant and suggests IVG arises motivation.

On the other hand, Mohsen & Sepideh (2016) focused their experiment on high school Iranian students of 136 males around 12-18 years old in a quantitative approach, which experiment was divided into players and watchers. Wherein it was divided into several groups of players and selected two watchers for two players. The instrument had two tests one of 42 items and 7 points on the Likert scale. This experiment was not at all ideal due to the exclusion of females and watchers did not experiment with Digital Video Games (DVG), yet the fact of motivation would support this study.

Though Mohsen (2017) did another study with more participants of junior high school Iranian students with a comparison of traditional classes with 241 at the end used 216 due to some of them cheated. This was divided into three groups of 75 readers, 65 players, and 74 watchers to see if the acquisition of vocabulary was effective. It was used the same mechanics with the experiment using a pretest of 21 items of a multiple-choice vocabulary test, posttest of 12 items during five weeks resulting in having more details in the experiment. At the end of this experiment, it was a great advance due to players' and watchers' outperformance bigger than readers and suggest that DVG (Digital Video Games) is a potential topic to explore.

Also, de Haan (2010) made an experiment on 80 randomly Japanese students of university divided into 15 females and 65 males in two groups of paired students, who were assigned as Mohsen's studies player and watcher. They were also selected according to their previous background in English. This study included 62 items of vocabulary and lyrics with 20

minutes of playing, while watchers listen to pieces and repeated the action as players played. The result of this study was higher for watchers due to the repetition and low for players due to multiple tasks involved, hence it suggests more studies on that.

On the other hand, Rastti & de Haan (2018) made a report of a literature review regarding video games involving taking notes, keywords, and factors involved in video games like motivation implicit learning and found that video games are advantageous in having context vocabulary.

In addition, Connolly, et al. (2012) made another review of the literature but based on empirical studies regarding video games and serious games, using 129 documents that support this study and found both positive and negative aspects on video games and showed that there are more positive outcomes concerning video games impact in learning.

On the other side, Mohsen & Sepideh (2017) one more time they made a study based on commercial games with high school students with a total of 213 participants each group divided into previous studies with an assigned number of a reader (75), players (65) and watchers (74) with same mechanics of experimental study and division of tests but with major durability of pretest, test, and posttest within 6 weeks of solving readings and vocabulary used in a commercial game. Again it showed a huge acquisition of watchers and players in this study.

Yet, Postic (2018) made a mixed study, which surveyed 9 questions to 96 children of 11-15 years old to see video games benefits and concluded that vocabulary and pronunciation are higher, hence video games have a positive impact on learning English.

Furthermore, Elyas (2017) carried out a case study on qualitative research, which used interviews on hardcore university males, that were five players using *Whatsapp* as a tool of the data collector. This research concluded that gaming is natural learning as a result of this the

success of motivation and better learners become masters in the field of gaming, communities, and so on.

On the other side, Valencia Castellanos (2016) reported the effect of gamification in EFL to demonstrate its effects, hence he collected several reports regarding gamification and video games and concluded that willingness and positive effects are involved in motivation through gaming.

It is noteworthy to mention that, Vindlund (2013) research consisted of a qualitative approach by making interviews and observations to 7 different gamers with different games with range age of 20-27, whose learning of English was not at all at school and spent many years playing different types of games. During this observation had as mechanics to see gamers proficiency and were interviewed and observed to see the effects on those games, as a result, it concludes that learning through video games is good no matter if it is at school, she called “learning”, and also found that gaming and vocabulary acquisition is dissimilar to traditional teaching, hence they become masters in context of gaming and there were big tendencies of communicative development.

In closing, those studies support each idea to be discussed in this chapter and their recent consideration was taken to explain all theories involved. This study will discuss the following aspects regarding the topic and to closing if video games might be useful for EFL learning.

2.2 Video games as a Learning Tool

Video games might help players to learn more than having leisure and spend time to fulfill rewards instead. Some researchers agree with that idea, they are in favor of using video games to learn a new language, “when people learn to play video games, then they are learning” This statement may draw attention to how a video game can do such acts as if they are supposed to be

time consumers or any other way of entertainment for kids and teenagers. This is an idea that old generations have about video games and their consequences with a society that is now accustomed to technology and its evolution with humans, who are interacting more with them, even for their habits or education. The deeds of learning, video games, and technology have something in common and that is the acquisition of vocabulary of EFL through video games, also the outcome that is brought with the use and the role played rather than wasting time or being odd Gee (2004, p.13).

All the benefits given by video games will be exposed and discussed according to previous investigations done that are linked to the conceptions above.

As Gee (2004) says that video games teach us how to interact and learn something that is called “social practices”, in his own words is the definition of daily routines, for instance: work, meet people, support and/or doing something else that users or normal people are engaged to accomplish. (p.15).

Perhaps this idea should fuzz many generations, that is not very associated at some point to not stand the idea of how video games are ways of learning and interacting in a society, thereby it tends to use technology to have achievements or any reward (needs).

Such idea is shared by Ellis (1994, p.509) “part of motivation and achievement are engaged to *instrumental and integrative* interest in which learners become independent”, therefore players are willing to accomplish any challenge in a video game to feel more comfortable and feel the sensation of being tested by a video game.

Gee (2007, p. 10) claims that “pleasure is the basis of learning in humans and is like all the activities that give pleasure”, this infers that video games have a basis and are very linked to motivation and learning a second language with previous instructions and after the instruction to apply in a real context or meet new people to create a bond with those elements as Klimova &

Kacet (2001, p.1) as cited in Uzun, (2009) claim that “games create an environment, where education is mostly learning-centered with the opportunity for socialization and the desire of oneself” The idea of having an environment “outdoor” without getting out, might be an idea of learning and taking risks that human is willing to do to accomplish what he intends during the process of acquiring L2. Even though the vocabulary learned through video games likely used in the correct situation, then it should be used even with higher levels.

2.3 Gamification

In this part, it will be defined as a topic, which is recent and related to motivation in video games and that is called: *Gamification*.

Osma-Ruiz et al. (2015, p.3) on the other hand point out that” *gamification* is a source of motivation that may involve; avatars, scores, rewards and so on”. Thus, players learn more through characters and feel more motivated to acquire the vocabulary of EFL as they have rewards, hence extrinsic motivation might be defined as well in this case as gaining and completing daily rewards to gaming every day and having a good time to play; platform games or online are designed to “consume”, yet they provide players more knowledge and skills to advance more levels, hence instinct motivation may be the fact of learning and searching keys to complete the level of a game.

Gamification according to Klimova & Kacet (2017, p.2); Findley (2016); Pappas (2015) et al. describe “as a methodology that involves elements such as activities that motivate learners to be active, and integrates games into the learning process to teach specific skills or achievements”, which means that motivation and learning are linked to active learning and types of skills that will be argued later. Consequently, gamification uses game elements as a reward for

competing and existing training modules Klimova & Kacet (2017), like groups or player's identities, the topic discussed later in this chapter.

On the other hand, Valencia Castellanos, (2016, p.9) as cited in Werbach & Hunter (2012) defines gamification as the “use of game elements and game design techniques in non-game context”. As well, Valencia Castellanos, (2016, p.9) as cited in Figueroa (2015) says that “increasing participation and motivation added techniques”, this concept agrees with Klimova's concepts that rewards and competition push players feel comfortable in playing. This section ends with motivation roots and extensions in learning a foreign language, now it will take into account when it can be learned with intention or not.

2.4 Incidental Learning or Suitable Learning

Learning has the most difficult task in all aspects due to its infinite bit of knowledge, that restricts learners to get that infinite bit, then learning becomes a sort of bothering part due to the way that it is being taught, thus learners are engaged to feel comfortable with a kind of learning, which is familiarized to getting that part. Therefore, video games play an enormous role that players are unaware of, which can be called whatever: formal, incidental, or implicit learning, which students need to identify or maybe feel comfortable with them.

According to Doughty & Long as cited in Realer (2003, p. 314) expose that “implicit learning is a primitive process of apprehending structures by attending to frequent clues”, which refers to learning as the retention of frequency events or tasks that naturally broaden learners' minds to attain and gain knowledge, and of course innately acquiring L2. Hereafter, when somebody is playing is learning with no intention and unconsciously because his attention is centered on the game and little characteristics of grammar, yet he is not worried about

complexity; nonetheless, he is centered on small bunches of meanings by guessing or relating with his structure, hereby player's absorption is innate and all he is getting becomes part of him.

On the other hand, Doughty & Long (2003, p.314) argue that "implicit learning usually has the intention of learning something, even if the learner is supposed to learn something different that they should learn or intend to", i.e.; *unconsciously*, thus learning is automatically done and in case of video games, the attention is always there with no instruction.

Thereupon, players are unaware of learning something, yet the need that game brings to solve clues or getting new vocabulary turns into an "intentional learning", something quite similar to intrinsic motivation mentioned above, which refers to intrinsic and extrinsic as integrative orientation and instrumental, hence players are willing to learn more to have more gifts or rewards instead.

Notwithstanding, incidental learning as Doughty, & Long (2003, p. 358) as cited in Gass (1999), expose "that is about learning grammar with no exposure of semantic features", henceforth when a player is learning an L2 with a video game may infer automatically the vocabulary in the game or associate with his/her mother tongue to concentrate on game's goals or challenges. Then incidental learning occurs when attention is on something else and the awareness is probably "vanished", subsequently retention can be used in those situations, no matter how the intent of no instruction is, as result players are learning automatically.

Contrary to "formal learning which seeks more overwhelmed students to make them feel as exposed as they desire, however, it is not working", Ellis (1994, p. 486) as mentioned previously with gamification having motivation as the main support, yet formal learning expects high motivated students to use their techniques, who probably do not use them because of the lack of methods involved, and perhaps confidence in students, especially if they have teenagers

learners, that spend much time in front of a screen or mobile devices that help them to grow personally rather than rot their brains or skills.

Besides, Galvis (2015, p. 7) claims that “incidental learning in video games make a gaining of vocabulary”, hereafter when players spend much time with any kind of game, which impulses them feel motivated and in certain way engaged to learn for their “intention to improve personally”, since they learn vocabulary with no goal, despite their “mission” of improving, so they get the vocabulary of EFL in a game.

It is noteworthy to mention that Doughty & Long (2003, p.p. 360-361) conclude that “implicit and incidental learning are closely the same due to the fact they do not imply a deliberate retention technique”, thus players are focused on having fun in-game, which is in English rather than memorizing all the meaning, i.e. they learn small chunks automatically without recurring any kind of method.

In conclusion, incidental learning does not have the intention of learning as well as intentional or formal learning, which tends to force students or players to retain. Therefore, players learn much easier with no intention, even if they are supposed to get for any rubric or rule.

2.5 Learning not Obligatory Vocabulary with Video games

It has seen above which types of learning are “suitable”, and inferred that learners are more engaged when they are not pushed to limitations, hereby students are willing to learn a big amount of rules or contexts to use them in real life since they play video games for the reason of communicating with others even with natives with proper use of instruction by certain resources. As mentioned above incidental learning helps players to learn an L2 with no semiotic exposure and learners can enhance a huge amount of vocabulary with the inference of context. Galvis

(2015) as mentioned above claims that “incidental learning in video games make a gaining of vocabulary”, therefore they can obtain as much vocabulary as they desire or collect depending on the spent time, thus they should spend a lot of time gaming and learning to learn more.

Klimova & Kacet (2017, p.6) say that “exposure, improvement, and computer-aided games help students to have a vast amount of vocabulary and a big chance of focusing on target language”; in the case of video games, when a video game is set up or comes into the original language (English), players are exposed to L2, thus receptive and productive skills are working actively, which are going to be discussed then.

Celce-Murcia & Elite (2000, p.79) point out that “vocabulary acquisition and use can be quite specific once learners have mastered a certain amount of words (2000-3000), which constitutes the basic everyday vocabulary and its domains”, thus they are increasing more every time they play, which infer that each stage have a domain and use of language that says: *they have a domain choice (personal, public, occupational and educational) that are part of lexicon and repertoire of expressions used during a test and usage of vocabulary in video games.*

Contrary to Klimova & Kacet (2017, p.2); Ashraf, Motlagh & Salam (2014) et al. Claim that “vocabulary is more important to get in video games for children, thus it can be effective”; therefore, children and youngster who spend time playing can express themselves and develop more skills freely, since they do not feel overwhelmed.

Klimova & Kacet (2017, p.2)., as cited in Aghlara & Tamjid (2011) find that “learning vocabulary is more effective in video games rather than being taught traditionally”, since players are more encouraged and engaged to learn as mentioned above previously regard motivation and learning incidentally may lead students to have a better capacity of catching EFL rapidly.

On the other hand, Norton (2013, p.44) as cited in Gardner & MacIntyre (1992) argues that “the major characteristic of informal context is the willingness”. Thus, players feel more comfortable with jargon included in video games than formal ones, which makes them feel overwhelmed and with the major enthusiasm to learn more about English.

It is noteworthy that those theories were discussed above, hereby they apply to what Celce-Murcia & Elite (2000, p. 80) claim that “figurative and literal vocabulary is about context and situation”, wherein players are willing to learn more and increase even more their repertoire, subsequently they are willing to use the vocabulary obtained from video games when is demanded to use for that reason fluency may increase.

This section treated the use of accurate vocabulary in a certain situation, it is time to see what techniques are used and means employed while a player or non-player is learning.

2.6 Learning Styles and Techniques in Video Games

Previously in this chapter, it has been argued about learning, motivation, and how vocabulary is acquired during the process. According to some researchers’ learners gain vocabulary if they spend a lot of time practicing the new language and video games give the opportunity since learners are in front of a screen or mobile.

It should be stressed that vocabulary is quite important for players and learners to catch on to the meaning and rules, as mentioned above: *players are exposed to grammar with no exposure of semantic rules*, then those type of learners are learning automatically due to the time invested, thus it is noteworthy that they can learn with any learning styles: visual, kinesthetic, tactile or auditory; video games are not the exception to having the chance of learning through those.

Gee (2003) Calls “automatization” a required process of learning, since learning actively becomes critical when the boundaries of internal and external grammar come to develop skills and interactions, thus learners’ drill is quite easy to go through with language. Therefore, both are

some sorts of subdomains (belonging groups of a category in a game), which games are linked to matters of teaching strategies, and they may involve any root or science without being passive. (p.p.40, 47 and 70).

The theory of Gee stated above reflects that learning and teaching involve techniques and learning styles with video games, as Celce-Murcia & Elite (2000, p.62) supports this as “teaching by techniques like TPR active learners to acquire language from different scenarios, such as using phrasal verbs are a matter of repetition and routine”; in video games, it should take account that learning and gaming is a matter of time and repeat by the 5 senses, to retain and gain the vocabulary involved, video games include them, yet there are other interactive games, which can be used with all the senses.

Ellis (1994, p. 499) States that “learning style is considered as a psychological functioning that helps adults especially to explore their tastes using the 4 styles of learning”, then adults can enjoy a video game and use them as they fit with the style of learning, thus adults and teenagers can be caught if a game fits according to his needs.

Galvis (2015, p.11) agrees that “reading and vocabulary make learners be skillful and follow instructions”, video games make players infer and use the rules in different situations, deductive reasoning is activated (mentioned later) since player obey rules like paying attention, reading instructions or solving clues, that allow players to become an efficient student of L2.

On the other hand, Celce-Murcia & Elite (2000, p.62) claim that “listening and watching are the main techniques to learn”, then players with an exposition of those skills in video games help players to get a big amount of phrases, and those means are quite helpful to develop in a proper situation of using vocabulary to accomplish any exam, for instance, perhaps imitating the pronunciation, repeating words and looking them up in dictionaries are ideal for players to express themselves freely.

It has been argued so far the techniques and styles in learning EFL in video games, which imply much on how a player gets vocabulary easily and freely regarding the way he or she learns, and of course, it was stressed that they would be more skillful if they developed a bit more their sense the following part will argue two very important skills, that pushes players to feed themselves more.

2.6.1 Receptive and Productive Skills Applied in Video games

Previously has been discussed the idea of learning styles and techniques that help players to get as much vocabulary as they can with their style. It will be considered two big important skills, which are employed unconsciously to be applied and are: *receptive and productive skills*.

It is noteworthy to mention that Ellis (1994, p.536) as cited in Rubin lists that “*memorization and deductive reasoning* are associated with incidental learning mentioned previously”, which declares that learners are exposed to language with their receptive skills (listening and reading), they are primarily the key of learning to produce (speak and write) naturally what is learned.

Ellis (1994, p. 536) as cited in Chamot (1987) on the other hand, says that “repetition and elaboration are cognitive strategies”, this definition of cognitive is said as a mental and intellectual function, it is noteworthy that players use listening and reading as cognitive strategies due to their function as a receptive skill, which helps players to keep as many information as the brain is capable.

However, Ellis (1994, p. 53) as cited in Cohen (1990; 15) claims that “learning strategies are directed at language skills of vocabulary and learning”, therefore receptive and productive skills obey this rule in learning with video games because it has an accuracy of using them

without any trouble. After all, they can benefit the player with scripts or dialogues, which are said by the character to support the player to understand and catch the pronunciation.

Brown (2001, p.55) claims that “how intelligence and memory in gaming play a role in this process”; the human brain is a powerful source that absorbs a vast amount of information about L2. As a result, the human brain is the master of the two big ones; with listening and reading human receives information, and writing and speaking human acts. Thus, video games help players to do things.

It was dealt so far the techniques and skills involved in learning through video games and the magnificence of the human body to learn whatever it wants with its sources like ears, eyes, mouth, and so on. It is time to mention what kinds of sources are good for any type of learner.

2.6.2 Complements for Video games for any Player

This part of the chapter will argue what complements can help a player to achieve a sort of vocabulary or any grammar rule regarding previous theories exposed before and to what extent they can function to have a level above or equal to those, who do not play.

Gee, Selfe, & Hawisher (2007, p.55) support this as “how helpful is repetition in video games due to teaching and employment of visual conventions and qualities to expand meaning”, then this theory is familiarized to receptive skills to create a bond with productive skills mentioned in the previous part.

As well, Brown (2001) stresses meaningful learning, which subsumes new information into existing structures and memory systems, and the result of associative links, create stronger retention, so it will lead toward better long-term retention than rote retention. Thus, retention is a way of having an amount of vocabulary of EFL. (p.p.57-60).

Furthermore, Celce-Murcia & Elite (2000, p.91) claim that “using dictionaries is very important to transfer L2 to L1 to understand and get the message, no matter if a player uses

electronic, bilingual or traditional ones” since players develop more skills as expected especially teenagers or children, whose minds broaden continuously and adults may increase according to their personality and way of learning, and they recur to dictionaries due to the curiosity that a game awakes to them.

Nonetheless, Gee (2003) points out that “amplification of input principle” meant little input major output, thus players with a minimal amount of vocabulary can get more than expected, even the colloquialisms or informal language with basic phrases, besides he claimed that repetition is not a routine, they see as enjoyment as motivation, mentioned before. (p.p.64-65)

Herein players have a broad field to expand their repertoire in English to be proficient in the foreign language, thereby the use of those can be applied in the process. Through this section has been discussed the complements function in learning to help players to achieve vocabulary to concluding this part, it will be argued if any type of learner learns better or retain in any age.

2.6.3 Old Players VS. Young Players

Previously it was dealt with the complements to be used in learning during gaming, this section will argue if old players are more skillful than young or are the same subject.

Brown (2001) says that “children learn without thinking in language, automatically acquired”, contrary to adults, children absorb an L2 easier than an adult, especially if they are playing a video game in the original language due to the awareness of details.

Nonetheless “avoiding small details unconsciously could probably block minds, hence adults can pay much more attention to them to improve” Brown (2001, p.p. 55-56), thus no matter the age of any learner and/or how fast they retain, they can be categorized in any of the 4 styles to develop, hence the 4 skills can be used with any resources. See styles and techniques

On the other hand, Brown (2001, p. 16) as cited in McLaughlin (1991; 1983) calls “automatic processing with peripheral attention to large forms to simplify some bits of information with its complexity, no matter the age; they eventually learn in a high speed”. Hereby learners can retain information in small pieces, which allows them to increase more with the time in a manner to obtain a level.

Also, players acquire the vocabulary of EFL quickly, such theory persists in Galvis (2015, p.3) “age of learning (AOL) and length of residence (LOR) are decisive in language acquisition”, players can experience the benefits and new ways of learning, and thus they develop any skill whether receptive or productive are eventually developed.

In this part of the chapter, it has been argued how a player accomplishes the mission of expanding his/her mind with video games, and the strategies and skills developed to be tested and apply them in a real context, next section will discuss how they have external interactions without getting out, and how is a personality of each player to have more relations and being in contact with the language in video games.

2.7 Individual and Grouping Games Are the Key to A Civilized Society

In previous sections have been argued that video games are a tool of learning, and getting little vocabulary by drilling is better, due to its growth for players, and help them to develop their receptive skills for producing in a moment, in this part it will take account something that many people disagree on seeing as a media of an evolutionary society, which is evolving every day with language and technology, and that can be called “a civilized society” through video games in every category; first-person shooter, fantasy, strategy or RPG (role-playing game),- those can be considered as group and individuals creators, due to their task of providing information online or offline systems.

Celce-Murcia & Elite (2000, p. 74); Lloey (1992); Nattinger & De Carrico (1992); Sinclair (1996), et al. declare that “a significant proportion of social, professional and daily language usage is formulaic and fairly predictable”. This reflects that players can adapt themselves through their profiles or personal lives to share something in common (video games).

Besides, all the “social practices” according to Gee (2003, p.15) are fully accomplished in gaming online or offline, those cases can be applied in any type of game, hereafter players are willing to have a society to share or get the rewards, which is linked to motivation discussed early.

It is noteworthy to mention that Gee (2003, p.11) stresses that “games are a reflection of our civilization since we can change something by collaboration”, all the semiotic domains of Gee are in this study due to the amazing co-work of gamers, then a “guild” (defined by Gee is a group or community in gaming) is organized to compete against any other player to see their skills, - respect remains every time. Thus, they create an identity that is safe and protected for our real life, and then an alter ego remains and claims victories, which make them, feel comfortable to play more than twice.

Besides, Gee, Selfe, & Hawisher (2007, p.37) say that “games are involved in our society of information”, which means that is really in our behavior and practices that become our world, and we create an identity that releases our emotions to feel motivated Gee (2003).

Besides, Barab, Kling, Gray, & Duffy (2004, p. 4); (2000) agree that “a community has a significant history, a shared cosmology, common cultural and historical heritage; social interdependence and reproduction, society and online groups teach how to share every characteristic human raze to identify how they live”, for instance: online platforms have the option to “combat” against foreign people, whose L2 or native language is supposedly English,

then they can meet new people that have in common a video game, that makes them have a joyful time as they learn from foreigners or natives.

Furthermore, Barab, Kling, & Gray, (2004, p.6) as cited in Sharon Traweek (1988) define “*community*” “as a group of people, who share past, to have a future, and some means of acquiring new mentors to recognize the differences among them”, this is how guilds work online and offline when information is shared to other users to hack or unlock characters or buy new avatars, items and so further in video games.

On the other hand, Galvis (2015, p.2) says that “video games are roughly defined as a simulation of technologies, that allows users to carry out different proposes in virtual realities as done in real life”, refers to having a double life or an alter ego to keep abound with the game. Alter egos are linked to identities defined by Gee (2007, p.69) states that “video games create three-way interaction among virtual; character’s mind/body, goals and world for effective actions”, therefore players adopt their character’s personality, such as accent (if the dialogue is emitted), strategies and language.

Nonetheless, “*good*” “games are in such society players control the construction of a society or civilization”, like Gee, Selfe, & Hawisher (2007, p.45) this can be differentiated as what kind of games can do this situation and might be those which plot is interesting for gamers and learners, who seek the feeling of being motivated by the game.

Also, a narrative and consequence is likely the option of being captivated to play more claimed by Gee (2007, p.10), who also explains that “games feed human of pleasure, then the soul and passion are important to gamers”, this is how a “drug” may act though this kind of drug is healthy to players’ mind and body, due to the knowledge given, and mentioned previously, that help players to release all bad emotions to feel comfortable.

Furthermore, Gee (2003, p.56) claims that “virtual life reflects what we desire or our personality, for that reason we can have an identity”, players are the reflection of what is mind; consequently, they have a life, which excites them to learn more and share, and also create and encourage the active learning by gaming, see above. Then gamers adopt the personality, life, create a society, and learn a new language by online friends, who provide learners a high level to express themselves.

In this section of the chapter, it has been discussed how society works in video games and how a learner exploits this resource to feel more confident and play more and more, then the final risk taken is to deal with if a video game is valuable to spend and acquire what is expected in L2 to accomplish a certain level or get an upper vocabulary, the following part will conclude if a video game is an option to study profoundly to see if acquiring vocabulary EFL to reach a certain level.

2.8 Video games, Waste of Time or a Good Investment

Previously it has been argued the identities and societies in video games, creating a bond with users and games, for instance: they can share a cross-cultural identity, create guilds, and have information about the game deal or any stage, which is difficult to complete or hack. Now it will be highlighted the entire benefits and impact of video games regarding the studies carried out, and then follow with evidence and after concluding this research defending all the benefits of video games.

Celce-Murcia & Elite (2000, p. 108); Einstein (1983; 26) et al. say that “encouraging teachers to expose learners to such reduced forms, even if it is not grammatically adequate, hence learners can comprehend what is said”, it might infer that learners can have little

information and apply that little chunk to putting together an idea. Thus, receptive skills (listening and reading) lead us to productive skills (speaking and writing).

This idea agrees with Celce-Murcia & Elite (2000, p.108) that “co-text listening is an option to train learners to identify complex pronunciation or speed speech such as colloquial ones”, this matches with previous ideas of inferring vocabulary to deducting meaning with no semantic rules, and of course reading gives the step of producing and guessing words through minimizing dictionaries usage or having a notion of what is practically said, that source can motivate more in speaking or writing freely and confidently.

Then it can be thought that investment rather than wasting time, due to the benefits of a personality, according to Norton (2013, p.51) “investing in the target language and investment of learners’ identity changes continuously”, this clearly says that video games, in this case, can be an inversion and players adopts the characters’ role to accomplish goals, while they play to gain more language skills as stated above.

On the other hand, Gee (2003, p.21); Plato and Aristotle et al. say that “knowledge in something like sense content is good and itself comes to the practical use of knowledge”, therefore, learners can have the chance of applying what they have learned during the walkthrough, and of course share with other people strategies, advances, and language in case of online platforms or offline, which video games are developed to fulfill what they learn and play

On the other hand, Gee (2003, p.21); Eric Erickson et al. call “psychosocial moratorium” in learning space, which takes the risk where the real world is lowered, this refers to violent games that allow players to have a role to feel the excitement, and learn more about the plot and language involved for instance; thus, vocabulary is retained as well as violent ones, which is very technical or related to specific topics, hence they increase the expected level.

It has to be pointed out that “games act like human mind are good places to study, and produce human thinking and learning” Gee (2007, p.23), this is linked to content and how humans can learn even other subjects with video games, - those can help to develop mathematical skills when it is seen in a life bar, rewards or total of credits added to achieve a record.

This statement shares the ideas of Barab, Kling, & Gray (2004); Dewey (1916); Vygotsky (1978) et al. who state that the social view of learning adopts a system network view of interaction and activity. Intellectual development becomes a process of negotiation of meaning in everyday practice with others, that establishes how groups and individuals can know new friends online or offline by taking risks, however, the chance of having new relations and learning more about video games broadens player’s mind by the time of becoming skillful (p.17).

Moreover, Gee, Selfe, & Hawisher (2007, p.84) state that “games provide a low-risk environment and continuous assessment, reinforcing positive choices of encouraging players to take the risk, and also expand player’s imagination to apply in real context”, for that reason learners can think in what has to say in a real life.

Brown (2001, p. 57) on the other hand, thinks that “meaningful learning subsumes new information into existing structures and memory systems, and as result of associative links creates stronger retention”, this supports the idea mentioned before on how repetition in games or becoming a routine is better when they are forced to learn traditionally, in which situation creates an overwhelmed and unmotivated student.

In addition to backing to Gee (2003, p.63) remains that “if virtual world and reality are not compelled in learning, then little deep learning is liable to occur, due to the effort of learners”, which is obvious that learners or players should play with motivating and sociable

games that help them understand a world with technological advance and with EFL as an achievement in a demanding society.

Consequently, Gee (2003) recommends games in learning an L2 due to its benefits for children and adults because they gain more potential and affinity to join a group, develop them in future solve problems and learn how to think in semiotic domains, like groups or games that have a strategy. Hence, learners whatever the age and level are skillful to have better profits, and they can become more outgoing (p.46).

In closing, video games have the benefit of providing players a level of English without being stressed of grammar or boring steps to speak, then players develop their skills freely to feel confident and a valuable vocabulary, thus gaming or having a sweet time of playing a video game is good for player's soul as stated before, they release anger, immerse players into characters and puts them into character's shoes, and they deeply learn how to express English as natural as they can and get an accent provided by the video game or resources that may reinforce what has been learned.

This chapter has dealt with video games, impact, and the learning of EFL to seek more findings and results of this research, it is needed to carry out a process, and then demonstrate if they are useful to study more about video games and language learning, the following chapter will focus on methods and procedure to get the expected results and deliberate its study.

Chapter 3: Methodology

3.0 Introduction

This chapter will explain the process of the instrument, participants, methodology, and data collection to identify if video games are useful for learning vocabulary for teenagers, that have been exposed to lockdown forced by quarantine phenome.

3.1 Context

This section is going to describe the place to be taken to work. Due to the pandemic of COVID-19, this research has to follow certain health protocols to protect the participants' and researcher's health, therefore all the participants live in Puebla from different points and different institutions of the city, but they can be reached easily with non-major distance. Most of the participants are teenagers, that have in common English learning by video games.

The participants have a basic level of English, have already taken courses at school as the only resource of learning with a basic background and limited exposition English due to the pandemic of COVID-19, wherein forced them to be in lockdown and playing much time in English to improve their level or just because they want to be more capable in EFL learning or they need a certain certification of English.

The distance of their location would be the nearest and/or moderated living because of the contagion of COVID-19, so they are going to be located by phone and social networks to accomplish this research.

3.1.1 Participants

This research, as mentioned in chapter one, seeks to demonstrate if video games may help players to get vocabulary through video games by the time they spend in quarantine due to the COVID-19 pandemic, and according to research questions and topic will base if video games worth be studied in further research to use them for learning EFL vocabulary.

Thus, it will be considered at least 7 participants, who play frequently English video games, henceforth they should play within 4 weeks to carry out this research. The participants' age is between 10-17, male and female teenagers, at least with a basic level of English, the players had to have played certain video games in English only as a tool of learning, the previous English exposition can be only as a condition of having not been born in the USA or being there, it can be accepted if they had as background a bilingual or non-bilingual school. Thus, the participants are considered significant findings for this research.

Thereby the participants can answer the instrument easily, the use of dictionaries or copies are not allowed, and every parameter should be followed explicitly, wherein every task could be measured to be interpreted and explained in chapter 4.

3.1.2 Sample

This section will explain the type of sample to be employed to define this study. The participants are part of a non-statistic, transactional narrative study, mixed approach, and voluntary, in that way obtaining data that focuses on participants' points of view, results, and pieces of evidence to carry out the project, therefore all the participants are volunteers to be used.

The reason why this research is a mixed approach study is that according to (Sampieri, 2014), to recur this type of research it is needed, age, sex, in this case, the most played game, open and

close question, interview and experiences to get more detailed data for qualitative approach, a test and a Likert scale survey for quantitative to analyze the data more profound, by this means the mixed approach functions effectively:

Non-statistic study transactional

First of all, it is a non- statistic and transactional study because shares the characteristics of a mixed one because it does not require numbers or statistic study due to the testimonies and questionnaire, which implies in the qualitative approach, in addition, the test does not evaluate with a number the item proposed in this study, thus their results depend on participant's recognition of words and not on how wrong or right they are.

Narrative

Furthermore, it seeks to describe and narrate the advance of each participant due to mixed approach characteristics, which requires an extensive explanation of participants' testimonies to make the triangulation of the study, thus the interview and questionnaire are helpful in that section of the research.

Voluntary

Finally, it is a voluntary study due to the collaboration of participants and the number required to this research as (Sampieri, 2014) strongly emphasizes on mixed-method to get data collection the collaboration of participants is not forced at all, so at least one testimony is meaningful in this research to analyze the obtained data since the interview can require all the participants or one to make this significant and its triangulation can flow better research.

3.2 Methodology

This section will focus on how this research will be carried out to obtain results regarding the learning of EFL vocabulary through video games.

The following research is a descriptive and transactional mixed approach, in that way data collection requires a simple test, a Likert scale, an interview, and some pieces of evidence that they had played. Herein the explanation of theories and possible results might be comparable to justify learners' vocabulary to see if they have learned English vocabulary, since it will be carried out a test selecting vocabulary from different video games, hence it will take a certain time to design and carry out the test for at least ten participants to make the study.

The vocabulary is designed for players in measuring their capacity to read and understand the vocabulary selected, thereafter, they will answer the test and survey. Besides, it stands the ideas previously said, which would match; applied for teenagers, that have been playing during the quarantine.

After the application of this instrument, will be explained the results gotten to try to defend the ideas mentioned before, by evaluating each item and comparing the results obtained, therefore it will be seen if video games can be useful to acquire the vocabulary in a video game in real contexts or limit it.

3.2.1 Design

This research as mentioned before is a descriptive transactional mixed approach, thereby the impact of video games in our society and its new usage in learning of an L2 in new generations that are exposed to technology, and also the lockdown due to COVID-19 pandemic.

This instrument will have 20 items of vocabulary in English with their corresponding translation from Cambridge Dictionary (2020), a survey based on the Likert scale (questionnaire

of 10 items), it also will contain a free space to complete with vocabulary gotten by participants learned in their video games and at the end an interview to get their experience. It is noteworthy to mention that it is in Spanish due to the level of English of each participant and also their exposure to the language; the participant should read carefully and relate the words with the correct translation, which contains 20 words that constantly appear in video games, so the researcher has to be careful with the meaning of the words. This instrument is designed for players to identify their progress in learning vocabulary.

3.2.2 Technique

This part will consider the experience of the participants to evaluate their capacity of responding properly to each item, their answers responded in the survey, their vocabulary, and an interview as evidence that they have obtained results in this mixed study. It must be mentioned that vocabulary will be tested, hereby needing answers accurately to interpreting them and to support the ideas mentioned before regard video games' benefits or disadvantages (according to results).

According to Sampieri, (2014) the use of surveys especially if a researcher needs to know more data, for instance, a clinical history, must collect open and close questions, numbers, and more data, which is very important in both methods (quantitative and qualitative approach), then a mixed approach requires those instruments. Thereupon, a survey and a test are more common in this type of research. (p.534).

In addition, Soriano, (2011, p.214) claims that “ a structured interview is needed when there is little information or the study has to be explored due to the field to be studied”, thereby the use of an interview employed in this research justifies the idea of leading to better results.

For that reason, the evaluation of the data will be carried out through computer software (office package), which serves as a tool to collect and interpret their answers, thereafter, to report the variables mentioned in the research questions.

At the end of the evaluation, it will be explained if the players have an upper level or the same, or lower comparing to lessons and spent time due to quarantine of COVID-19.

3.3 Procedure

In this part, the participants live nearby the researcher's community, thus it is easy to locate and watch every step of the study, and it will be necessary to ask permission from the parents or foster parents for their consent to use the participants to collaborate with this instrument to have the probable results. Thus, it must require at least up to ten players to complete the instrument, which may take 4 weeks of playing at home and controlled to carry out this instrument divided into a test, Likert scale questionnaire, participants' vocabulary results, and an interview, which may take to complete within a day or a week, then the participants need to pay attention to each instruction.

This instrument is expected to be applied for the minimal number mentioned above, consequently, the collaboration of participants is required, the selection of the participants and instrument application will be at the same location as the researcher on the same day or week to support the ideas mentioned in chapter 2.

3.4 Instruments

This instrument is divided into three sections in order to have better results and make it effective research, the sections are a Likert scale survey, a vocabulary test subdivided into two sections; test and posttest, which should include the vocabulary learned by participants and a short interview.

3.4.1. Likert Scale

First of all, it is presented a Likert scale survey that is very common in this type of research to obtain very detailed information such as age, gender, and in this case the type of game and spent hours in gaming, hence it has 10 questions with a strict scale; the first three questions are related to participants experience in gaming, that is characteristic in this type of instrument since its evaluations depends on the highest and lowest result given so there is no wrong or right answer, these tables show clearly the design:

Table 1

Questionnaire.

1	2	3
¿Qué género de video juegos te gusta más?	¿Por cuál medio juegas con regularidad?	¿Cada cuánto juegas?
a) Acertijos y rompecabezas (Candy Crush, Portal, etc.)	a) Arcade (Sega, Nintendo, etc.)	a) Del diario

Table 1 shows that each participant has the freedom of choosing each item presented in order to get more information and making sense of this instrument.

Table 1.1

Likert Scale

Question	Total Agree	Agree	Neutral	Disagree	Total Disagree
Utilizas el juego con la opción en inglés.	5	4	3	2	1

Table 1.1 shows the characteristics of a Likert scale instrument, which supports this research ordering from 5 as total agree and 1 as total disagree, which helps to analyze the answers.

3.4.2 Test

This section has one section and one subsection, which will be explained in chapter 4. Thus, it has a test of 20 items in which participants ought to select the accurate translation, however, it has no points to be evaluated, herein the accuracy of participants is important to see their capacity of getting the right words, yet they are free to answer. This table shows the vocabulary chosen from different video games and the most recent:

Table 2

Test

Item	Answer
1. Initial stage or level	Inicial
2. Beyond an initial stage	Avanzado
3. Amateur	Novato
4. Score or result of a level	Rango
5. Old fashioned	Retro
6. More than one player	Multijugador
7. Mission or stage of a game	Campaña
8. Relaxing	Relajante
9. An object	Objeto
10. A program that you can play	Plataforma

Table 2 shows the vocabulary selected from video games and commonly used in English these days, there show the key answers.

3.4.3 Interview

This section will show the short interview to be used for participants, who are willing to answer it, so there is a varied selection of questions, the following table illustrates the interview, thus there no wrong or right answers:

Table 3*Interview*

Interview
¿Consideras que jugar video juegos ayuda a aprender alguna lengua extranjera? Sí/ No ¿Por qué?
¿Qué sensación te produce al jugar en inglés?
¿Te motiva jugar en inglés más que en español? Sí/ No Explique su respuesta.
¿Qué tipo de palabras puedes aprender por medio de los video juegos en inglés?
¿Aprendes mejor inglés en clase o jugando?

Here can be found the different questions used for the interview.

3.4.4 Justification

This instrument as mentioned previously is a descriptive transactional mixed approach and it is justified by Sampieri (2014) due to its impact and descriptions mentioned in his book and will list some of the aspects to justify this instrument.

Firstly, it must be aware that this study has little literature related to the root of acquisition or benefits defended previously mentioned in chapter 2, and also in EFL in Puebla city. Besides, this study involves the impact of the COVID-19 pandemic and home learning. It is noteworthy to mention that it will follow a process and then describe what it would be.

Secondly, it is an inductive subject due to the facts of classification, generalization, and contrast of an effect after playing video games in a certain time, hence a test will be applied to see the effects of gaming and gaining vocabulary through them.

Thirdly it will be a voluntary study, so seven participants will offer themselves to solve this instrument to have a piece of accurate and general information, thereby concluding if video games can be useful in learning.

In the fourth place, this study seeks their previous contact in gaming when they are supposed to learn a foreign language to analyze their results and make the statistics accurate to interpret their results.

Lastly, but very important, the design of the instrument is into Spanish due to their exposition of English by learning at home with limited instructions of it due to the pandemic of COVID-19.

Chapter 4: Findings

4.0 Introduction

This part of this chapter will discuss the results obtained after the experiment applied to participants, who had played video games within a month at home and their proficiency to learn English through video games.

4.1 Procedure

This part of the chapter will describe in short the characteristics of experimenting with participants and the method to be employed to explain the results, thereafter to conclude what has been discussed so far about video games and learning English.

First, it required some volunteer participants to fulfill the experiment with video games in English, while they learn at home. Therefore, it was needed to have at least seven participants under the age of ten to seventeen both sexes, requiring 6 male participants and one female participant, who was a volunteer to participate in the experience of playing videogames.

Secondly, it required an estimated time to help participants to process the learning and acquisition of vocabulary during the quarantine, that entire world is living in our current days, hence they have a month to take notes, learn, and most important to play in English to see if this topic is valuable.

Thirdly, the method to be employed will better explain this research. It will use a descriptive transactional mixed method to expose the findings obtained during this process. (see chapter 3).

Lastly, it will be described with the mixed method utilizing figures, tables, experiences, and report the results obtained in every case exposed in this chapter. Thereupon all the results are valuable and important to be considered in future research and conclude what is discussed in this research.

4.2 Findings

As mentioned in the last part regarding all the aspects discussed in this research, it will explain in detail all the results found step by step and with the corresponding method employed to fulfill this chapter, and then solve the main question posed at the beginning of this research.

It is important to mention each question of the instrument has very detailed information of the participants, so they are allowed only to give age and gender to protect their identity and make it strictly formal.

First, it will explain with figures and explain each one. Secondly, it will be explained by figures and tables of all the results obtained, then it will interpret their vocabulary and, in the end, it will explain and interpret their opinions regarding this research.

4.2.1 Likert Scale Questionnaire

This section will explain each question posed in the instrument proposed in chapter 3, so it is necessary to mention the age of every participant and gender. The following table shows age, gender, and participants:

Table 4*Participants' Information*

Participant	Age	Gender
1	15	male
2	17	male
3	16	male
4	16	male
5	17	male
6	14	female
7	10	male

All the participants are from Puebla's city and spend more time playing video games. Thus, they were perfectly selected and were willing to collaborate in the experiment, hence this part is a Likert scale, which collects their answers posed in the questions strictly designed.

1. *What Kind of Video Games Do You Like Most?*

Figure A1

Most Played Games.

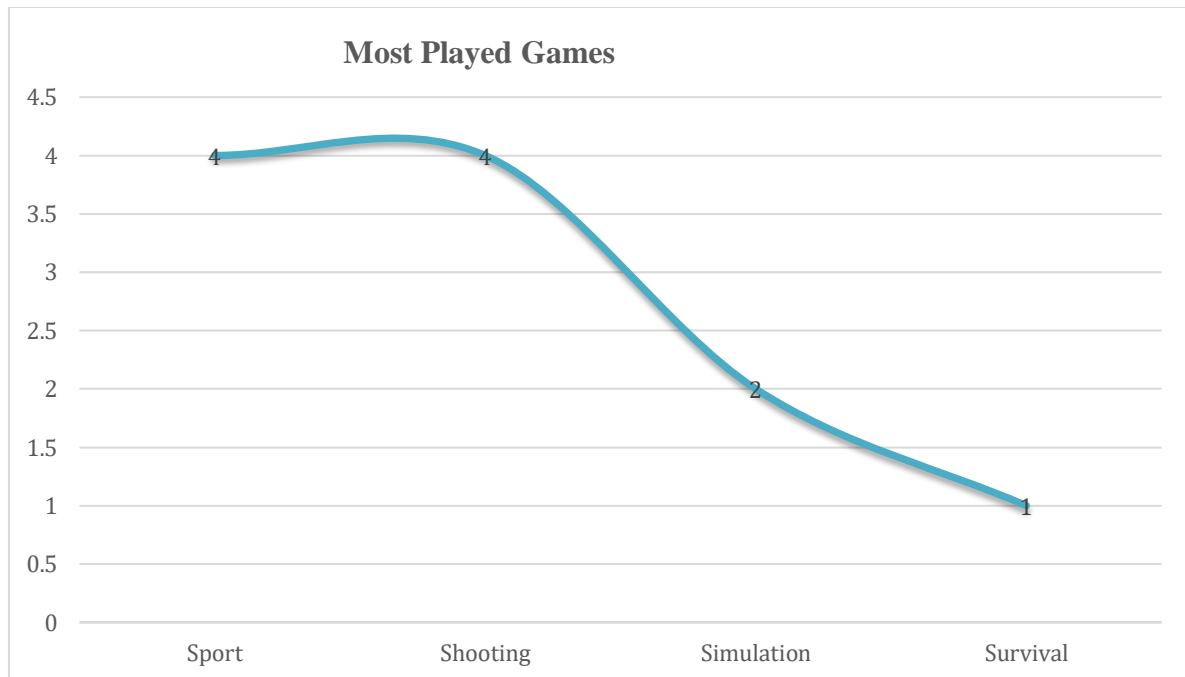
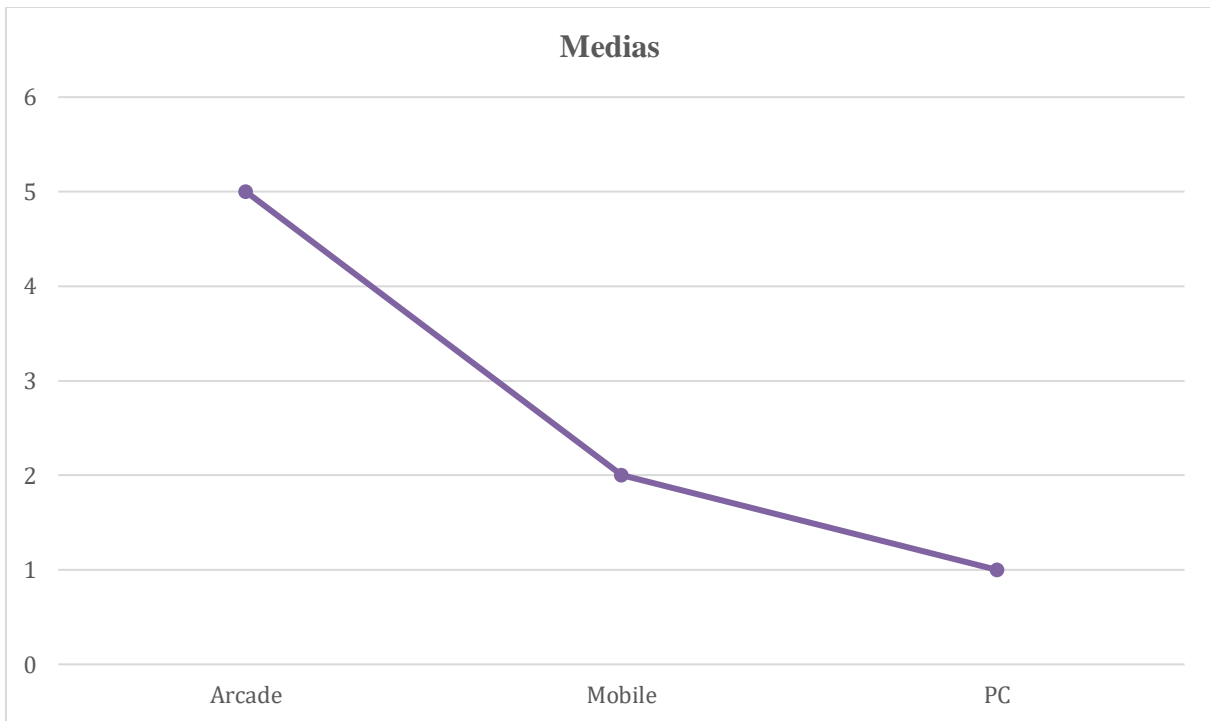


Figure A1 illustrates the most played video games and preferred by participants, those are shooting and sports games, with an equal number of 4 participants, then simulation games with 2 participants and just one with survival. Despite the question showing more options, the participants tend to play more games that have excitement, such as violent games or strategic ones due to their content and probably the plot in the game, Gee, Selfe, & Hawisher (2007). (see chapter 2). It can also infer that they liked those games may be because of their personality or their hobbies, preferences, or spent time.

2. Which Media Do You Play Frequently?

Figure A2

Medias



In this section, participants chose as a frequent media device to play the arcade games or console games, because most of them have one at home, the highest number is: 5 participants who play the most arcade, followed by 2 participants who play with the mobiles and only one spends on a PC. This figure shows that the majority prefer arcade games due to content as well, and entertainment as mentioned above.

3. *How Often Do You Play?*

Figure A3

Frequency

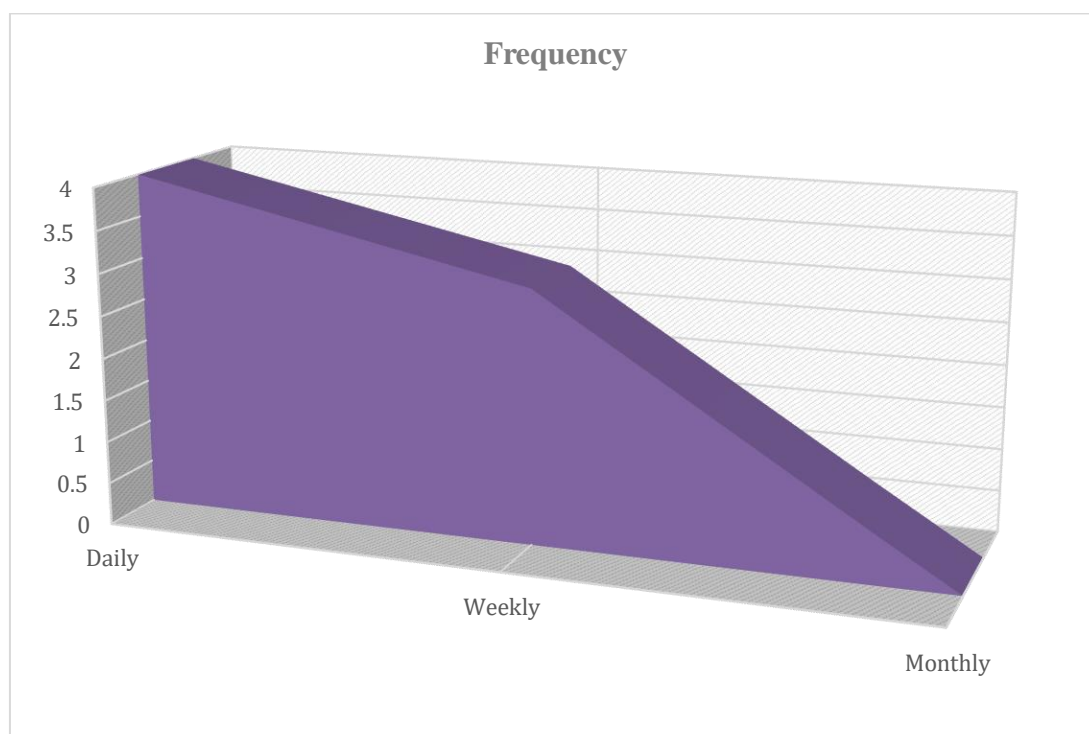


Figure A3 shows that participants spend more days playing than doing it weekly or monthly, these numbers illustrate that 4 participants have enough time to play and only three play weekly because of their schedule or probably their activities involved rather than those who play every day. Also, there is a null number that playing monthly or every six months are the options of playing, therefore, teenagers are more willing to play every day due to their passion or their hobbies, mentioned by Gee (2007), see chapter two. Besides, the frequency helps players to retain the vocabulary, get information, and share experiences with other players as mentioned in chapter two.

4. Do You Play the Game in English?

Figure A4

Play in English

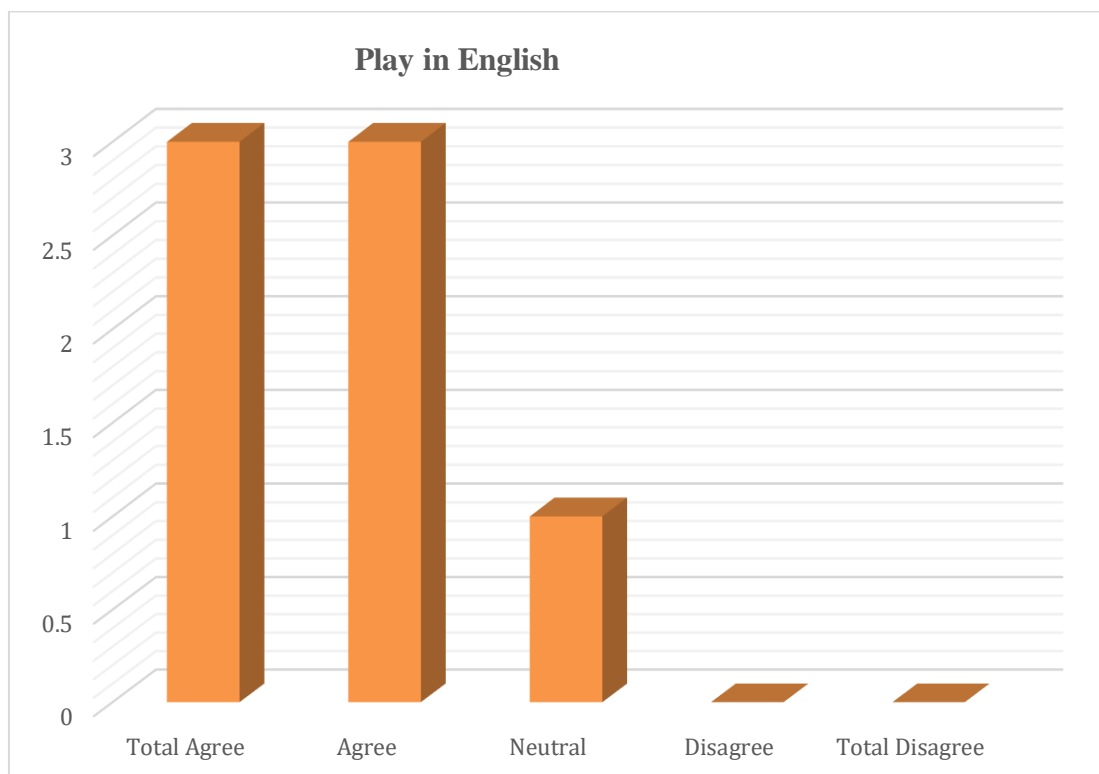


Figure A4 draws that there is an equal number of 3 agree, that they play video games in English, the other 3 agree too and just one is neutral with his posture. This shows that they are engaged to play in English because of their need or motivation to learn effectively, and the minimal number of one may recur to Spanish in some cases because of his understanding or interest in playing in English. Besides, it was needed as a condition to play in English full time, not part or null hours, so this figure clearly shows the results in favor of playing only in English.

5. *Have You Learned English Vocabulary by Playing This Type of Video Game?*

Figure A5

English Vocabulary

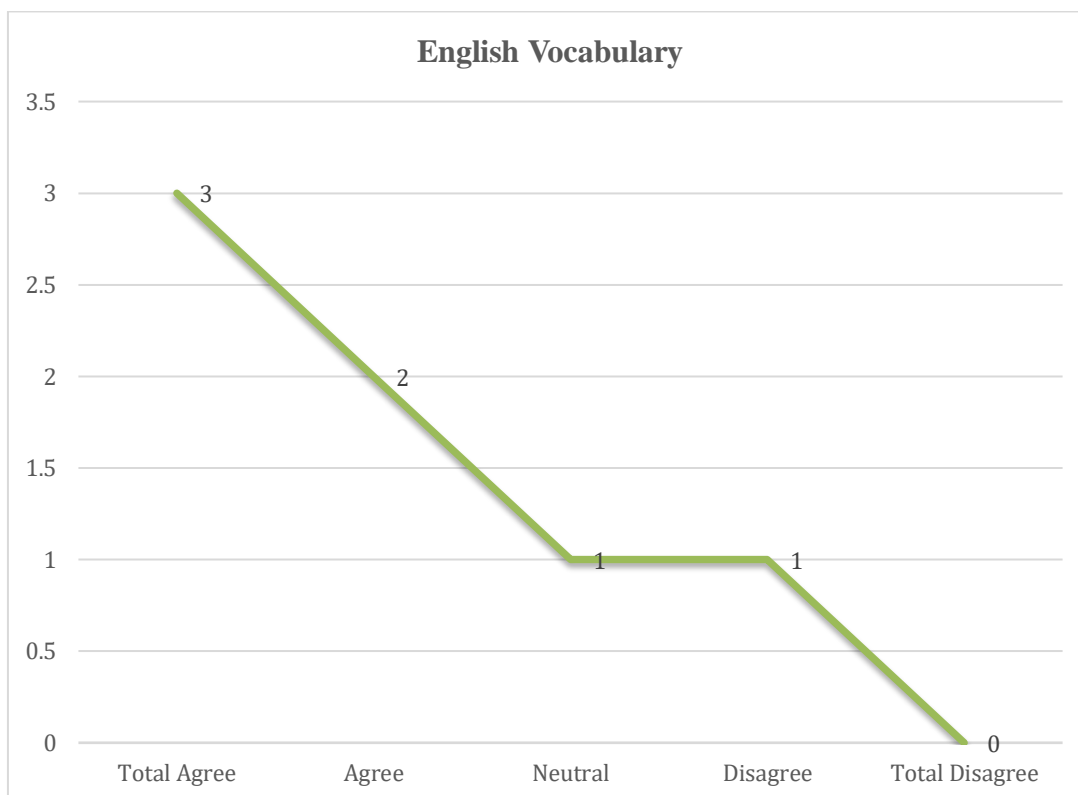


Figure A5 shows that it has a varied result regarding learning English vocabulary by gaming their favorite or chosen video game, because of their time or probably interest in that game (mentioned previously). It can be observed that 3 participants have learned vocabulary in total since their results are higher (it will be discussed later in this chapter); two of them have learned in a moderated way, one is neutral and just one disagrees with this because he would get a bad result or maybe did not pay attention to gaming at all. Those aspects will be solved in this

chapter. It is important to mention that some of them may play at all fewer times or try to answer quickly because of their time.

6. *Was It Easy for You to Learn Words in English?*

Figure A6

Easiness of Learning

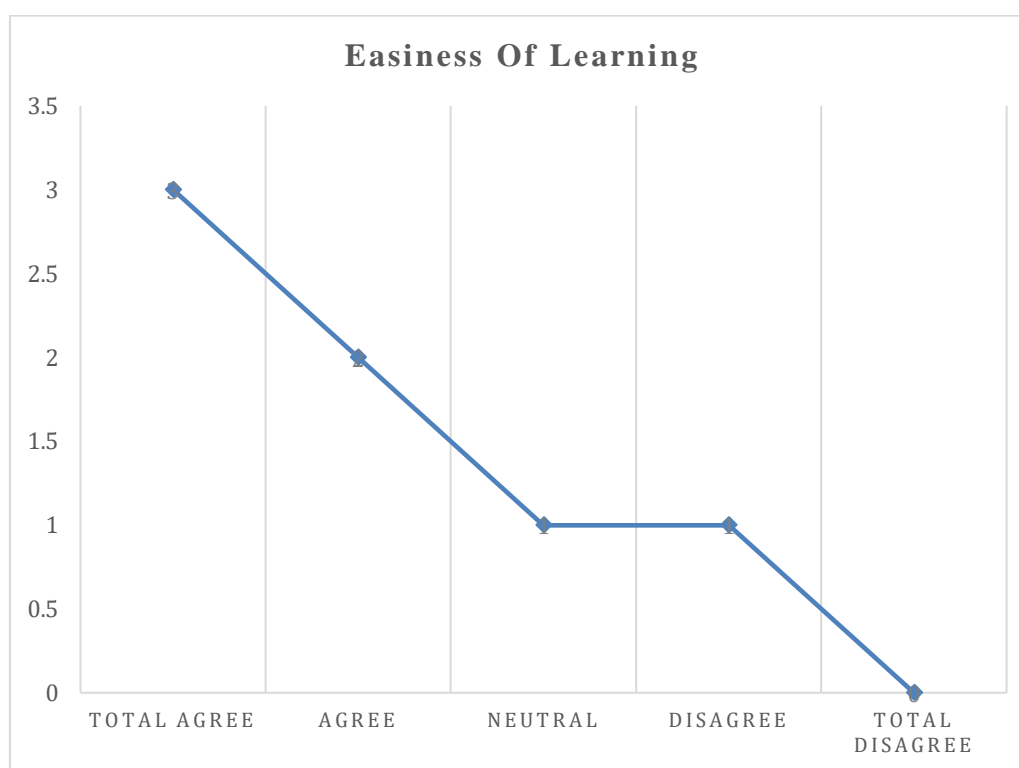


Figure A6 can be observed the easiness of learning words in English with video games is quite varied too, due to some aspects mentioned by them in the last part of this instrument, which emphasizes a lot of distractions, lack of time, and probably the multiple task skills. As this figure shows, 3 participants agree with the easiness; two only agree with getting words, one is neutral, and only one disagrees because of their attention or lack of time, mentioned before. It must

explore the reason that some of them had unexpected results, but they will be explored later in this chapter.

7. *Did You Ask About the Words in English That You Have Learned?*

Figure A7

Ask for Help

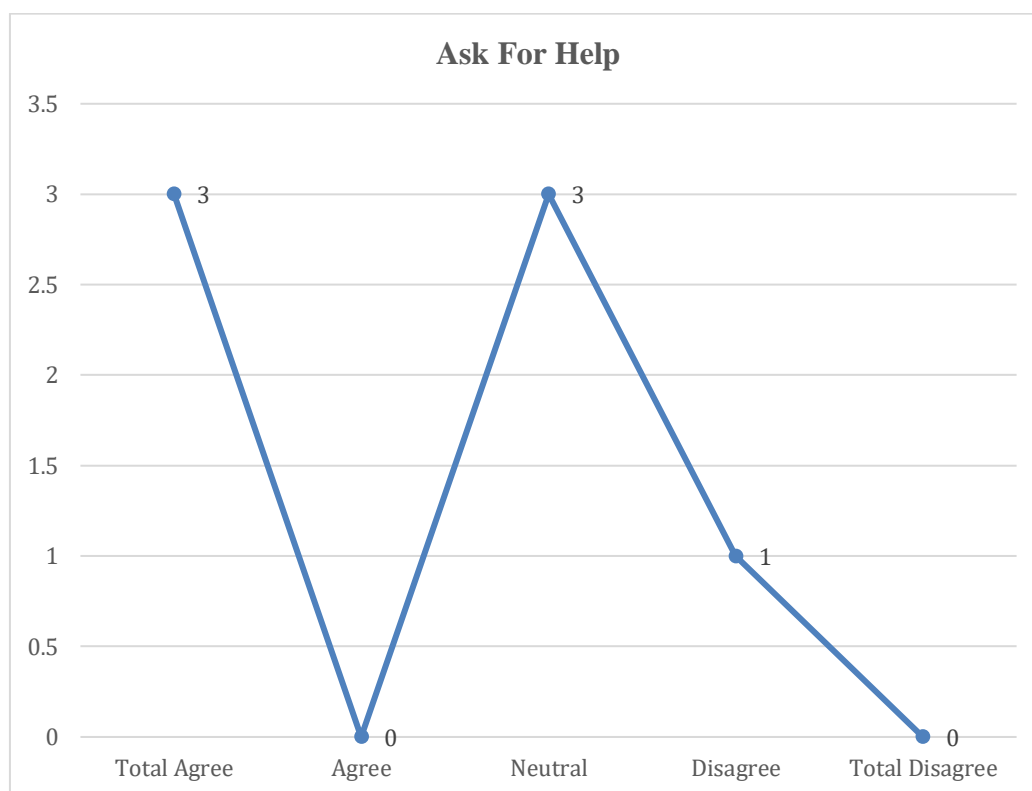


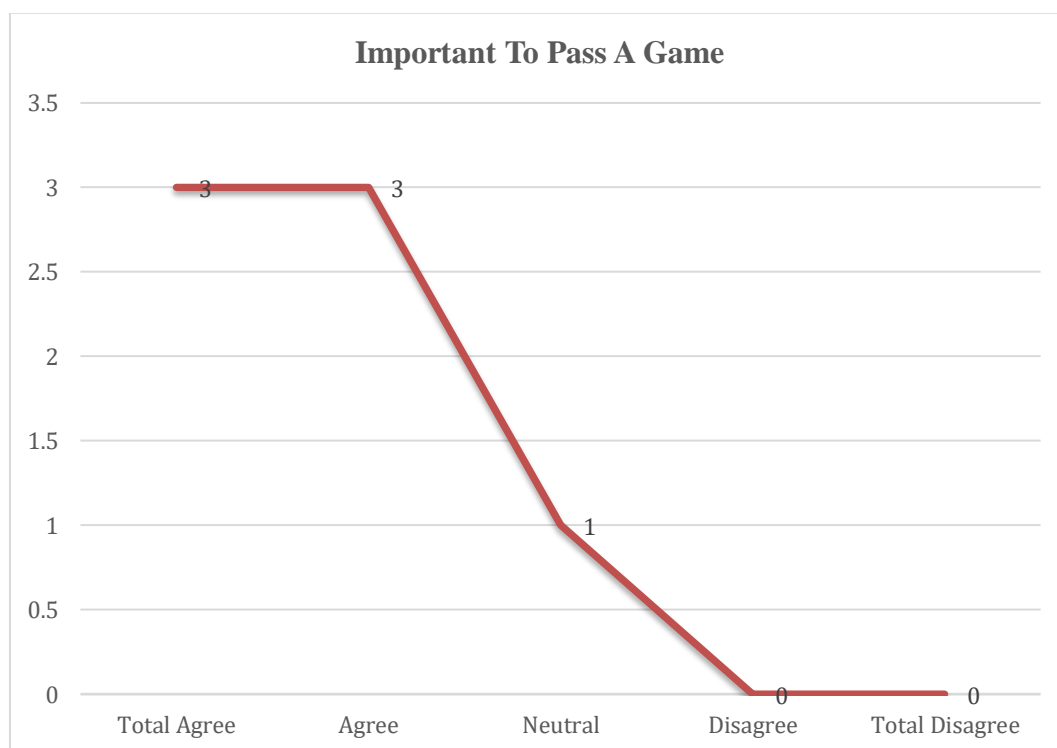
Figure A7 illustrates how the curve increases and decreases aggressively due to the question, which was probably difficult to answer because of their ability to understand words easily or finding the way to solve the game or the word obtained. As this figure shows the curve begins with a total agreement with the help for 3 participants, then drops into no agreement with the

help, and then rises again into 3 neutral participants, who might ask for help or not, and just one did not ask for help in this process. Herein, this figure demonstrates that in some situations the help was needed due to their reasoning, attention, and resources employed. Besides, they needed the help of course of their level and no one knew everything, so the help was allowed in total.

8. *Are The Words Important to Know for You to Pass the Game?*

Figure A8

Important to Pass a Game



For this section the importance of knowing words to pass the game is strongly defended by participants, letting 3 agree, 3 agree and one in neutral because of the motivation of passing the level or even the excitement of the game, which provokes every player in those cases. It is important to mention that those emotions and English learning are strongly linked due to their

feeling of increasing their knowledge in addition to finishing the game and keeping on another one.

9. *Can You Recognize the Words in English Out of the Game?*

Figure A9

Recognition

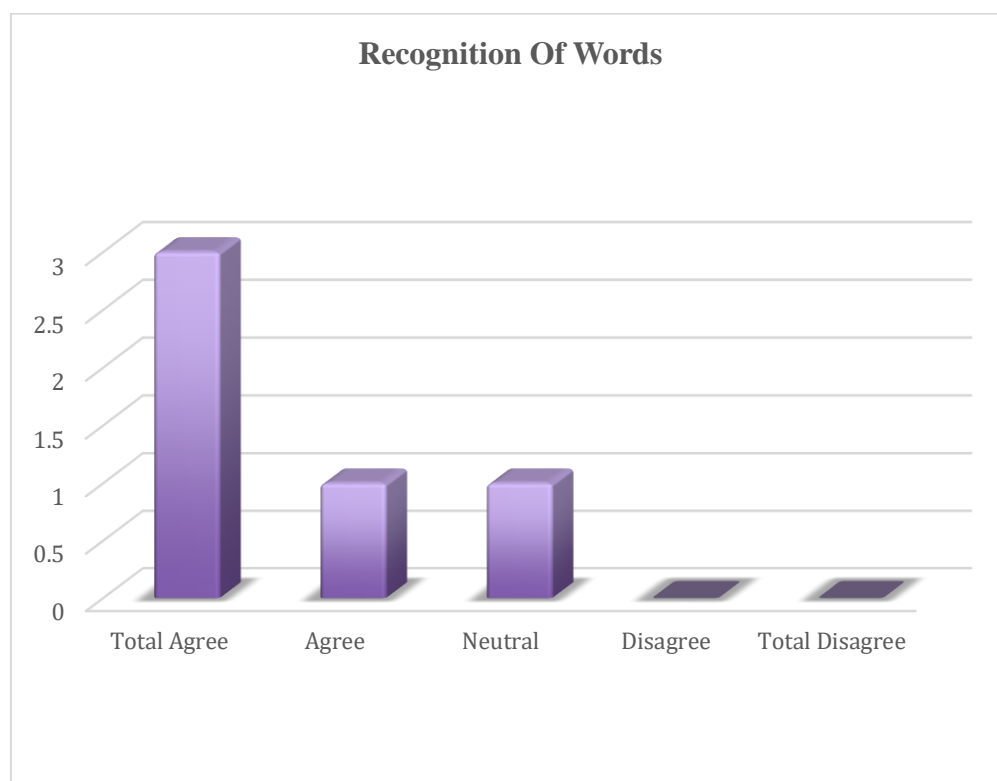


Figure A9 draws, participants hesitated to answer this question due to time or interest in this one, it only has a total of five answered results; two of them are not. However, it has positive results despite those two missing participants, 3 of them agree on recognizing easily the words out of the game, one agrees, and one is neutral. Herein the results provide a good advance of seeing effective learning in gaming.

10. Do I Want to Learn English with That Game?

Figure A10

The Desire of Learning with Their Video game



Figure A10 shows that participants are willing to play their favorite or most played video games in English, due to their motivation or the positive sensation, that provokes them to learn and play in that language. It has 6 total agree and one agrees in playing that game due to plot, interest, or the excitement the game gives to them.

As previously mentioned in chapter two games are good if they have something that attracts players to play and learn, in these cases, participants are willing to play because of those aspects and also learning a foreign language like English, it will discuss more their results and the accuracy of catching the words easily.

4.2.2. Test Results

For this part, it will discuss the results of the participants in solving the words into English, and then finding the accurate translation to see if they are capable to understand English easily and effectively, herein it will argue their responses, some difficulties they had and the approaching of learning effectively by video games.

Figure B1

Test Result

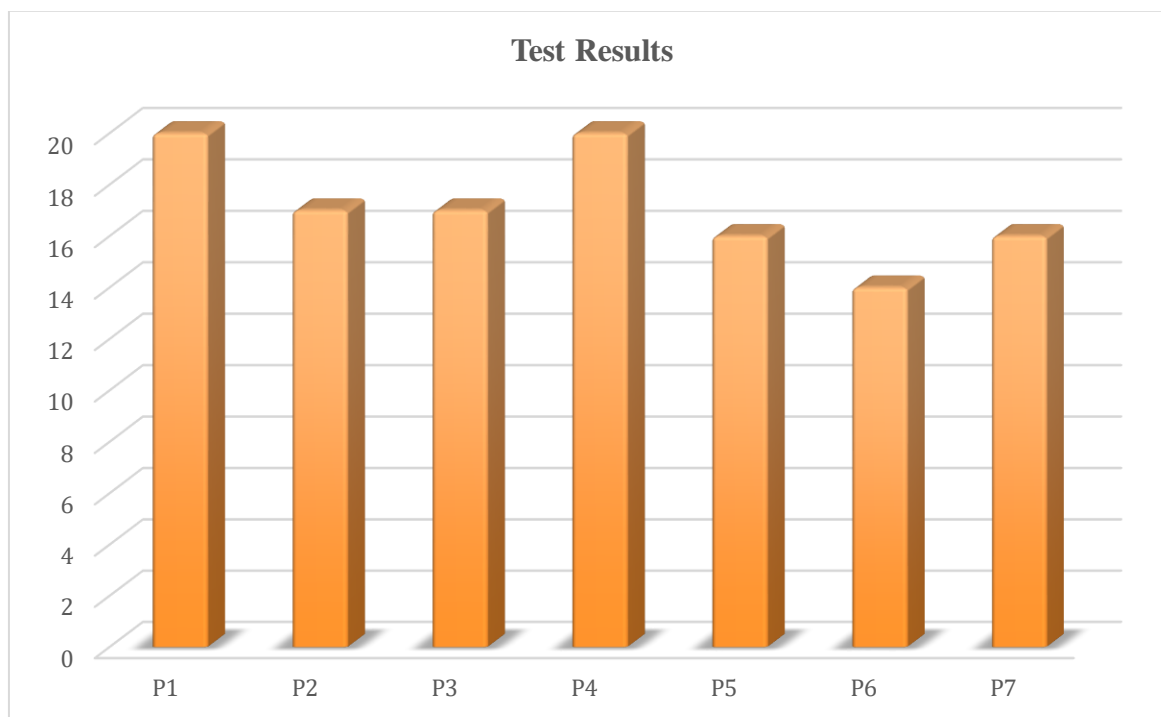


Figure B1 can be observed that seven participants have solved the test, and they were not required to answer all of them or having many right answers or wrong, thus they were required to answer as many words as possible and as much they can understand.

It shows two participants with all the words solved, two with 17 words solved, two with 16 words solved, and one with 14 words solved. As can be observed in Figure B1 participants put the effort into solving as much as they can and with a period, which is flexible for them to be solved.

In the cases of participants 1 and 4 it can be seen that they put a lot of effort and attention to solve the test, and likely increased their level of English due to their time used, yet the length of playing; participant one spent from 4 to 6 hours playing daily with an average of 30 hours, contrasting to participant 4, who plays 4 to 5 hours weekly with an average of 2 and half hours less time than participant one and probably less reasoning or retention. Nevertheless, they put in the same effort and caught the entire test, it will discuss more in detail in the next part.

On the other hand, participants 2 and 3 players, but time is not mentioned in one case. Also, both had the same results of words, which makes it infer that both cheated (in the worst cases) or did not pay attention to the test at all, or probably the time of school did not allow them to help with this. Although participant 3 mentioned his hours with an average of 2.30 hours weekly, it can be observed that they have the same level or probably not.

Furthermore, it has two other participants with the same number of results, but different situations of age and understanding. For instance, participant 5 got the same result but he had some difficulties solving the test. On the other hand, participant 7 probably did it well due to his effort and maybe his experience with the language, hence he is the youngest and likely felt nervous or did know little due to the exposition and age. Besides, both spent the same average of hours employed 30 daily, they put their effort into solving the test.

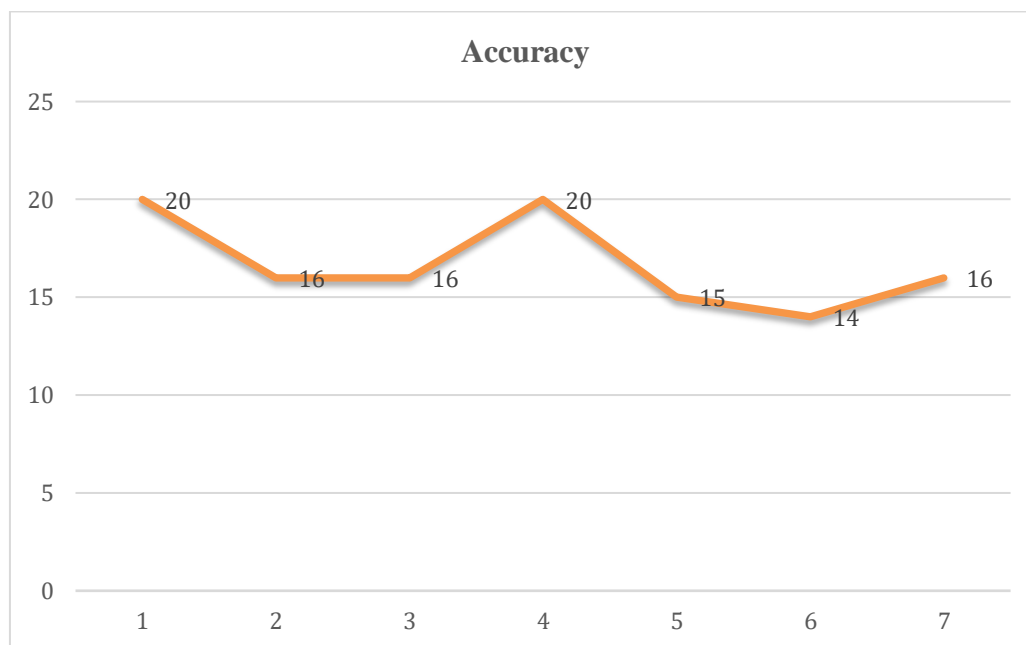
In contrast to participant 6 that has fewer answers in this test, but was more aware of the vocabulary and more engaged to help in this test, yet time was not her best ally and probably it cost a lot for her to understand some of them to solve the test completely. It is important to mention that she played less than the rest of the participants, with an average of 15 hours daily, helping her to solve as effectively as the rest of the participants.

As it was discussed in this part, all the participants were volunteer to solve the test and were not asked to solve all the words in the test and with no score results, however, their results are important to check more in detail especially if they want to know the accuracy in the test to discuss our main question and then giving a possible pre-answer to this, the following section will argue about that.

4.2.3 Accuracy of Words

Figure B2

Accuracy



As mentioned in the previous section, participants were not asked to solve all the tests and no score results were required to interpret this part, however, it is necessary to mention some mistakes committed by participants to provide a possible pre-answer to the main question. For this part it should be aware that not all of them had been born in the USA, do not have any foreign friends or support that might alter the result, and also their background is different because some of them are from a private school and their years of school are varied.

First, it must take a look briefly at participants 1, 4, 6, and 7 who did not commit a mistake despite two that did not complete at all the tests. Participants 1 and 4 completed accurately the test and were capable to understand every word used, as it noticed both were careful with their

answers and engaged totally with the test. Also, both are from different ages that likely can be inferred that age is not a matter of learning effectively if both are engaged to solve a certain test, they would answer properly and with no problems, then their level increased in a higher outcome.

On the other hand, participants 6 and 7 did it well but because the time and probable knowledge of words did not help at all in obtaining all the words, however, they were right in all their answers as cases 1 and 4 the difference of age is not a matter, thereby their skills are the same even if they are in a different school year. Besides, it should be mentioned that they could answer accurately complex words like “*achievement*” or “*boss*”, whose translations are sort of difficult and not close to their native language.

On the other side, participants 2, 3, and 5 were engaged in sort away, but committed at least one mistake in the test, additionally that they were confused in some words that are complex and have no approach to Spanish, for instance: “*chill*”, “*DLC*” or “*achievement*” are clear examples of difficulties in those cases due to their closed translations or associations with their mother tongue. Nevertheless, it should emphasize that those cases had the basic level, hence they could at least reach a bit due to their schedule.

At this point, it can be inferred that they can increase their level no matter if they are young or old, both cases are unlimited and capable to distinguish a foreign language if they are engaged at all and if the time is their best ally, thereby a probable pre-answer would be positive due to these results that in most of the cases completed what it is required, however, they need more time and evidence to clear the main question since the next part will add more in detailed the main question.

4.2.4 Amount of Words Learned in Video Games

It has been discussed so far in this section the results obtained in the test and the questionnaire proposed for this research, now it is going to describe the words learned by every participant shortly to give the closest answer to the main question of this research.

Here it shows a few words' samples obtained by different participants:

Figure C1

Learnt Words 1

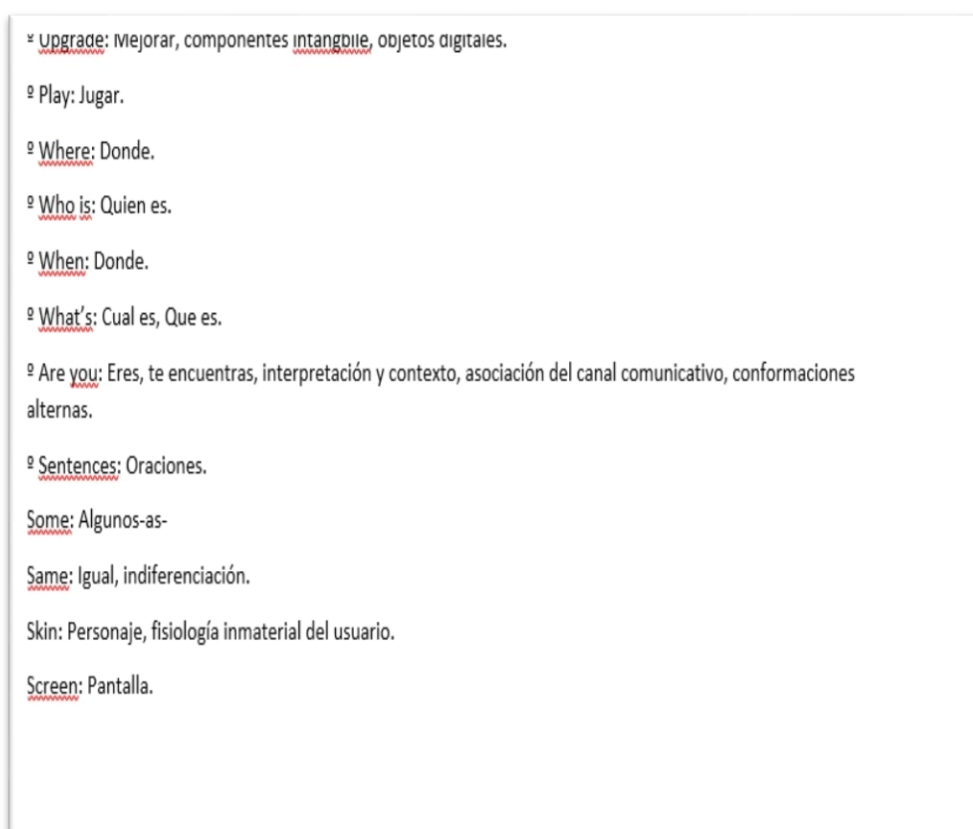
Go: gou game	<u>Newbie</u> : novato
Baitear: cebo	<u>Squad</u> : escuadron
Banear: prohibido	<u>Figth</u> : pelear
<u>Brustear</u> : ráfaga	<u>Push</u> : empujar
Camping: acampar	<u>Stun</u> : aturdido
<u>Cast</u> : lanzar	<u>Dead</u> : muerto
Dive: suergir	Support: apoyar
Drop: soltar	Throw: arrojar
Craft: elaborer	To taunt: burlar
Farming: farmear	To <u>wipe</u> : limpiar
<u>Feed</u> : alimentar	<u>Zone</u> : zona
Flamear: incendio	
<u>Gang killing</u> : matanza en grupo	
<u>Kite</u> : cometa	
Lag: retraso	
Level: nivel	

This participant seemed to mixed Spanish and English words due to the impact of “fake borrowing” or adaptation of words in currents days, but he accurately got a close translation of

the words. Also, it can be observed that his repertoire is extensive due to his exposition of English and he obtained words from different groups, not only vocabulary; it can be seen adjectives, verbs, nouns, etc.

Figure C2

Learnt Words 2



This participant got more vocabulary from video games due to his engagement with the language and his level, that probably was a beginner but with video games might have increased his level as seen in his definitions and some structured words, which conform a sentence, such

as: “*what’s, are you, who is*”, that eventually correspond to simple questions in English. It continues with the same participant’s words get in the following paper.

Figure C2.1

Learnt Words 2.1

Group:	Grupo.
Meet:	Reunión.
Sneakers:	Calzado.
Shoes:	Zapatos.
Population:	Población.
Stuff:	Cosas, materiales generales.
Armour:	Armadura.
Sword:	Espada.
Boths:	Botas.
Racing:	Carrera-s.
Job:	Trabajo, detalles laborales.
Paper:	Papel.
Just:	Realizar, Conformar.
Department:	Departamento.

Here it shows two figures of the same participant, who got more words that in grammar are quite important, for instance: verbs, prepositions, nouns and so further. Thus, he obtained accurate word association into his mother tongue without confusing Spanish to English. As it was observed in the previous figure, this participant got a variety of words from different groups

of morphology and syntax of English, that describes from nouns, verbs, adjectives, adverbs, quantifiers and so further as well as Figures 1 and 2.

Figure C3

Learnt Words 3

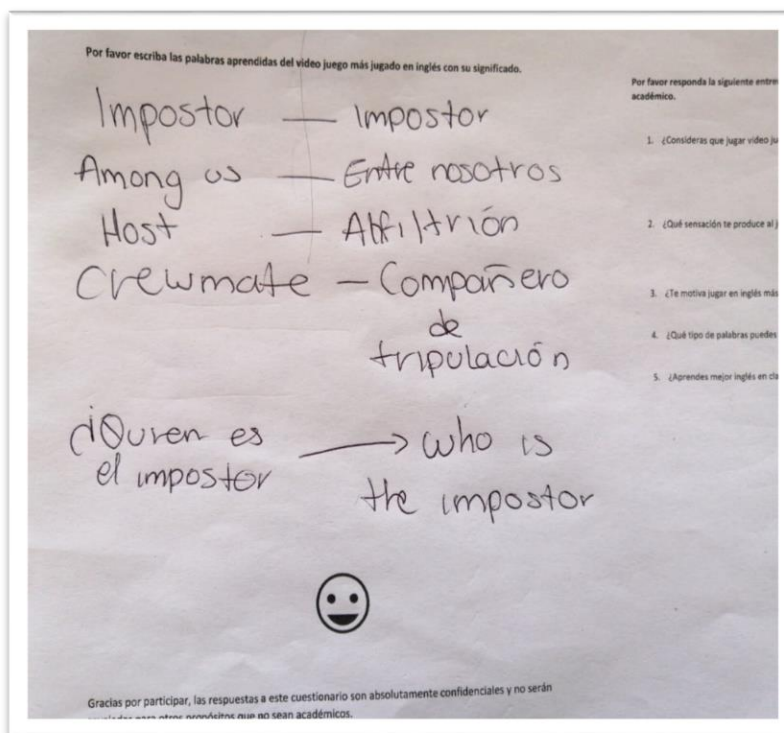
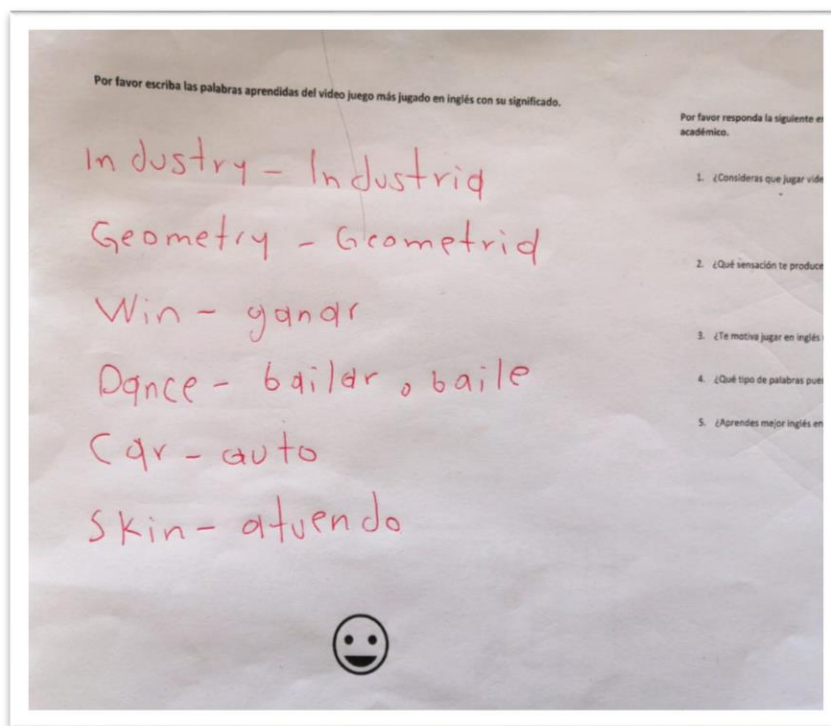


Figure C3 is seen that this participant could organize a question and then translate it as well the rest of the words, despite the short amount of words this participant was accurate in the words obtained. As well as participants 1 and 4 she obtained different words from different groups that are from basic English and advanced English.

Figure C4

Learnt Words 4



Here this participant found few words as well as the previous participant he could find different meanings of words like skin as an outfit instead of referring to a human organ, thus the accuracy and variety fulfills what is discussed in chapter two regarding context.

Like the rest of the figure can be observed a big advance in their vocabulary of English, herein their improvement is greater than it is expected, the following part has the information of how many words were found by participants and the spent hours.

4.2.5 Average of Words

Table 5

Average

Average of words learned	Participants
30	1
6	2
6	3
30	4
40	5
8	6
6	7

In these two samples, figure B1.2, this table shows clearly the capacity and engagement of learning English vocabulary in video games, while players are gaming and “unconsciously” learn with no intention or motivation to be better in a foreign language. Participants 1 and 4 obtained a big number of words from their favorite video games as seen in figures previously, they took notes contrasting to participant 5, who only copy and paste the words from a dialogue of a game, which is cheating and those words are not learned. On the other hand, participants 6 and 7 got few words, but acquired a big knowledge from video games despite the number does not matter if there are a lot of them or not, the key in learning is about knowing their skill of words, the following figure describes clearly the results.

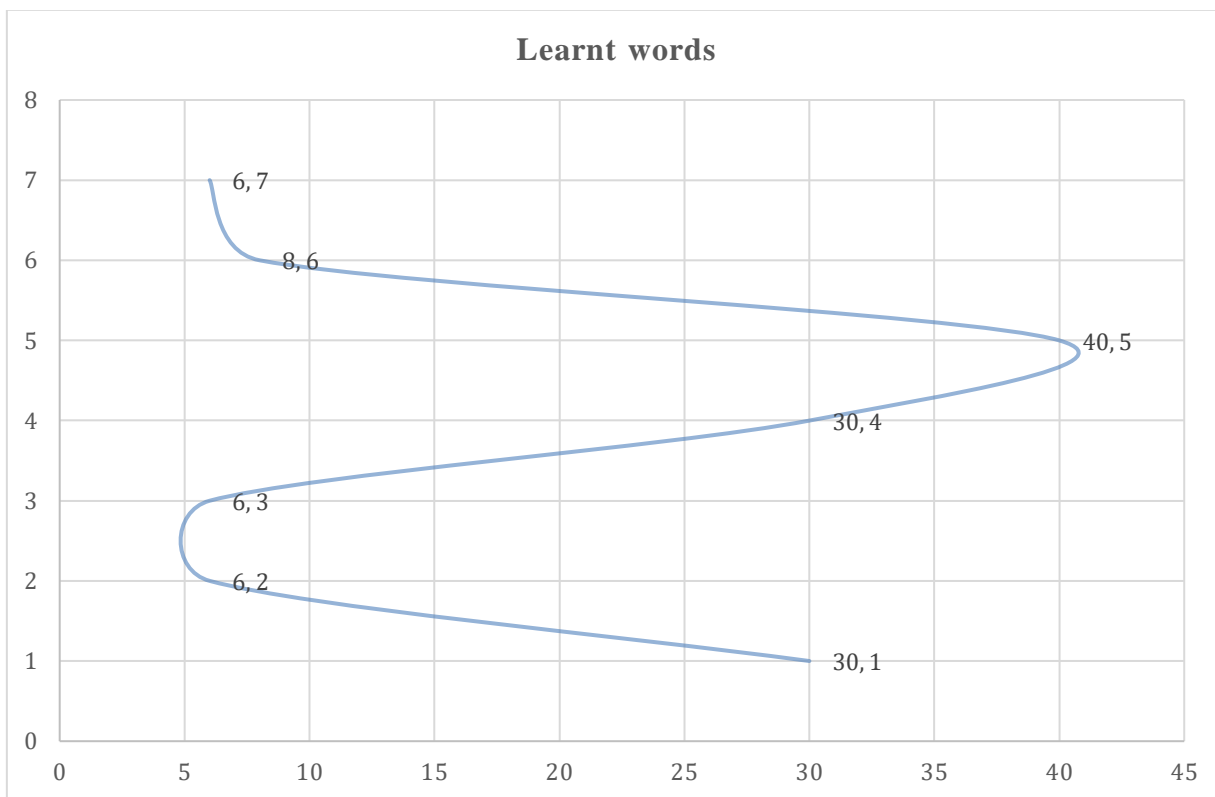
Figure D1*Learnt Words Average*

Figure D1 has different cases, in which each participant has learned a certain amount of words through their favorite game (s), for instance; participants 1 and 4 have learned an amount of 30 words on average through the month they were exposed to play in English, and share that they took notes and asked for help in some situations of understanding better the game. However, they were more engaged, they learned by their means and in some situations, those words were repeated in their games as well as the words in the test (see Appendix B). This phenome of retaining words is clearly explained by Brown (2001); Doughty & Long; Realer (2003), who claim that retention of events and having an amount of vocabulary help learners to understand better a context and have a bigger repertoire of knowledge. Thereby learning by

taking notes or at least watching the words constantly develop students' output, the cases of those participants help to understand better the engagement on gaming.

On the other hand, participants 2, 3, 6, and 7 caught fewer words than participants 1 and 4, who took notes due to their engagement and passion for solving clues. Nonetheless, these 4 participants were as engaged as well the other two, it is well known that the amount is not a matter of concluding that “fewer results bad output, and major results good output” if these participants caught fewer words does not mean that they did not learn English or have no good result because it will lead us to a huge misconception. Thereupon, in these cases face a good topic discussed in chapter two, that claims that “incidental or implicit learning” demonstrate that little bunches make bigger ones and the intend of learning is not required due to the other intentions in this case: gaming makes the difference between something that just happened and something that they should learn by heart due to some strict rules or command given.

Doughty, & Long (2003); Gass (1999); Galvis (2015) these authors had something in common regarding incidental learning in gaming that is: learning with no exposure to grammar and gaining vocabulary provide players the freedom to acquire English effectively, that make major results in these cases, therefore the vocabulary repeated is not a matter of no learning, it is a matter that they caught the complexity of the words, and the application in different contexts can help them to improve more and more with major exposition.

Notwithstanding, the case of participant 5 shows a “better” output, however, it can be observed in his results were copied from a dialog of a game, hence it should not be taken as incidental or retention due to the fact of “cheating” or lack of engagement. Nevertheless, it must be stressed that his performance in the test showed something different to this part, which may

help to understand the case better and likely support that he is one of the random cases present in any research, this case can be understood due to previous evidence taken.

It has been seen that most of the participants learned effectively in this process and obtained better results than traditional classes, it is now to collect the information of only three volunteer participants, who have given their testimonies regarding this topic, and it will conclude with the possible answer to the main question.

4.2.6 Participants' Experiences in Gaming

It has been discussed so far for participant's opinion, proficiency, and results about gaming and learning vocabulary, for this section will describe three testimonies of three participants to collect more information, and then code the questions mentioned in this research, thus this part intends to interpret their responses. Thereupon, it was required at least three participants to get the information. Also, this research is voluntary, so it was not needed at all the entire collaboration of all of them, herein three of them with different age, sex, and gaming time made this significant.

For this part, three participants were interviewed and gave different points of view for this short interview in Spanish due to the level of English and the experience, besides it was needed at least a few of them due to COVID-19 pandemic, hence it cannot risk the participants' and researcher health, thus it was required a voice tape to fulfill this part.

Thus, it had participants one, six, and seven testimonies with ages of 15, 14, and 10, two males and one female gamer, who spent days and weekly playing with an average of time between 30-40 hours invested in the games and learning English incidentally just as Doughty &

Long (cited in Realer, 2003) expose that “implicit learning is a primitive process of apprehending structures by attending to frequent clues”.

All the questions were designed to collect more data reading video games and learning to solve this research.

1. *Do you consider that playing video games helps to learn any foreign language?*

This is a closed question, but it was developed as open too because it requires more information to fulfill this, thus each participant agreed to this question and added more data.

Participant 1:

“Sí, ayuda porque encuentro más vocabulario de la lengua y te puede ayudar para practicarla con alguien extranjero”

As participant one answered, video games are helpful for vocabulary and interaction supports the idea of building guilds Gee (2003), and “as more vocabulary you get, you will increase the knowledge” Celce-Murcia & Elite (2000), which matches with contextual and big repertoires, video games are useful in learning due to these two characteristics.

Participant 6:

“Sí, porque te ayuda a entender el idioma de ese país”

In this testimony, this participant said that they are important to understand a language first, which strongly justifies video games as resources for learning any language, also it matches Celce-Murcia & Elite's (2000) ideas due to the understanding of the complex language or basic one. Besides, using resources such as dictionaries or any friend, who knows can be useful to understand more deeply a foreign language.

Participant 7:

“Sí, porque me ayuda a comunicarme mejor en inglés con otros por medio de un videojuego”

This testimony matches with participant one, who said that “video games were for interaction too”, thus this is a better answer, which agrees on a lot with the ideas of Barab, Kling, Gray, & Duffy (2004) ;(2000); Barab, Kling, & Gray, (2004); Traweek (1988); Gee (2003), they all strongly defined video games as a source of interaction a getting more vocabulary by sharing ideas, cultures and of course the joy of playing the same video game (s), since players become “bilingual” due to interaction in gaming, and this answer supports them.

2. *Which sensation do you have when you play video games?*

This is an open question, that each participant gave different answers regarding video games and their feelings while they play and learn, thus their responses were accurate and agree in some respects discussed in chapter two.

Participant 1:

“Un poco estresante porque al inicio unas palabras no las logras entender y son muy difíciles, pero conforme juegas y te acostumbras tu mentalidad cambia y empiezas más a pensar en inglés que en español.”

This statement provides a wide opinion regarding video games in two very important topics; experience and feeling. As he said the feeling produced at the beginning is “stress”, but he strongly emphasizes that the learning constantly increases when they continue playing and their thinking becomes wider, especially in English.

Participant 6:

“Felicidad y a la vez nervios. La felicidad porque puedo hablar el idioma y nervios porque algunas palabras no las entiendo”

As in the statement of participant one, this is a bit similar due to the emotions like nervousness and stress because both are in some aspect negative, however, they turn positive when the learning increases constantly and the feeling becomes happiness or joy, hence both find a way of feeling good when they play. Nonetheless, they find it at first difficult due to the unknown vocabulary thereby getting vocabulary is a challenge in some situations.

Participant 7:

“Estoy feliz por aprender más del juego”

As in both cases above, this participant mentioned their “negative” emotions, yet they turn positive due to the progress involved. However, this participant had a positive one because he enjoys playing and is eager to learn more about English, so he becomes more advanced in English despite the age and level.

These three cases agreed in all the theories of Gee (2007); Celce-Murcia & Elite (2000); Gee, Selfe, & Hawisher (2007); Gee (2003); they clearly defined video games as tools of releasing emotions and progressive outputs, due to plots, content, and vocabulary or the type of adventure they find out while gaming. Therefore, they get better results when they are steady or when the game produces positive emotions, even if the game is a violent one.

3. Does it motivate you to play in English or Spanish?

This is a closed question but also acts as an open one due to their explanations required and given by the participants.

Participant 1:

“A veces sí y a veces no porque tiene sus pros y sus contras porque sí me motiva ahora que estoy aprendiendo inglés.”

As he stated in this question, the motivation of playing his video games in English is about learning vocabulary because gaming supports more in getting little bunches to get enormous complex bunches, thus this participant likes playing due to the output obtained.

Participant 6:

“Aprender el Idioma.”

This statement claims that playing into English is useful for understanding the proper language since the learning is concrete and the beginning becomes more and more interesting to the end.

Participant 7:

“Más inglés porque me da mejor estrategia y me siento feliz de aprender una lengua que no conozco casi.”

In this case, he prefers to play in English because he develops more strategic sessions of playing or passing faster the game as mentioned previously. Thus, learning is implicitly present due to the English time of gaming.

The participants' points of view discovered in this section are strongly linked to Gamification mentioned in chapter two, which involves more motivation and learning vocabulary by video games through plenty of effective sources of getting more capable in the language. Also, Gee (2003) strongly emphasizes a lot in “little input greater output”, these participants are eager in having vocabulary step by step and by their means, thus they learn better if they are steady, motivated and if the game fulfills their needs in the language.

4. *What kind of words can you learn in English through video games?*

This is an open question to develop to get the data in more detail about the vocabulary learned and which contexts can be useful in their L2 acquisition or learning as mentioned in previous chapters, thus there are different answers given by participants that have experienced.

Participant 1:

“Puedo aprender de todo por ejemplo como: decir las cosas que se usan en la vida cotidiana.”

The point of view of this participant matches with topics mentioned in chapter two, which strongly emphasized in learning small vocabulary and learning rules implicitly play an important role in gaming, especially if they are engaged in learning.

Participant 6:

“Las palabras sueltas y después puedo formar oraciones.”

As this participant stated regarding learning vocabulary in English through video games, claimed that one word, then two, then three, and eventually more than 10 are learned due to the advanced in gaming, this case matches with participant one with commonly used words, since it can be found even the basic and advanced words.

Participant 7:

“Industry: industria; geometry: geometría; win: ganar; dancing: bailar; car: auto; skin: atuendo”

As the cases one and six, he claimed that can be learned a lot of vocabulary in big quantities, that probably have an average or maybe infinite due to the information in video games, thus it cannot be defined as a number, yet it can be taught in little time or long time depending on drilling and gaming time.

As it has been seen in these testimonies, the learning of words through video games go beyond classes and maybe another type of learning, which is equally effective as well as video games, retention and drilling is the key to learning vocabulary as mentioned by Ellis (1994); Gee, Selfe, & Hawisher (2007); Gee (2003); Brown (2001), they all claimed that as many times you see words, a player can recognize and even infer the words naturally due to gaming time and association of words, that are similar to native language; it can be observed in test results too, when they solved easily words that are similar and complex due to repeated times.

On the other side, contextual words or with a level of complexity help players to have more curiosity in learning mentioned in Celce-Murcia & Elite (2000), hence they can have the chance of learning beyond the rules by English common classes or tests.

5. *Do you learn better at school or in video games?*

This is a rhetorical question, due to the division and opinions given by participants because school lessons are effective and the base of everything, however video games as it has been seen during this research are effective too, and they could be a modern tool of learning.

Participant 1:

“Me gusta aprender más en inglés con los videojuegos porque las clases te hacen aprender gramática y los tipos de verbos y el inglés es más fluido y de práctica.”

In this case, it can be observed that video games play an important role due to the times employed and previous background regard language learning, thus with lessons, the pressure of feeling overwhelmed put students into a hard position because they do not feel eager to practice with antique methods or modern due to their interest since they prefer something that motivates them to learn and feel confident with language practice.

Participant 6:

“Los dos, porque en la clase me enseñan los verbos, sujetos y eso, y en los videojuegos voy practicando el idioma.”

As in participant one, the answer agreed in something that video games are a strong source of practice, due to the attention in teenagers and content, yet she also mentioned that school is also important due to the basis of grammar, which is universally important because without teaching or instruction learners cannot have that bunch too, thus this statement is good enough to define the main question in chapter five.

In this part, there was no answer from participant seven, but it can be inferred that he agreed in both or gaming due to his age and engagement in learning more English, thereby he would probably fulfill both statements.

It has been discussed so far the results of each participant and all of them are valuable to give a probable answer to the main question, and the answer has higher result in favor of video games and a lower against according to questionnaires' answers, tests 'results, vocabulary learned and testimonies, however, this is not a definite answer because it should be explored more profound in the following chapter, which concludes in this research.

Chapter 5: Conclusion

5.0 Introduction

This chapter will close with the research and discuss all the points mentioned in the entire work, it will mention some suggestions, limitations, and points of view to propose this in future research.

5.1 Conclusion

As a general closing to this research on how video games are useful in learning English mentioned from chapter one, it can be inferred in a great use due to results obtained in chapter four and fulfill the expectative mentioned in the purpose of this.

First, it will mention some aspects that explain well the reason for the conclusion. Video games are useful in great part due to the time employed by participants, who gratefully and voluntary collaborated in this research, and they showed a big advance in their results despite the circumstance of COVID-19 and social distancing, thus their proficiency in gaming demonstrated that no matter the obstacles and lack of time they invest their time in gaming and learning to due to their intrinsic motivation, which is getting vocabulary without being asked to do it.

Secondly, the test vocabulary association is more than expected and even bigger than it can be learned by gaming, so they have more time than it can afford due to their extensive leisure time and can afford to play more hours and learn new rules, vocabulary, idioms, and techniques.

Thirdly, the answers given matched with something mentioned in the research questions, which clearly emphasizes vocabulary and contexts, and they stress a lot in general vocabulary increase the ability to learn English as well in lessons, thus vocabulary commonly seen in

English is also included and can be utilized in different contexts due to the meaning and sole proper use.

In closing, this strongly defends my posture on gaming a certain time increases the vocabulary from a foreign language, especially English can be taught by video games and also acquire for different situations depending on time, steadiness, motivation and a good game to be played as participants used Fornite, FIFA, Last of us or Candy Crush all the genres are as useful as lessons.

5.1.1 The Most Played Video Games During the Quarantine.

This section will show the most played video games by participants during the confinement of COVID-19, there it will show a brief figure of participants' preference of video games and their popularity:

Figure D2

Most Played Video game

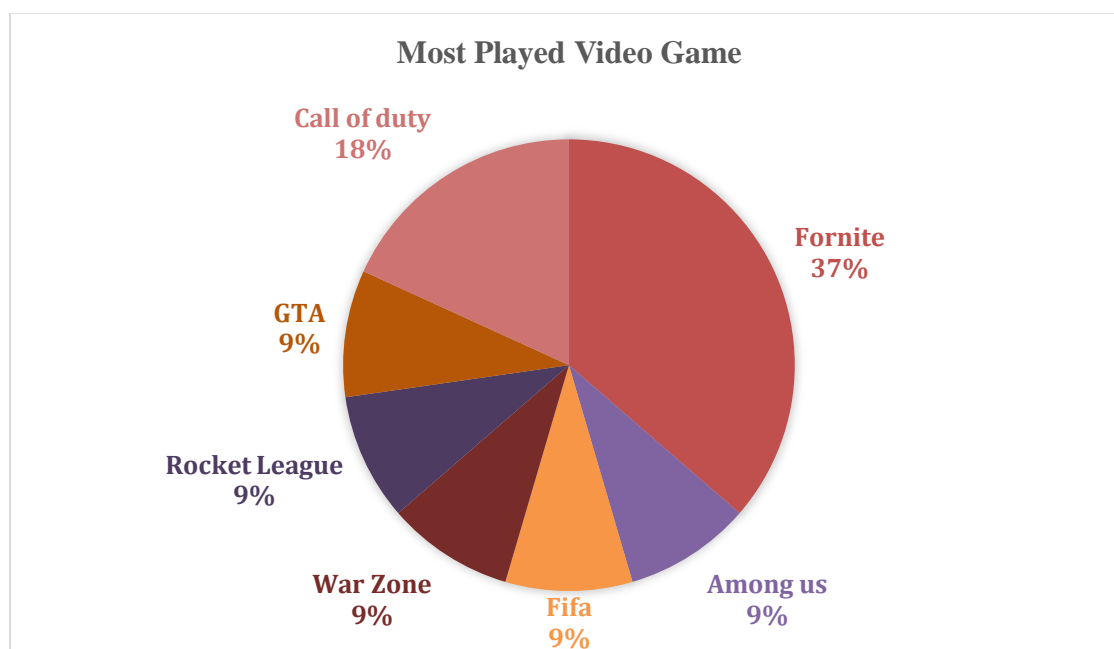


Figure D2 shows that 4 participants prefer Fornite games, 1 FIFA, 1 Among Us, and 1 Call of duty, however, it shows more games that three participants did not only played one, for instance, participants 1, 3, and 4 added games like GTA, Call of duty, War Zone or Rocket League due to their preference and also the time of gaming. Hence the most played video game due to popularity is Fornite.

5.1.2. Vocabulary Players Acquire Through Video Games.

As mentioned in chapter 4 the vocabulary obtained by participants was varied and repeated due to the exposition of gaming and language, the figures are shown in chapter 4 clearly illustrate the words found and it can infer that words commonly used in English is used in video games, yet it can be seen more contextual language related to video games or some words with idiomatic meaning such as skin a word that is related to the human body is used in some situations as outfit commonly used in video games.

5.1.3. Contexts to Use the Vocabulary from Video Games.

As discussed above video games are useful in learning English especially sole words or phrases, which help players to understand better L2 or any other language, it could be Italian, German, Portuguese, etc. One of the objectives posed in this research consists on where they can apply the words learned in video games and, it can be found that most of those words are applied in different contexts like “skin”; used as the outfit and human organ, so there are other different words discussed in this section.

Thus, these participants found their repertoire of words to use in real conversations with natives, words like *industry*, *impostor*, *newbie*, *department*, and so on are words commonly used in real conversations or contextual ones as the case of “*newbie*” it is commonly used for teenagers referring to a person who is new in something, but adding suffix at the end of the word

“new”. On the other side words like “*department*” or “*industry*” are words that are common in social contexts or common English conversations that can be used at different ages to distinguish buildings or ideas. Therefore, different words can be found in video games depending on the exposition and retention of players.

5.2 Limitations

The conclusions defended my posture and claimed good aspects of my study, however, there were some bad aspects that I regret not take into account, thus it has to mention:

Lack of collaboration

As it was observed in this research, there were some participants, who did not care at all about the study and cheated in some results, (see chapter four), hence their engagement was good enough at some time.

Lack of time

Something difficult to be equal was the time because a month was good, but it should be considered that some participants have lessons and more work from their schools, due to quarantine the entire world is living, participants have a big challenge to solve every day.

Harsh social distancing

As it was seen in this research, it would have been great if there had been in full time with participants or at least control a bit that part because as I mentioned before some of them were not engaged at all in this study, and it was rough to monitor all of them due to COVID-19 problem limited this research was the presence of the researcher.

Although the limitations were found, it could complete successfully the experiment proposed, hence the problems were fewer than the results. Also, the results were in total favor of video games more than was expected from the beginning, so this is valuable research to be studied deeper.

5.3 Recommendations

As was explained before regarding Learning English Vocabulary through video games, it would be prudent to suggest this study in different areas and toward different individuals in future research, for instance: it can be applied for children, young adults, and adults as future participants for more profound studies. It also can be useful to include more contextual and general vocabulary to test their English proficiency, it must be included more participants of both sex, players, non-players, watchers, and monitors would be optimal if they participate in further research. Besides, it would be also optimal if the participants have an established level to see their progress and possible level according to European Common Framework parameters.

5.3.1 Further Research

This study would be more important if they retake, reestablish, and try one more time to do this instrument in further research, considering the original version and previous studies that were an inspiration to make this investigation possible.

Longitudinal research is the ideal process to continue this work if they have a bigger number of participants from an institution or a neighborhood to have a more experienced investigation in the matter of video games and vocabulary learning in EFL.

5.3.2 Pedagogical Implications

This study as it was discussed has an impact on learning due to the social implications seen nowadays, however, it has pedagogical implications in the area of teaching especially for young students, for instance, the development of skills like listening, writing, reading, and speaking imply in major with the use of English through video games, that have at least one skill, such as reading instructions, clues or cheat codes provide a vast amount of vocabulary. Linguistics also has an impact due to the colloquialism, accents, and different spelling if the video games come from a country, in which area English is spoken and differs from the standard. In the area of types of learning it would be applied for different students, whose abilities are visual, auditory, or autodidactic, those students may reinforce or could be caught by attracting them with something that is highly challenging, since video games are ideal for those students.

Most important motivation can play a really important role because nowadays kids spend a lot of time playing than paying attention to traditional lessons, so one way to make our students learn better can be video game sessions, which consists of playing and learning by the hours and favorite games to be employed.

5.4 Personal Experience

In my personal experience about this research is wonderful and at the same time exhausting because I faced a lot of obstacles given since I began reading and looking at the data related to video games, thus the exhaustiveness comes from long days of frustration, returning chapter by chapter, removing and adding, but as everyone says: “Rome was not built in a day”, that means that everything cost an arm and a leg, so the fact that doing a thing once does not mean that everything is done and period, it is the beginning of a long path, and everybody falls, slips and

rises and then falls again, slips again and rises again until we reach our target, and that target was to finish this research with a vast experience in searching because this is not a game, it is pure art, which we have to consider seriously. Thus, my experience led me to a good taste at the end because I obtained what I wanted from the first page of this paper to the end of this.

In addition, I can say that I have more experience in writing, reading, and speaking also because I lost that fear of doing things “good” but with a lot of mistakes, and those mistakes turned me better in research in future projects from now on.

I hope one day to make this project public not for fame or being an important investigator, rather than I want to make the people arise more aware that video games are useful and not a threat as everyone has stigmatized as creators of violence, sedentary, lack of knowledge and of course waste of time because video games are the opposite of those aspects. It was proven that they function as a wonderful tool in learning instead of being bad things. Thereupon, my research will be shared in the future to wake up humanity’s way of thinking about video games.

Moreover, this project taught me that everything with effort, patience, passion, and soul is valuable no matter if there is frustration, rough days, bad criticism, and an almost resignation; life is about to fight, strike, and defense and this project showed me how to do it without being expert in the root of research or fight, thus my taste in this project was worthy until the end.

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Appendix A

El siguiente instrumento consta en dos secciones, por favor lee con cuidado las

Edad: _____	Sexo: M _____ F _____	Horas de
juego: _____		
Menciona el video juego que más juegas:		

indicaciones.

Responde el siguiente cuestionario y presta atención a cada pregunta.

1. ¿Qué género de video juegos te gusta más?
 - a) Acertijos y rompecabezas (Candy Crush, Portal etc.)
 - b) Disparos (Fornite, Doom Call of Duty etc.)
 - c) Plataforma (Mario, Sonic etc.)
 - d) RPG (role-playing games) (Darkest dungeon, Skyrim, and kingdom-come deliverance)
 - e) Estrategia (Realidad virtual) (X-com, Civilization, Total Warhammer)
 - f) Deportivos (FIFA, WWE, NBA,)
 - g) Carreras (Need for speed, BLUR, etc.)
 - h) Simulación (Minecraft, Free fire)
 - i) Terror y supervivencia (Resident Evil, Silent Hill)
 - j) Otros: _____

2. ¿Por cuál medio juegas con regularidad?
 - a) Arcade (Sega, Nintendo, etc.)
 - b) Computadora (IBM, MAC, etc.)
 - c) Móvil (Aplicaciones)

3. ¿Cada cuánto juegas?

a) Del diario	b) Semanal	c) Mensual	d) Semestral
---------------	------------	------------	--------------

Las siguientes preguntas escoge un número de 5-1 donde:

5 es Totalmente de acuerdo **4** es De acuerdo **3** es neutral **2** es en desacuerdo **1**
totalmente desacuerdo

Preguntas		5	4	3	2	1
4.	Utilizas el juego con la opción en inglés.					
5.	Has aprendido vocabulario en inglés jugando este tipo de video juegos.					
6.	Fue fácil aprender palabras en inglés.					
7.	Preguntaste sobre las palabras en inglés que aprendiste.					
8.	Las palabras que aprendes son importantes saberlas para pasar el juego.					
9.	Cuando ves las palabras en inglés fuera del juego las puedo reconocer.					
10.	Quiero aprender inglés utilizando videojuegos.					

Appendix B

Hay una lista de palabras en inglés, por favor relaciona las palabras con su significado al español.

- | | |
|-----------------|----------------------------|
| 1. Starter | 1. Contenido desbloqueable |
| 2. Advanced | 2. Rango |
| 3. Beginner | 3. Novato |
| 4. Rank | 4. Inicial |
| 5. Retro | 5. Campaña |
| 6. Multiplayer | 6. Relajante |
| 7. Campaign | 7. Objeto |
| 8. Chill | 8. Logro |
| 9. Item | 9. Jefe |
| 10. Platform | 10. Multijugador |
| 11. Achievement | 11. Avatar |
| 12. Avatar | 12. Retro |
| 13. Action | 13. Cooperativo |
| 14. Adventure | 14. Ilimitado |
| 15. Boss | 15. Munición |
| 16. Unlimited | 16. Punto de control |
| 17. Checkpoint | 17. Plataforma |
| 18. Cooperative | 18. Acción |
| 19. Ammo | 19. Aventura |
| 20. DLC | 20. Avanzado |

Por favor escriba las palabras aprendidas del video juego más jugado en inglés con su significado.

Appendix C

Por favor responda la siguiente entrevista con honestidad. Todos los datos son confidenciales y con motivos de uso académico.

1. ¿Consideras que jugar video juegos ayuda a aprender alguna lengua extranjera? Sí/ No
¿Por qué?
2. ¿Qué sensación te produce al jugar en inglés?
3. ¿Te motiva jugar en inglés más que en español? Sí/ No Explique su respuesta.
4. ¿Qué tipo de palabras puedes aprender por medio de los video juegos en inglés?
5. ¿Aprendes mejor inglés en clase o jugando?