

The use of educational videogames, as a Pedagogical strategy to develop basic EFL reading skills in a group of 8<sup>th</sup> graders at Guillermo Cano Isaza School

A research study presented by:

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<b>2. Descripción</b>	
<p>El presente trabajo de grado describe una propuesta de investigación acción, la cual estudia la influencia de los videojuegos educativos como herramienta y estrategia principal en el aprendizaje del inglés, teniendo en cuenta el desarrollo de las habilidades de lectura en un nivel básico. La investigación se realizó con estudiantes de grado octavo del colegio Cedit Guillermo Cano Isaza. Adicionalmente, este documento ofrece una descripción clara de la estrategia pedagógica que se utilizó para el desarrollo de esta propuesta. Esta investigación surgió como resultado de una observación realizada a un grupo de estudiantes, la cual mostró que su competencia lectora en el idioma inglés era bastante limitada. Dentro de las dificultades que los estudiantes presentaron fue posible encontrar que no comprendían textos y conversaciones básicas escritas en inglés, lo cual les hacía difícil interpretar, comprender y comunicar acertadamente sus ideas a través de esta lengua extranjera. Finalmente, los resultados de este estudio buscan contribuir al campo de la enseñanza de la lengua extranjera, así como a los estudiantes y la comunidad educativa en general.</p>	


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#### 4. Contenidos


En primer lugar, en el capítulo llamado Contextualización del problema, se describe cómo se determinó que en el aula de clase del curso 803 del Colegio Guillermo Cano Isáza I.E.D existía un problema de comprensión de lectura en inglés, relacionado al desinterés y la poca motivación de los estudiantes al momento de aprender a interpretar enunciados y textos cortos en la lengua extranjera. De esta manera, partiendo de dicha problemática, se describe en la justificación la importancia de implementar y proponer nuevas estrategias pedagógicas que permitan solucionar estas problemáticas ya mencionadas, considerando algunos objetivos orientados a mejorar la situación que se presentaba en el salón de clases.

En segundo lugar, partiendo del origen de la problemática descrita en el capítulo anterior, en el apartado marco teórico, se describen algunas investigaciones relacionadas con la pregunta de investigación, para ser tenidas en cuenta como referencia en el desarrollo de este proyecto. Adicionalmente, se desarrollan los temas de: Transfer of learning, Game based learning, Videogames y Silent extensive reading, teniendo como base fundamental autores con experiencia y autoridad en dichos temas, que son necesarios de explorar para comprender y analizar los resultados de la intervención pedagógica.

En tercer lugar, en el capítulo llamado metodología de la investigación, se describen las razones principales por las cuales esta investigación se enfoca en un método cualitativo, considerando específicamente como referente principal la IAP (Investigación Acción Participativa). Después, se determinan las unidades y categorías de análisis en la investigación para delimitar la problemática, considerando aspectos fundamentales de la población en términos cognitivos, sociales y convivenciales. Por último, este apartado hace una descripción detallada de los instrumentos de recolección de datos y las consideraciones éticas, teniendo en cuenta los datos e instrumentos más pertinentes para el desarrollo eficaz, honesto y coherente de este trabajo de investigación.

En cuarto lugar, en el capítulo llamado intervención pedagógica se explica cómo fue el proceso para determinar la problemática principal que se presentaba en el aula y el proceso de aplicación de la propuesta pedagógica. De esta manera, se consideran aspectos como: Vision of language, Vision of learning, Teaching approach y se explica cómo se lleva a cabo cada una de las fases de la intervención, así como los recursos y el cronograma propuesto para el desarrollo de las actividades planeadas.

En quinto lugar, en el capítulo llamado análisis de datos, se muestra el proceso de recolección, organización y clasificación de los datos recogidos con cada instrumento, tomando como referencia los principios teóricos de Grounded theory. Finalmente, en el último capítulo llamado conclusiones, se explica, a partir de los resultados descritos, el alcance y los logros de la intervención pedagógica considerando los objetivos que se establecieron al principio de esta investigación. Además, teniendo en cuenta el proceso que se aplicó durante la intervención pedagógica, se describen algunos posibles impactos que buscan ser relevantes y tomados como referencia para su posible aplicación en otras aulas de clase y otros escenarios educativos.

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### 5. Metodología

Esta investigación toma como referente un paradigma cualitativo, teniendo en cuenta que los datos se recogieron a partir de un contexto educativo específico para comprender la realidad y determinar los factores principales que impedían el aprendizaje del inglés en el aula en términos de lectura. Estos hallazgos, a medida que se desarrollaban, tuvieron un carácter descriptivo. Adicionalmente, se partió del enfoque de la Investigación- Acción Participativa considerando que, a partir de una problemática que se evidenció durante el acercamiento a un contexto, este enfoque permitió establecer una propuesta de intervención pedagógica que buscó generar resultados positivos en cuanto al desarrollo de habilidades lectoras que permitieron a los estudiantes la comprensión general de textos en inglés. De igual manera, dicha participación en el aula generó nuevas miradas frente al mejoramiento de la práctica educativa y enseñanza tomando como base los videojuegos educativos. En ese sentido, para determinar los alcances de la intervención, los instrumentos para la recolección de datos más pertinentes fueron los diarios de campo, las entrevistas, y los talleres de comprensión e interpretación de lectura.

### 6. Conclusiones

En primer lugar, se evidenció que el uso de los Educational videogames como estrategia pedagógica en el desarrollo de habilidades básicas de comprensión de lectura en inglés ayuda a que los estudiantes lleven a cabo de forma exitosa un ejercicio de interpretación y análisis, en la medida en que dichas estrategias facilitan y permiten tener control de la acción cognitiva de relacionar conocimientos previos del juego para ser aplicados en diferentes ejercicios de entendimiento de textos básicos en lengua extranjera.

En segundo lugar, se concluye que el Cooperative learning es una manera eficiente para crear una atmósfera agradable en el aula de clase, en donde el constante trabajo en grupo permite comparar y complementar las ideas de los estudiantes para lograr completar y cumplir un objetivo en común.

Finalmente, se concluye y afirma que Motivation and engagement son aspectos fundamentales para promover el aprendizaje intrínseco y autónomo de los estudiantes considerando que los videojuegos educativos pueden ser una herramienta útil que de forma progresiva, permite que los alumnos interioricen y usen de forma significativa el conocimiento que se aprende a través de ellos. En este caso, la interpretación y comprensión de textos en inglés se genera a partir del gusto y participación activa de los estudiantes que buscan entender lo que leen en los juegos.

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## **Abstract**

This research paper presents a proposal for an action research, in which the influence of educational video games on learning English is studied taking into account the development of reading skills at a basic level. The research was conducted with eight grade students from Cedit Guillermo Cano Isaza School. Besides, this document offers a clear and concise description of the pedagogical strategy that was used during the development of this proposal. This research came as the result of an observation developed upon a group of students during a period of six months in which there was a considerable limitation on their part when interpreting basic texts in English. In short, the reading level of the students in the English language was quite regular. Among the difficulties that the students presented it was possible to identify that the students did not understand basic texts and written conversations in English. For that reason, it was difficult for them to interpret what was communicated through this foreign language. Finally, the results that were produced in this study aim to contribute to the field of foreign language teaching, as well as to students and the educational community in general.

**Key words:** Educational videogames, Silent extensive Reading, General text comprehension, Cooperative learning, Motivation and engagement.

## **Resumen**

El presente trabajo de investigación expone una propuesta de investigación acción participativa, en la cual se estudia la influencia de los videojuegos educativos en el aprendizaje del inglés tomando como base el desarrollo de las habilidades de lectura en un nivel básico. La investigación se llevó a cabo con los estudiantes del grado octavo del colegio Cedit Guillermo Cano Isaza. Por otro lado, este documento ofrece una descripción clara y concisa de la estrategia pedagógica que se utilizó durante el desarrollo de esta propuesta. Este trabajo surgió como resultado de una observación realizada a un grupo de estudiantes durante un periodo de seis meses, en el cual se evidenció una limitación considerable por parte de ellos al momento de interpretar textos básicos en inglés. En pocas palabras, el nivel de lectura de los estudiantes en el idioma inglés era bastante regular. Dentro de las dificultades que los estudiantes presentaron, fue posible identificar que ellos no comprendían textos y conversaciones escritas básicas en inglés, lo cual les hacía imposible interpretar lo comunicado a través de esta lengua extranjera. Por último, los resultados que se arrojaron en este estudio buscan contribuir al campo de la enseñanza de la lengua extranjera, así como a los estudiantes y la comunidad educativa en general.

**Palabras clave:** Videojuegos educativos, Lectura extensa y silenciosa, Comprensión general del texto, Aprendizaje cooperativo, Motivación y compromiso.

## Chapter 1

### Contextualization of the problem

This section of the research corresponds to the description of the difficulties and needs of the 8<sup>th</sup> graders of the school Guillermo Cano Isaza in learning processes of English, as a foreign language. The information examined in this part was gathered through field notes, surveys, and a diagnostic test.

First, regarding reading skills, it was administered to the students a one-hour diagnostic test that was divided into three parts and all questions involved the use of the present simple (See annex No. 1). The first part contained 14 multiple-choice questions in which students had to mark one (x) according to the word that best fit the sentence. The second part included a reading exercise in which the students had to fill in the missing words in 15 blank spaces. Finally, the third part consisted on a reading exercise where students had to mark true or false to 8 questions, taking into account the general ideas they read in a description of a daily routine; the text was short and simple for students' better understanding.

The general conclusions of this test showed that only 11 of the 36 students of the course approved the test and the rest of the course answered wrongly most of the questions proposed in this diagnosis. In conclusion, this diagnosis showed that students had problems when understanding general ideas regarding the reading comprehension exercises. Students hardly ever did reading exercises and for this reason many times they did not understand what the teacher wrote in English on the board. (Annex 2, Field Note #1, August, 14th, 2018).



Additionally, the students had problems with the basic comprehension of texts in English, since the majority of the students did not know how to use words properly, due to their lack of knowledge.

Second, and based on the class observations on writing and speaking skills, it could be determined that students did not know how to write simple sentences in English. Actually, some students had problems when writing basic sentences since they did not have enough vocabulary and clear grammatical structures to write in a coherent and meaningful way.

In relation to students' speaking ability, it was observed that the only time they used English was at the beginning of the class, when they greeted the teacher or introduced themselves. The rest of the time, students spoke in Spanish because the activities proposed in class were related to repeating and memorizing the words that the teacher said, so students asked in Spanish and the teacher was forced to use Spanish to clarify ideas.

It was also identified that the teacher gave priority to receptive reading and listening skills; that is why it was not so important for the teacher that the students spoke English in the classroom. Instead, for the teacher it was more important that the students understood what she or the activity was proposing. In that sense, the problem was not only students' lacks but also the methodology used by the English teacher since it was traditional. Even when technology was used in the class, students were not engage with the activities proposed by the teacher due to the type of exercises that were based only on grammar approach. When interviewing the teacher, she stated that she uses technological resources to enrich her lessons by using grammar exercises online (Annex 3, Teacher's interview). In that sense, lessons were focused on giving children grammar elements to create mostly simple sentences. For that reason, reading skills were not addressed in class. During all class observations it was realized that the explanations of the topics were based on the teaching of grammatical

structures, so the priority was not the content of the reading texts but the sentences, as independent structures.

In this regard, the results of the general diagnostic evidenced that the teaching of receptive skills, specifically (reading), it must have been reconsidered since its focus during the classes was strictly grammatical.

### **Delimitation of the problem**

According to the National Standards of Education (2006), the parameters for teaching and learning English in the country are established according to the level and cycle of the students. In that sense, the standards proposed by the Ministry of Education focus on the development of English language skills in order to prepare students to face the challenges of a globalized world that demands diverse skills to obtain more work and educational opportunities.

Taking into account the third cycle outlined in the National Standards in relation to reading skills, students should be prepared to understand main ideas, key words and simple sentences in a text. In that aspect, the students must be able to extract general information from a short text written in a simple language. Despite that, what was observed from the diagnostic test, the field notes, and the surveys was that students have problems interpreting and understanding reading exercises because they did not have the ability to complete simple tasks as they did not understand the basic instructions. For instance, during the diagnostic test, students were constantly asking for clarifications and they were always looking in Google for the translation of any kind of material or instruction they receive. (Annex 4, Field Note #2, August, 21st, 2018).

Another problem that was found related to students' English performance was that they were not involved with the class in a significant way, since they were not interested in

the English class; despite the school had technological and supporting resources for students to improve educational processes, they seemed to have no motivation due to the contents, strategies, materials, and practices that were implemented in the classes. So, it was necessary to implement a new methodology that would allow the students to change their perception about learning English in order to motivate them to learn by using strategies that were important to acquire the necessary tools to interpret a basic text in English. These learning strategies focused on understanding the general idea of different texts and figure out the global message. In this aspect, it was necessary to involve new teaching and methodological techniques that involve the interests of the students, taking into account the environment and the social dynamics that build students' interests. Based on the ninth question of the survey administered to the students regarding their preferences, most part of the students expressed that they were interested in videogames. (*Annex 5, tabulation of the 9th question of the survey*). In that sense, the use of a methodology that would include a direct relationship between students and learning through educational video games would be a strategy that could catch student's attention, motivation and they could raise their curiosity to develop reading skills. All in all, a methodological process that would use videogames seemed to be necessary for students to be interested in learning.

Those educational issues were the reasons to conduct an action research determining the influence that digital education videogames may have in the development of basic reading skills in a foreign language learning processes of the 8th grade students from the school Guillermo Cano Isaza.

### **Research question**

How many students in group 803 at Guillermo Cano Isaza School develop their silent extensive reading skills when using educational videogames as a pedagogical tool?

## **Research objectives**

### **General Objective**

To characterize how A1 eighth grade students may enhance their silent extensive reading by using videogames as a pedagogical strategy.

### **Specific objectives**

- To analyze the impact produced by educational videogames in learning silent extensive reading in eighth grade students.
- To describe students' behavior and interest when using educational video games in developing basic reading skills.
- To document the possible progress of 803 students' reading skills when exposed to educational videogames.

## **Rationale**

The present research study considered the necessity to use educational videogames as an important and innovative tool in learning English as a foreign language, to catch students' attention, due to the low level and lack of interest they have showed during the development of the English classes; for those reasons, what is intended in this investigation is to apply an innovative way to foster the students' reading skills taking into account their interests.

To start with, learning to identify and recognize words in English for the first time in any type of reading allows students to gain more confidence when reading and interpreting a text. Educational video games are an important tool for students to create a reading habit that allows them to increase their text comprehension. One of the main advantages of learning Silent Extensive Reading is that students acquire incidental grammatical competence. In this way, students do not have to learn grammar in a traditional way, since it becomes a deductive method that the student discovers as he/she explores different texts. In short, this type of reading is important to consider in this research because it allows beginner students to develop a linguistic base that will help them improve their communication skills in English.

At this point, it was necessary to intervene with a strategy through which students could relate their own experiences and environment to the content they are getting by the teacher. In that sense, “digital games are an ideal medium for learning and construct knowledge in this technological age” (Gee; Prensky; and Squire 2011, p. 261). Here is when videogames become a tool that plays an important role in the development and construction of learning, taking into account the pedagogical model of the school (constructivism) where the research took place.

In addition, as was explained before, I.E.D Guillermo Cano Isaza School bases its philosophy on a constructivist pedagogical approach where students are expected to develop knowledge construction processes by forging bonds of coexistence for the benefit of the community. In that sense, video games were a powerful tool in the construction of knowledge and learning, since each level in a video game taught a new content that would be applied later to solve problems, as the player advances in the game. In this way, the video game tells the player that knowledge is not fixed and static, but a constant construction that is adjusted to the needs according to the problems the player faces.

Taking into account the aforementioned, it is necessary to start looking for other alternatives to teach a foreign language, considering the needs and tools that individuals have to face in a globalized world totally immersed in new technologies. Using videogames in education is not a strategy simply to entertain or sell consoles, computers, cell phones, tablets, etc. Teaching a foreign language playing videogames means restructuring the way we conceive the learning and teaching of a language, taking into account that the brain learns in a pleasant and effective way through them. In that sense, “games can pose prolonged neurocognitive demands on working memory, perceptual speed, and episodic memory” (Baniqued, 2013).

It is important to consider that video games can allow players to experiment and learn from their mistakes without being judged. Knowledge in a video game is built from the errors that the player makes as he/she advances in the game. In that sense, the student is not afraid of failing or making mistakes because he/she knows that making mistakes is part of the process. Additionally, videogames require the integration of several linguistic skills, including mainly reading and interpretation, and by eliminating the fear of making mistakes, students have the freedom to practice the language and further develop their linguistic and cognitive skills in the process.

To sum up, the first part of this research has delimited the main constructions on which this project was based. In order to relate those constructs and their antecedents in research, the next chapter discusses some theoretical statements related to the concepts of this research project, such as: Silent extensive reading, Transfer of learning, Game based learning, and Video Games. Also, it will be presented a literature review about the previous research that has been done related to the constructs mentioned before.

## **Chapter 2**

### **State of art and Theoretical framework**

The first chapter of this research has delimited the main constructions on which this research project is based. In order to relate those constructs and their antecedents in research, it will present a literature review about the previous research that has been done related to the constructs; also, it will be discussed some theoretical statements related to the constructs of this research project, such as: transfer of learning, game based learning, video games, and silent extensive reading, taking into account the interpretivist /constructivist paradigm.

#### **State of the Art**

Reading comprehension has been researched considerably in many regions around the country. However, research into the use of video games in teaching a foreign language has not been widely researched in this country. The number of documents and research related to this topic does not exceed the number of two publications at the UPN University, five publications around the country, and less than eighteen publications abroad. In this sense, the panorama facing this field of research has not been widely explored and for this reason, it is

necessary to take into account the few investigations that have been done in this country, and some considerations regarding research that has been carried out at an international level.

Galvis, (2011) introduces in his paper “*video-game based language instruction as a teaching approach catering to the different socio-economic and learning needs of English as a Foreign Language students*” At this point, three questions emerge: Can video games be included in education, specifically language education? What would be the advantages of using video games vs. traditional ways of teaching English as a foreign language (EFL)?, and finally, what is the academic rationale to justify a methodological inclusion of this kind?

This document introduces video-game based language instruction as a teaching approach to enhance students to learn English since statistical data in this paper showed that the participation of Colombian students in learning a foreign language is limited due to socio-economic factors in terms of accessibility. This study was carried out at Pontificia Universidad Javeriana taking into account the data and statistics of the Institute International Education (2012). One of the most important findings in this research showed that adapting video-game based language instruction could help any students with their foreign language acquisition providing different options and technological devices democratizing education to any social class for further research to construct and test the efficacy of video-game based learning in different contexts. This paper is helpful for this project because it provides solid reasons why the use of video games in education and foreign language education is justified. Additionally, this paper provide the rationale for adapting video-game based language instruction in light of important foreign language acquisition constructs such as culture and identity, among others.



Another research implying the use of videogames in teaching EFL, is a national research that was done by Laura Yurany Castillo, where the researcher describes “*The impact of the prolonged gaming experience of “The Sims 4” video game in relation to the learning of vocabulary in English as a foreign language*” In this study, a mixed approach was used, due to the use of qualitative and quantitative data collection procedures and instruments. This research took place at the Pontificia Universidad Javeriana taking into account two types of population. The first sample was composed by 15 first semester foreign language students from that same university. The second sample was composed by 15 students from the Francisco Miranda School. The prolonged virtual gaming experience helped all students involved in this research to improve their English level in terms of lexical learning and the use of common foreign language expressions in different contexts. The results of the research showed that all participants learned vocabulary in different ways. For this reason, it was concluded that thanks to this videogame, the learning of new words in English was favored. This study is significant for this research because through technologies for learning English, the reader could see that teachers can develop an effective educational process in which levels of motivation are high. In addition, it is important to mention that in this study, the importance of reading in the acquisition of vocabulary is highlighted.

The next research taken into account is called “*Lenguajes y lecturas en Fable: The Lost Chapters ¿Qué nos pasa cuando videojugamos?*” written by José Antonio Parra y Mauricio Borda at the Pontificia Universidad Javeriana. In this investigation, the main objective was to determine the “*Flow experiences*” produced by the virtual videogame “Fable” throughout its playability. The authors observed the reading processes in English as a foreign language that are presented at each level of the game. The results concluded that the students increased their reading level in English since the meanings of the objects learned in

the video game were produced thanks to the interpretation of the players who saw the object (visual representation), and also saw the name of the respective object (graphic representation). In this way, the investigation indicated that the object's vocabulary learned through the experience of the game "*Fable*" remained in the long-term memory of the players. Similarly, when this same lexicon appeared in other contexts, the participants were able to remember the meaning of the words because they already had a visual representation of those. This study is important in this research work due to its theoretical and methodological contributions in terms of reading processes in English as a foreign language.

Internationally, Sedigheh Vahdat and Amin Rasti Behbahani propose a research project in the language area called "The effect of video games on Iranian EFL learners' vocabulary learning". In this study, the effects of video games as a new tool for Iranian EFL vocabulary learning were explored. This research took place in Iran and the selected sample consists of 20 intermediate EFL learners. The participants were divided into two groups: 10 males and 10 females in each. There was a control group and an experimental group. On one hand, the control group studied vocabulary via traditional classes without using technology or any device. On the other hand, the experimental group experienced vocabulary learning by playing a video game called "Runaway: A road adventure." At the end, the study showed that learning vocabulary by using videogames were more beneficial than learning vocabulary by a traditional means since the virtual world created in videogames was a powerful tool to simulate a learning environment in which students became teachers of their own learning. This investigation document was fundamental to provide theoretical support for this present research since the methodological principles were applied in a similar way but in different contexts.

The last research implying the use of videogames in teaching EFL is an international research that was conducted by Jared Baierschmidt, who carried out an investigation with thirteen 3rd and 4th year students (4 male/9 female) at a mid-size Japanese university. The students were enrolled in the course and agreed to participate in this research project entitled “*Learning English through Video Gaming.*” In that project, the primary goal of the course was to provide learners with fun and novel ways of practicing and improving their English language skills outside of class using video games. A secondary goal was to provide students with the confidence and experience to communicate comfortably about video games with other speakers of English. This research enriches the theoretical foundations of the present project, since the activities proposed in this document were intended to focus students' attention on the language. In this case, student's gameplay experiences allowed them to carefully review any mistake in English.

## **Theoretical Framework**

### **Silent extensive reading**

According to Brown (1989), reading is carried out "to achieve a general understanding of a text." In that sense, extensive reading is always done for the comprehension of main ideas, not for specific details. In this reading category, the teacher gives recommendations on reading materials, based on student's interests. In addition, Long and Richards (1971), identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist," and skipping unknown words." (P.216). This statement is important in this research because according to the diagnosis of the first chapter, the level of English of the students was

low. For this reason, it is necessary to implement in the English classes this first level of reading and interpretation that allows students to have a basic and pleasant approach to learning to read in English, since video games offer that alternative and they are something that students enjoy.

### **Transfer of Learning**

In relation to transfer of learning in teaching English, Perkins (1992) states that “transfer of learning occurs when learning in one context or with one set of materials impacts on performance in another context or with other related materials.” (P.3). This point of view considers transfer of learning as a key concept in education and learning theory, because transfer occurs when learning in one context or with one set of materials impacts on performance in another context or with other related materials, (Perkins, 1992). Usually the context of learning (classrooms, exercise books, tests, simple streamlined tasks) differs markedly from the ultimate contexts of application (in the home, on the job, within complex tasks). In that sense, the ends of education are not achieved unless transfer occurs.

According to Don Clark (2000: 2) “transfer of learning is the influence of prior learning on performance in a new situation”. Taking into account this idea, transfer of learning is always at least implicitly contrastive: it assumes learning within a certain context and asks about impact beyond that context. For the purpose of this study, transfer of learning was defined as putting into practice reading skills, knowledge, and attitudes that were gained through the learning process either in the classroom or in a specific environment. These statements are useful in this project as they allow us to recognize the incidence of transfer of learning when students are sought to learn English through video games, taking into account

listening and reading skills at a basic level that can be applied in different contexts. For instance, students could apply this knowledge in various situations such as: reading basic digital texts, understanding written and spoken basic instructions in English, etc. It is important to consider that the situations of application may vary according to students' interests, because after all, they are in charge of applying their knowledge according to their needs.

To complete this construct about the role of transfer of learning, it is important to consider near transfer (to closely related contexts and performances) and far transfer (to rather different contexts and performances) to identify how the application of skills, knowledge, and/or attitudes that were learned in one situation, could be applied to another learning situation. (Perkins, 1992). After having presented a part of the basis of this research, I will talk about another part that completes this process in the following construct.

### **Game Based Learning**

To develop this part, it will be considered Gee's (2003) statements of why Game-based learning is getting its impact on the cognitive process, its application, and the importance of this approach in educational environments. First, it is important to check the definition of game based learning approach. Game-based learning refers to "the borrowing of certain gaming principles and applying them to real-life settings to engage users" (Trybus, 2015). The motivational psychology involved in game based learning "allow students to engage with educational materials in a playful and dynamic way" (Trybus, 2015). Game-based learning is not just creating games for students to play, it is designing learning activities

that can incrementally introduce concepts, and guide users towards an end goal. In that sense, enhancing cognitive processes is an important outcome.

There are many ways to apply the game-based learning approach in the classroom. In the case of this project, the principles of this methodological approach were sought to apply considering digital game-based learning, as an instructional method that incorporates educational content or learning principles into video games with the goal of engaging learners. Applications of digital game-based learning draw upon the constructivist theory of education. In that way, as Deubel, (2011) states “Digital game-based learning involves activities that can range from completing very simple tasks to the development of intricate problem-solving skills”. According to Deubel, “digital game-based learning has the potential to engage and motivate students and offer custom learning experiences while promoting long term memory and providing practical experience”. Deubel (2011).

Finally, according to Virvou and Katsionis (2008), “Digital learning games can help to develop student’s listening and reading skills, as games communicate with students by outlining the game objective and providing feedback at specified times.” (P.37). In this case, computer games often provide assistance or guidance to help players navigate in the game. As with all scenarios, the storylines may be fictitious, but the places, items, and/or concepts should be real, allowing the players to research the background and gain factual knowledge about the included topics. For this reason, the player must know the patterns and concepts raised by the game from the beginning to successfully complete the video game. In this sense, the reading and instructions must be essential for the resolution of problems that are faced as the player advances in the game.

## **Video Games**

Considering the elements mentioned above in this construction, it is important to say that in the game-based learning framework, videogames have been chosen as the main tool for learning a second language since in the last few years, videogames have been implemented in many settings including workplace training, education, and social media. There are different types of games and genres. That is why there is a need for a generally accepted taxonomy of games. This is especially important because different types of games may have different learning outcomes. According to Gentile (2011), “A taxonomy will make it possible to relate types of games to the learning results that may be expected from them. Such specificity helps game developers and researchers organize the knowledge base about game-based learning, identify needed research more effectively, and provide research-based prescriptions for using different types of games,” (P. 498). In that sense, as well as the selection of books is made in a literature class to achieve a specific objective during the class, the selection of video games must correspond to the objectives and needs of students in a field of study. In this case, the videogames that were intended to be applied in this research project were: Fast Hands (an educational videogame where the content of English is a combination of Cambridge level A1 and A2 in terms of vocabulary and the learning model of the game is called "play to learn". This model prioritizes vocabulary comprehension and reading comprehension at basic levels), and Big Describer (an educational videogame where the player tries to interpret different pictures in context to understand sentences and patterns in English). These video games were selected because they gave priority to the development of basic reading skills in the learning of English as a foreign language. In that way, as Honey & Hilton suggest, “The strong motivation to play games may be an antidote for students with

low level and motivation for school and/or learning, leading them to work longer and more intensely than they do in traditional instructional settings.” (P. 498). (Honey & Hilton, 2011). These factors all suggest that a taxonomy of games should include information about the types of students for whom particular types of games may be especially beneficial. All in all, good video games confront players in the initial game levels with problems that are specifically designed to allow players to form good generalizations about what will work well later when they face more complex problems.

### **Collaborative learning**

Talking about collaborative learning, there is a lack of consensus upon the definition of the concept. However, Jenni, R. and Mauriel, J. (2004) define this term as a learning process that involves groups of learners working together to solve a problem, complete a task, or create a product. According to the same authors, ” Collaborative learning has become a twenty-first century trend.” That is the main reason why the concept of collaboration in this project research played a significant role since students moved away from the typical teacher-centered classroom to a student-centered class in which interaction and work in group were the keys to solve all the activities proposed by the pre- service teacher. As Gerlach, J. M (1994) stated "collaborative learning is a naturally social act in which participants communicate themselves mutually searching for understandings or meanings for creating possible solutions" (P.12). In that sense, this construct was necessary to understand the way in which students could be able to develop their individual language skills to make contributions to the development of the proposed activities based on the educational video games.



## **Motivation and engagement**

These concepts are together related to the way students achieve significant learning outcomes in different educational contexts. According to Russell, Ainley & Frydenberg "motivation is seen as a pre-requisite of and a necessary element for student engagement in learning and it is not only an end in itself but it is also a means to the end of students achieving academic outcomes."(2005). Taking into account what the authors said, this is important because engagement may lead to higher academic achievement through students' life. Nowadays, it is very important for teachers to create engaging environments where the students could participate actively. This is why; digital games are commonly becoming a source for learning and teaching different academic areas. Educational Video games are changing the way people have conceived autonomy. The player has the opportunity to choose what he / she wants to play, and this new way of understanding allows the player to be motivated and learn in an intrinsic way. One of the objectives of this research project aims to raise awareness of the power of videogames in learning and teaching EFL since examining the engaging properties of digital games, educators could develop a better understanding of motivation and engagement and they would be able to engage students in all educational contexts.

These previous research studies and theoretical constructions will allow possible investigators interested in this field to explore several paths for future research into using educational video games for language learning. Although further research is needed, these studies seem to indicate that classroom activities using video games can promote a variety of positive outcomes, such as encouraging reflective learning and independent learning outside of class. These both characteristics are important and essential for learning a foreign language.

The next chapter is about the research methodology considering some basics and fundamentals mentioned in this part of the document.

### **Chapter 3**

#### **Research Methodology**

This chapter is focused on presenting the research methodology applied in this study. In other words, the type and method of research. Also, the reader will find the explanation of the unit of analysis, the data collection instruments, the procedures, and the ethical considerations towards this investigation. In the same way, the reader will observe the assurance and reliability during the application of the study.

#### **Type of research**

This research was based on a qualitative research approach, since the study aimed to describe and understand an educational phenomenon related to the learning of a foreign language. Yin (2002) defines qualitative research as “an empirical design that investigates a contemporary social phenomenon within the context of social reality, when the limits between the phenomenon and the context are not clearly evident and in which there are multiple sources of evidence that can be used” (p.23). Bromley (1990) enriches this concept by considering qualitative research as a systematic exploration of a related event that aims to describe, explain, and assist in understanding the phenomenon under study. This study did not seek to generalize certain conditions in the environments of teaching/learning a foreign

language; instead, it sought to analyze and experiment new pedagogical strategies taking into account the pedagogical experience.

### **Method of research**

This study followed the Action Research method. Phillips and Carr (2010) define Action Research as “a tool of research that places the teacher as an agent of change in a classroom with specific needs and with its own cultural and social paradigms. Those aspects are mixed in the teacher’s pedagogical context and exercise” (p. 9). In addition, this method is important from a practical perspective, because according to Burns “action research is a process that involves taking a self-reflective, critical, and systematic approach to exploring the teacher’s own teaching contexts” (Burns, 2010, p. 2). In that way, teachers could intervene in a deliberate way, taking into account a problematic situation in order to bring about changes and, even better, improvements in practice.

In the Action Research method, Burns (2010) states four steps or stages involved in a cycle of research:



**Graphic 1:** Burns (2010) phases in a cycle of research (p.8)

The first step is planning; this part of the investigation includes identifying a problem or issue and then comes up a plan to improve it. In this research study through observation, surveys, interviews, and a diagnostic test the main weaknesses and strengths of the Guillermo Cano Isaza 8th graders in English class were defined in the observation stage at the beginning of the project realization.

The second stage is Action, which has to do with the execution of the plan. This research study explored the potential of educational video games for engaging students in a learning experience. In that sense, digital games worked as an interactive and attractive tool for improving basic reading skills.

The third step is observation. In this phase the researcher observes the plan in action and documents the data collected. In this research study, three data collection instruments were applied and submitted to register the effects of the research: field notes, artifacts, and interviews.

The fourth stage is reflection. This is the part where the researcher reflects, evaluates, and describes the results of the action research. In this research study, as results were gathered, they were analyzed systematically in order to be organized. At the end, these cycles are repeated as many times as necessary to demonstrate if the action research has achieved its purposes.

### **Unit and Categories of analysis**

The unit of analysis refers to the central study object of the research, which is directly related to the research question of the investigation and the objectives set. In this aspect, the main intention of this research study was to characterize, analyze, and describe the way students developed their silent extensive reading skills when using educational videogames as a pedagogical tool. In this sense, the analysis of the collected data considered

three main categories: general text comprehension, cooperative learning, and motivation and engagement. They were examined in concordance to the data collection instruments, the research question, the objectives, the theoretical framework and this emerged from the examination and understanding of the data. At the end, the data analysis was done under the grounded approach principles.

## **Population**

Basically, it was decided to use 2 instruments as a strategy to collect students' information. First, some field notes where it was observed and gathered data taking into account what happened in the classroom while the teacher taught her classes. Observations were carried out in the second semester of 2018. Second, a survey was given to students in relation to their likes, family context, and interest in the English class.

The students' population consisted of 37 students divided into 16 boys and 21 girls. The age of students ranged from 12 to 16 years old. According to the survey, 73% of them lived in a monoparental family, 21% of them lived in a regular family, and 5% of the students lived without their parents. (Annex 6, tabulation of the 2nd question of the survey).

Regarding student's preferences, 40% of the students enjoyed playing videogames because they thought they were funny and amusing; 32% of the students enjoyed spending their time on social networks, because they liked to communicate and share their feelings and tastes with their friends online; 25% of the students enjoyed sports and physical activities, because they liked to play soccer and participate in the neighborhood championships. Finally, just one student liked reading because he/she did not have internet in his house and books were the only means of entertainment.

Their favorite subjects ranged from Spanish Language and Literature (23%), Physical Education (23%), Arts (19%), English (12%), Math (12%), and Informatics (8%). (Annex 7, tabulation of the 18th question of the survey). The preferences of the students were focused on the area of Spanish Language and physical education because according to their personal testimonies, in those spaces they could rest and play during the whole class. It is important to mention that students considered Mathematics and English as boring subjects because according to them, these were the subjects in which teachers left them a lot of homework.

Focusing on English class information, 47% of students liked English but 53% thought English was difficult and boring. Therefore, 66% of the students said they were interested in learning English and just 34% of the students said that they were not. (Annex 8, tabulation of the 19th question of the survey).

Finally, talking about the cognitive development of the students, the teacher considered that there is not a perfect way to teach English, for this reason, all students will sometimes have shortcomings in learning a second language. According to the interview with the teacher, (Annex 9, Teacher's interview), there are methods that she has used and they have been successful. On the other hand, she has applied methodologies that have been total failures. In this sense, the teacher was self-critical and reflective when considering what worked and what did not work in the classroom. The teacher gave priority to receptive reading and listening skills. (Annex 10, Field Note #3, August the 28th 2018). That is why this project considered the teaching of receptive skills, more specifically reading, since this ability could be easily developed through educational video games.

## **Data Collection Procedure**

Data collection instruments were the basis of the project as they were the evidence, the confirmation of theory, and the ones that determine the trustworthiness of the research. In this investigation, the data collection plan was described taking into account a sample, in order to have a better data analysis. According to Morgan, sampling is “the process of choosing actual data sources from a large set of possibilities” (as cited by Given 2008, p. 799).

For this project “Purposive Sampling” was used as it “determines what selection criteria are essential in choosing the people or sites to be studied” (Merriam, 2009, p. 77). In that sense, this study focused on nine (9) students selected based on their results in the diagnostic test Annex 14); they were divided into three groups: the three students with the best results, the three students with the average results, and the three students with the lowest results. The delimitation of the population allowed to analyze and document the information in an effective way, since with the sample, it was possible to make a rigorous follow-up of the students during the development of the English class in the improvement of the basic reading skills through the use of educational video games.

## **Data Collection Instruments**

### **Artifacts**

Norum (2008), states that “Artifacts are a frequently overlooked source of data. They serve to enrich a study and often provide information not available from interview or observational data.” (p.25). Workshops developed by the students were the artifacts of this study, as they had activities focused on basic reading skills; one workshop per couple of students was collected every week.

## **Field Notes**

Field notes are important in a qualitative study because as Best and Kahn (1989) express, “Note-taking is putting materials in a form that can be recalled and used in the future. As a result, note taking should be systematic in order that what is read is not forgotten quickly because notes can have many uses in qualitative research.” The field notes were taken each class, focusing on the analysis of the activities and tasks related to the videogame.

## **Survey**

It was necessary to know and analyze students’ opinions about the process. As in this definition by Groves (2004): “The survey is a systematic method for gathering information from (a sample of) entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members” (p. 4). A survey with open and close questions was applied at the end of the process to validate students’ perceptions about the implementation of basic reading activities, based on the gameplay of educational videogames.

## **Trustworthiness and Ethical Issues**

The present research was conducted under the precepts of trustworthiness, and its analysis was based on grounded theory. According to Burns (2010) “we need to find ways to strength the data, making sure we adopt an objective approach to the information we collect” (P. 28). In that sense, the analysis process was based on identifying, coding, selecting, and theorizing by using the different data collection instrument mentioned before.

On the other hand, taking into account that the participants of this project are under-age, it was needed to ask for their parents’ permission in an informed consent form, for them to be able to participate in this project, since the conception of videogames in education is not well seen because videogames are normally related to leisure and a way of waste time. (*See*



*annex 11*). It is important to recognize and show parents in a meeting at the beginning of the school year that videogames offer learning and strong educational advantages, as they fully motivate and engage students. That is why, since computer games usage is increasingly spreading, concern must be placed on the ethical issues and perceptions that are built toward them. In addition, it is important to ask for parents' permission to make some interviews and record some elements necessary for data collection.

To sum up, in this chapter it was reviewed the components that make up this action research study, taking into account a general description of the type and method of research, the target population, the units and categories of analysis, the data collection procedure and instruments, and ethical issues. In the next chapter, the foundations of the pedagogical intervention and main actions will be presented.

## **Chapter 4**

### **Pedagogical Intervention**

In this chapter, it will be discussed the visions of language / learning considering the approach of teaching through video games, taking into account the pedagogical principles, materials, and stages of the DGBL framework. Additionally, this chapter intends to show the proposal for the pedagogical intervention based on the chronogram with the lesson plans for each work unit.

## **Vision of language**

This study perceived language as doing things (the functional perspective). This means that “Language is seen as social action that focuses on the functions and uses of the language in socially defined contexts.” (Tudor, 2001, p.60). According to Vera, Chapetón, and Buitrago, “Language is the means for achieving certain functional or pragmatic goals, such as answering the phone, providing information in specific contexts, or communicating effectively in a foreign language. Programs developed with a functional perspective of language, are based on "objectively observable needs" (Tudor, 2001, p.60) and pragmatic communicative interests of the students concerned”. (2018, p. 88).

In this sense, this vision of language matches with the focus of the DGBL framework since “students are in a position to do something with the language they are learning, so that they can communicate effectively in relevant situations of use.” (Vera, Chapetón, and Buitrago, 2018, p. 88). In this case, language played an important role when gamers were to obtain, create, use, or manipulate their language items in the videogame. For example, in this project were used two videogames called: Big describer and Fast Hands. In these educational videogames the players had to gotten the language acquired during the gameplay through interpreting and reading processes to create their language items in the videogame. Also, it is important to note that during the video game the players must communicate effectively taking into account the indications of the video game on the screen. Thus, English becomes a means to a greater end. Language and communication are the ways in which videogames and their makers convey meanings to their audiences, and the ways in which gamers communicate and negotiate meanings among themselves. According to Rosas (2003), “For language learning purposes, it is important to select the indicated videogame in which language plays a role in achieving the ultimate goal of the game, in victory, so that

while enjoying playing the videogame, gamers would be involved with language processing as well.” (Rosas et al., 2003).

### **Vision of learning**

This project conceived learning as a way of experiential learning. In this sense, according to Tudor (2001) “language implies a naturalistic form of learning or "picking up" the language, which requires direct experience with the language. It entails two key factors: 1) exposure to substantial amounts of input in the target language; and 2) use of the language for communicative purposes”. (As cited in Vera, Chapetón, and Buitrago, 2018, p. 89).

Under this view of learning, in this project, learners made meaning through the interactions with the videogame on the screen in order to gain knowledge from an experience, because certain abilities such as interpreting and reading were required to complete the levels that the videogame proposes during its development.

In addition, according to Tudor (2001) “Experiential learning emphasizes the idea of learning by doing, which has five principles: 1) activities should focus on processing and communicating messages; 2) holistic learning activities should reflect the multi-dimensional nature of communication; 3) authentic materials should be used; 4) the use of communication strategies should be encouraged; and 5) learning activities should involve collaboration among learners” (As cited in Vera, Chapetón, and Buitrago, 2018, p. 89). In this project, these five principles were applied in the following way: 1) activities were focused on processing and communicating messages between the player and the screen; 2) holistic learning was reflected when the students had to relate several learnings to apply them in the workshops that the researcher planned to do after each gameplay; 3) authentic materials were used taking into account the use of technology and the creation of workshops with the specific purpose of giving priority to reading skills; 4) through the use of specific video game

commands, the use of communication strategies were encouraged; and 5) the learning activities involved the collaboration between the students, since some doubts about the gameplay were solved among the students themselves.

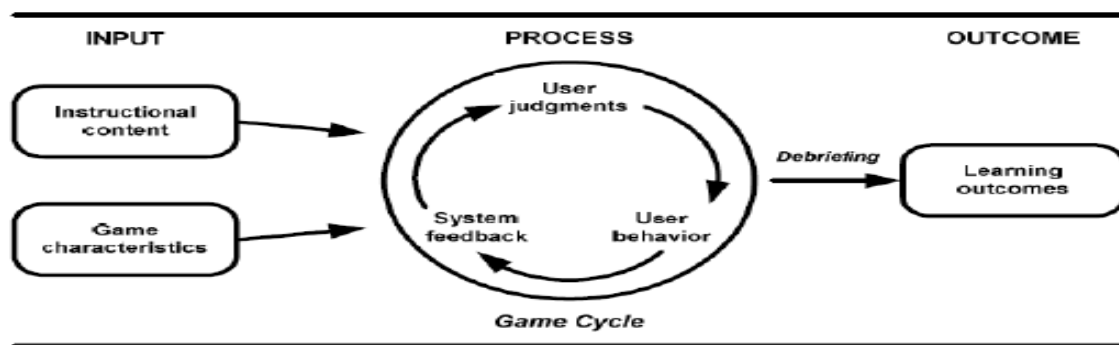
In that way, this view of learning worked as an active process where learners should learn through experience to discover principles, concepts, and facts for themselves.

### **Teaching methodology (Approach)**

#### **Pedagogical intervention**

As it was exposed above, this study was making use of the Digital Game-Based Learning framework. Digital Game-Based explore the potential of digital games for engaging students in the learning experience. In that sense, videogames worked as an interactive and attractive tool because they offered potentials in improving EFL interpretation abilities. Reading comprehension improved by providing visual input and feedback, both of which video games provided. In this case, a framework that is based on experiential active learning theory by Garris, Ahlers & Driskell (Garris et al., 2002), allows teachers to define the methodology of their own games. The next diagram shows the model of GBL by Garris et al. (2002) that consists on three main processes or stages. This research has adopted this model as a reference because it suits adequately the objectives and methods that were intended to apply in the pedagogical intervention that was planned to do at school. For this reason, it will be presented this model in detail next:

Graphic 2. Model of game-based learning by (Garris et al., 2002; Pivec & Dziabenko, 2004a, 2004b)



## Input

In this stage, the teacher introduced the big topic; for instance, simple present, simple past, present perfect, etc. The big topic was selected according to the syllabus of the school. Then, the teacher started to talk about the game characteristics such as: Game story's background (background story of every game is important as it shows features related to the videogame such as: What does it consist on? What is the objective? How do commands of control work? etc.), Rules (clear instructions and rules for every game are very important. It is a guideline and regulations for learners to follow when they are involved in the game play), and finally, Immersion (the game design should make learners feel immersive and absorbed when involved in each game play). Instructional content was crucial because this was the part where the teacher gained student's interests and encouraged them to be engaged with the videogame. This would vary depending on the topic and the gameplay of the video game.

## Process

According to Egenfeldt-Nielsen & Tosca, "Experiential learning does not necessitate teachers as it exclusively depends on the useful process accomplished by individual's experience with the game itself. Game play involves interaction with a game through its rules,

the connection between the player and the game, challenges and solutions, the plot and the player's emotional connection with the plot" (Egenfeldt-Nielsen, Smith, & Tosca, 2008, p.15). In that sense, the experiential gaming model allowed the player to make judgments through the gameplay. At this point, it was necessary to highlight the importance of feedback, since learner's feedback was the learning response in the game. The user interface design in the game design should make it easy for learners to give feedback to the game.

### **Outcome**

Once the video game is finished, it is important to highlight the importance of reward/award since this is one of the ways to motivate learners to continue the game play and overcome the difficulties of each game level. After finishing the unit with a videogame, the students will carry out a workshop in groups with different types of questions and activities. The workshops will include readings and specific questions that intend to provide feedback, as well as apply the knowledge acquired through the video game to the activities proposed by the workshop.

The syllabus of the school Cedit Guillermo Cano Isaza for the next level is divided into four big units. However, it has been slightly adapted it into two big units that will be presented below:

### **Chronogram**

The following table presents the timeline for the pedagogical intervention for next semester. This schedule is subject to modifications by the school if it is necessary:

Table 1. Chronogram of Activities

MONTH	WEEK	UNIT	LESSON STAGE	DESCRIPTION OF ACTIVITIES	TIME
<b>January</b>	Week 1	Unit 1. Lesson plan 1. Describing my environment	- Input	- Presenting the videogame and topic	- 15 min.
			- Process	- Students playing the videogame	- 45 min.
			- Outcome	- Making a workshop	- 60 min.
<b>February</b>	Week 2-3	Unit 1. Lesson plan 2. Specific words from the game	- Input	- Presenting the videogame and topic	- 15 min.
			- Process	- Students playing the videogame	- 45 min.
			- Outcome	- Making a workshop and presenting previous one	- 60 min.
	Week 4-5	Unit 1. Lesson plan 3. The Verbs	- Input	- Presenting the videogame and topic	- 15 min.
			- Process	- Students playing the videogame	- 45 min.
			- Outcome	- Making a workshop and presenting previous one	- 60 min.
<b>March</b>	Week 6-7	Unit 1. Lesson plan 4. Adjectives	- Input	- Presenting the videogame and topic	- 15 min.
			- Process	- Students playing the videogame	- 45 min.
			- Outcome	- Making a workshop and presenting previous one	- 60 min.
	Week 8-	Unit 1. Lesson plan 5. Making opposites	- Input	- Presenting the videogame and topic	- 15 min.
			- Process	- Students playing the videogame	- 45 min.
			- Outcome	- Making a workshop and presenting previous one	- 60 min.
<b>April 6</b>	Week 10	<b>Planes de mejoramiento en el aula</b>			
<b>April</b>	Week 11-12	Unit 2. Lesson plan 6. Simple present	- Input	- Presenting the videogame and topic	- 15 min.
			- Process	- Students playing the videogame	- 45 min.
			- Outcome	- Making a workshop	- 60 min.

	Week 13	Unit 2. Lesson plan 7. Personal description: personal and possessive pronouns	- Input - Process - Outcome	- Presenting the videogame and topic - Students playing the videogame - Making a workshop and presenting previous one	- 15 min. - 45 min. - 60 min
<b>May</b>	Week 14- 15	Unit 2. Lesson plan 8. Scholar Supplies	- Input - Process - Outcome	- Presenting the videogame and topic - Students playing the videogame - Making a workshop and presenting previous one	- 15 min. - 45 min. - 60 min
	Week 16- 17	Unit 2. Lesson plan 9. Free time activities	- Input - Process - Outcome	- Presenting the videogame and topic - Students playing the videogame - Making a workshop and presenting previous one	- 15 min. - 45 min. - 60 min
	<b>June</b> Week 18-19	Unit 2. Lesson plan 10. Regular verbs	- Input - Process - Outcome	- Presenting the videogame and topic - Students playing the videogame - Making a workshop and presenting previous one	- 15 min. - 45 min. - 60 min
<b>June</b>	Week 20	<b>Planes de mejoramiento en el aula</b>			

As I stated above, I adapted the units to form two big work units. The organization goes as follows: Unit 1. Describing my environment / Specific words from the game / The verbs/ Adjectives / Making opposites, Unit 2. Simple present / Personal description: personal and possessive pronouns / Scholar Supplies / Free time activities / Regular verbs. The idea is to group up each work unit with the previous one to close the gap among them and present a workshop each two weeks that will integrate the topics of the two units.

In brief, this chapter has reviewed the pedagogical constructs that were taken into account in this study examining a general description of the teaching methodology that



considered some language and learning visions as the basis for this project research. Additionally, it was also discussed the stages (input, process, outcome), and schedules (chronogram), in which classes were carried out during the pedagogical intervention. The next chapter will describe the data analysis process considering some theoretical foundations and the categories selected to be interpreted.

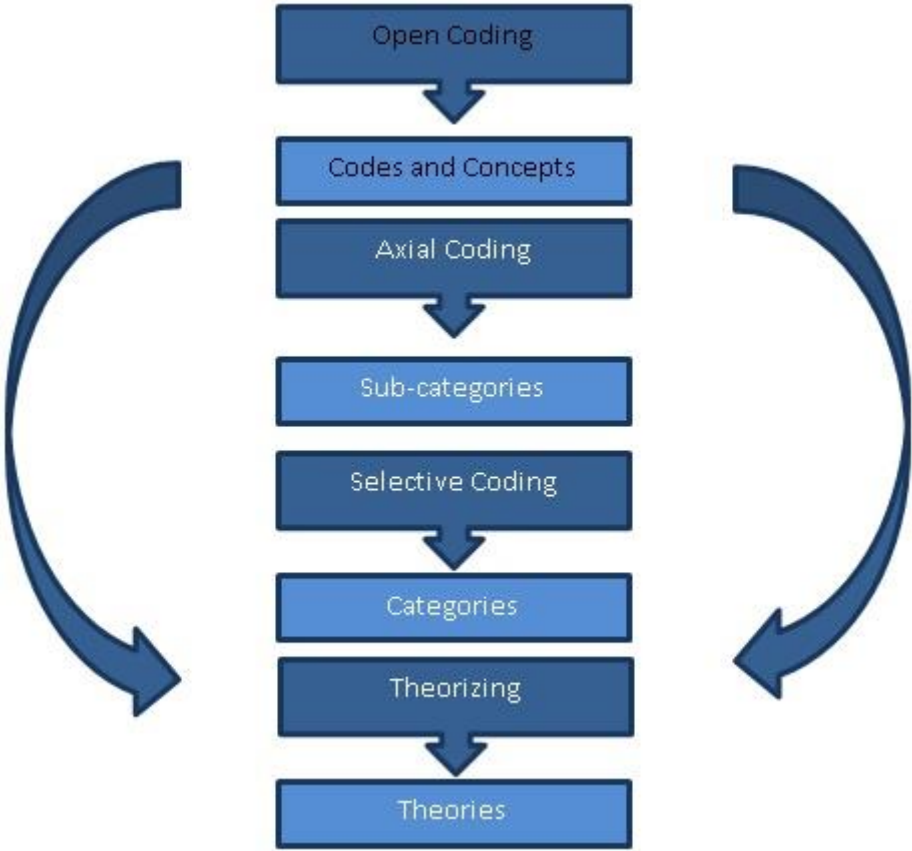
## **Chapter 5**

### **Data Analysis**

The procedures for the data analysis of this work were based on the principles of the grounded theory approach, a systematic and flexible way for collecting and analyzing data in qualitative research. According to Strauss and Corbin (2008): “qualitative analysis in grounded theory attempts to conceptualize, reduce, elaborate, and relate data and categories to integrate them” (p. 62). In this study, collecting and analyzing data was an interrelated process; it means that the analysis began as soon as the data were collected. As a result, a systematic and sequential analysis was done during the research process, to catch all potentially relevant issues to answer the research question, considering the phenomena that were perceived during the development and application of the project proposal in class.

For the present study, the process of analysis took into account four basic stages suggested in the grounded theory: open coding, axial coding, selective coding, and theorizing.

These stages include codes and concepts, sub-categories, categories, and theories as the main axis of interpretation and analysis as shown in the next graphic:



**Graphic (3).** *Grounded approach stages and units of analysis.*

In this case, the grounded analysis begins with “open coding,” which Strauss and Corbin (2008) define as “the analytic process by which concepts are identified and developed in terms of their properties and dimensions” (p. 74). This is accomplished by asking questions about the data, making comparisons, developing labels, and grouping for similar phenomena. Basically, in this research project, the data collection instruments were read several times to create tentative labels of data that would help to summarize what was observed during the implementation of the project.

In the next stage, Strauss and Corbin state that grounded approach is “axial coding.” It essentially consists on reconstructing data “in new ways by making connections between a category and its subcategories” (p. 97). In other words, axial coding not only identifies relationships among the open codes, but also what the connections are among these codes. The present research identified three main categories in terms of: general text comprehension, cooperative learning, and engagement. In the first category, there is a connection between general understanding of the text with vocabulary identification and sentence comprehension, since these codes are related in the interpretation and understanding of a text. In the second category, there is a relationship between working in pairs and interacting with cooperative learning, taking into account that these codes are directly related to group work. In the last category, there is a link between motivation and engagement, with participation and self-confidence, considering that these codes constitute the environment and the interpersonal relationships that were generated in the classroom during the implementation of the project.

The third stage is known as selecting coding. This phase of the research implies the interpretation and reflection of the categories’ meaning and properties. These categories come from the integration of the sub-categories and take into account the objectives proposed in the project to consider them. This project research used a categorical matrix for the description of the categories, taking into account the research question, the general and specific objectives of the investigation, and the categories and subcategories of the project.

The final stage in grounded theory includes theorizing and conceptualizing, a process in which theory is developed to explain some implications of educational practice that allow the researcher to generate a more accurate and inferential vision in future activities and processes. In this research project, the process of building theory started by considering the research question and objectives proposed. Consequently, the categories and the connections between them reflect the theoretical framework theories.

After finishing all the phases proposed by the grounded theory analysis, triangulation was considered when data were analyzed. The use of triangulation is an attempt to obtain a deep understanding of the studied phenomenon that may also add rigor and breath (Flick, 1979; Denzin and Lincoln, 1994). In that sense, findings were examined to identify consistency and ensure validity and reliability, considering the problem statement raised in this research project.

As stated in the research question, this investigation was conducted in order to recognize students' general text comprehension when using educational videogames. Table (2) shows the categories and sub-categories that emerged from the analysis and the relation they have to the research question and objectives:

RESEARCH QUESTION AND GENERAL OBJECTIVE	SPECIFIC RESEARCH OBJECTIVES	CATEGORIES	SUB-CATEGORIES
How may students in group 803 at Guillermo Cano Isaza school develop their silent extensive reading skills when using educational videogames as a pedagogical tool?	To analyze the impact produced by educational videogames in silent extensive reading in eighth grade students	General Text Comprehension	Vocabulary
			Sentence comprehension
To characterize how A1 eighth grade students may enhance their silent extensive reading by using educational videogames as a pedagogical strategy	To describe students' behavior and interest when using educational video games in developing reading skills	Cooperative Learning	Pair work
		Motivation and Engagement	-----

**Table 2.** *Categories and sub-categories.*

## Categories of analysis

In order to define categories and sub-categories the following paragraphs will show a more detailed diagram, description and discussion about each category and sub category, taking into account the collected data during the research process.

### Category N°1: General text comprehension

#### Category N°1: General text comprehension



**Graphic (4):** *General text comprehension*

The first category of this study, general text comprehension, appeared in response to the study's inquiry about how students developed their silent extensive reading skills when using educational videogames, it means, to the way students interpreted and understood the main ideas of a simple text in English (Brown, 1989), taking into account the identification of vocabulary and the understanding of simple sentences shown in an game. Considering the previous statement, data showed that through the interaction of learners with videogames, they were able to improve and develop a better understanding of simple texts in English. Taking this into account, from the previous definition and properties of the category emerged two subcategories developed during this research process: vocabulary and sentence comprehension.

## Sub category 1.1: Vocabulary

This sub-category shows the students' abilities when interpreting and understanding lexical features through their interaction with the educational videogame; vocabulary plays a fundamental role in the reading process and it contributes to the reader's comprehension, since a reader cannot understand a text without knowing what most words mean. The data analysis showed that educational videogames helped students to memorize and learn new vocabulary in English.

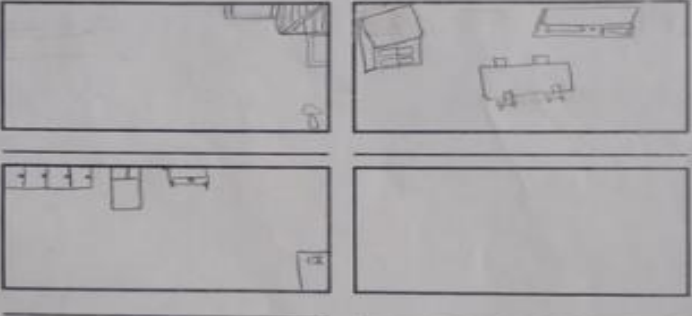
At the beginning of the interventions, the first workshop and game were confusing for students because they had never done an English activity related to videogames. That is why, just few people completed the entirely activity rightly:

**Workshop #1 (Eye For Design)**

Names: • Paula Sanchez ♀      Date: 14/MARCH      Weather:  
• Henry Rubio Ospina

**Goal:** To describe daily routines by using simple present considering what the students did during the gameplay.

- **Exercise**  
According to your experience during the gameplay, describe in four scenes your daily routine by using the different scenarios that the videogame has shown to you. You will draw exactly the same scenario you will create in the game and then you will write below each picture one activity of your daily routine that best fits with the image.



- **Reading Exercise**  
Read and tick True (✓) or False (X)

	True	False
1. Mon Cheri is graduated from the most prestigious design academy in Paris.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Cheri's boss is from France.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Doug is the second Cheri's client.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Doug's father is the first Cheri's client.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Mr. Botbeck is the third Cheri's client.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

(Workshop N°1 – Most part of the students did not complete the workshop)

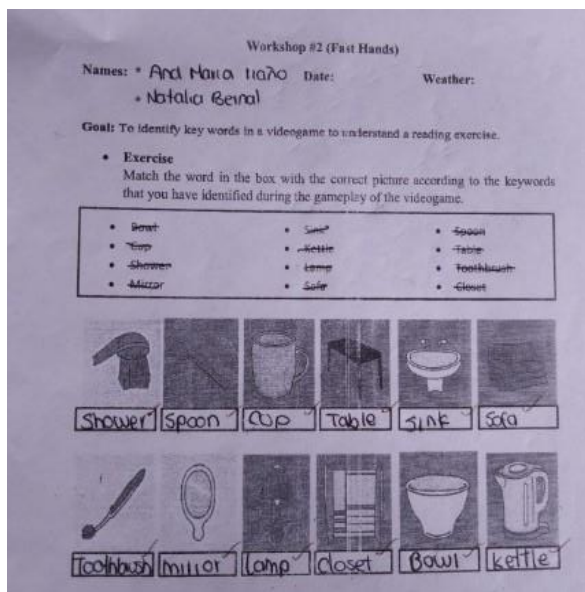
At the end of the class, most part of the students finish the activity because it was not too long. However, some students did not complete the activity at time; so, they decide to solve the workshop randomly and unconsciously because it was established at the beginning of the class that the students have to deliver the final results of the activities planned before finishing the class. Finally, the official teacher and I say good bye to the students. The class is closed at 4.00pm

The students have several problems when solving the workshop because there are some activities that they do not understand. The pre-service teacher should consider student's failures in this class to design an easier workshop that the students could understand better. Based on previous statement, it is important that the pre-service teacher start to design activities focused primarily on vocabulary, then on the comprehension of sentences, and finally on the comprehension of short texts since the objective of the educational videogames in this class is the improvement of the basic reading skills.

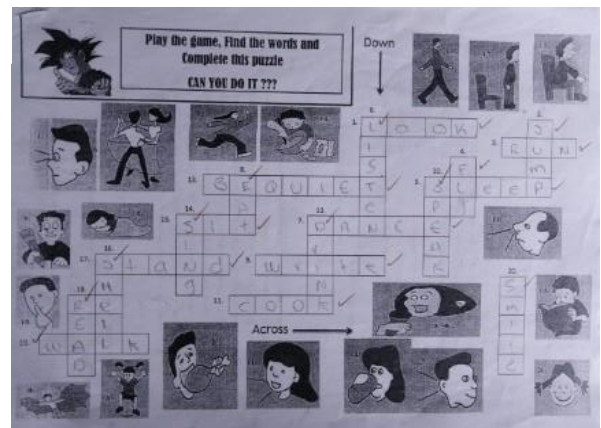
(Field note N°1, March 14<sup>th</sup>, 2019)

However, the artifacts number 2, 3, and 5: *Workshops applied in different classes*, demonstrate how students were able to have a better performance when completing vocabulary exercises from the workshops based on the videogame, especially when they related words with images, also improving the way words were spelled:

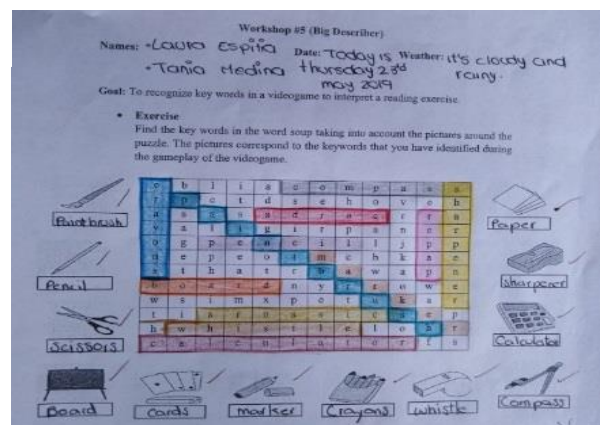
A2



A3



A5



These worksheets were for students to have different perceptions about the way they learnt vocabulary and the importance of spelling a word correctly. That is the main reason why some exercises were focused on puzzles that intended to help students to be aware of the spelling. The results were positive as most part of them completed all the activity.

When playing and solving the workshops based on the games, students were constantly relating words and their meaning to pictures and this was meaningful for them, since they started to understand different texts that had specific words they observed previously in the videogame, as shown in the following example:



In this game, the player had to click the correct picture according to the word shown on top of the screen. Then, they developed a reading activity to put into practice the vocabulary they saw when playing the video game:



## A2 - Second Activity

• **Reading Exercise**  
Complete the gaps of the text with the words you found in the previous exercise.

My day starts very early in the morning. I wake up and I have to turn off the LAMP that shines all night in my bedroom. Later, I go to the bathroom and I wash my whole body by using a SHOWER. Then, I go to my bedroom and I look for clothes into my CLOSET to dress. Next, I go to the kitchen and I drink a CUP of coffee from the KETTLE. I use the TABLE of the kitchen to put a bottle of milk and a cereal box. I mix cereal and milk to prepare a BOWL of cereal. Then, I go to my living room and I use SPOON to eat my cereal. After eat my cereal, I go to the SINK of my kitchen to wash the dish where I usually eat cereal. Then, I go to sit on the SOFA to watch T.v. Time later, I go to the bathroom and I use a TOOTHBRUSH to clean my teeth. Finally, I look at my face in the MIRROR before leaving home.

Also, when developing the workshops, educational video games were useful for improving students' vocabulary comprehension, considering that there are about 30 sets of content that cover most of the basic vocabulary items in the game. In addition, if *students selected a wrong answer in the game, the videogame's system showed them the mistake. This instant feedback helped students to realize how to reinterpret a sentence in a faster and better way.* This was a key point to encourage active student learning, since they were interested in completing and progressing in the game, regardless of the mistakes they could make:

Some students do the activity motivated because they understand well and clear what they have to do in the activity despite making some mistakes. The videogame feedback make feel students comfortable since the game quickly showed students' mistakes and this allow them to check the correct answer without feeling frustrated for not completing the videogame's task.

(Field note N°2, March 28<sup>th</sup>, 2019)

Lastly, as shown in the next examples, students' vocabulary comprehension improved considerably, taking into account that they considered videogames as a creative and innovative way to learn, as it is demonstrated in their perceptions:

1. ¿Crees que los videojuegos educativos que se jugaron durante algunas clases te ayudaron a aprender varias palabras en inglés?

**S1**

“Sí, porque gracias a los juegos aprendimos varias palabras asociando imágenes con las palabras que mostraban los juegos”.

**S2**

“Los juegos educativos nos hicieron aprender vocabulario porque asociamos las imágenes con las palabras y con las sopas de letras. Entonces ya entendíamos mejor cómo hacer las actividades que el profesor dejaba”.

**S3**

“La verdad sí, porque eran muy creativos y nos ayudaban a relacionar las palabras con los dibujos”.

#### **Transcription from a students' interview**

As seen in the previous data from students' interview, some of the most common answers to support their position were that videogames helped them to memorize and associate words with pictures and that it was important for them to be aware of their own mistakes when interpreting a text.

As it was presented in this sub-category, vocabulary is an important and fundamental part in learning a language. For this reason, it allowed students to understand what they read in the educational videogames and the workshops they had to develop in class, based on those games.

This subcategory is directly related to sentence comprehension, considering that in order to understand a sentence, it is necessary to have a minimum knowledge of vocabulary and how it works in the sentence. In that sense, both are important when interpreting and understanding a text in English.

## Sub category 1.2: Sentence comprehension

In agreement with the previous category, this one allows understanding of how students interpret a sentence. According to Sussman (2009), “sentence comprehension denotes the cognitive processes speakers of a language must perform in order to distill and understand the meaning of utterances as they unfold in real time” (p.3).

In the activities proposed in class, students had to interpret vocabulary and sentences, making connections among them for creating and giving meaning to what they observed in the educational videogames. In that sense, “sentence comprehension requires memory over time scales. Words must be assigned a syntactic relationship and syntactic relations to span the knowledge of many words” (Sussman, 2009, p. 4).

As shown in field note N°4, when students were developing an exercise to identify simple sentences in an educational videogame, they were able to recognize the main idea, since they related the characteristics of the picture, to the features of the sentence that they observed playing the game:

The workshop is composed by two exercises but this time the activities are shorter and easier because the lack of time. The first exercise is to identify simple sentences related to stationery (elements of the classroom) in the educational videogame to match on a sheet of paper some pictures with some describer sentences according to their relationship.

Students complete the first activity of the workshop very fast. This activity consists of matching pictures with written sentences that best fit and describe the pictures according to their features. In this exercise it is observed that students can identify the main idea of the sentences since they relate the characteristics of the picture with the characteristics of the sentences that they have observed during the gameplay of the educational videogame.

(Field note N°4, May 2<sup>nd</sup>, 2019)

In this game, the player had to click on the correct picture, taking into account the main idea of the sentence shown at the bottom of the screen:



This kind of sentence comprehension exercise was important for students, to face and understand complete sentences in a videogame and in a workshop, also, to be aware of what they read and interpreted in the activities they had to develop.


After playing the game, students developed a matching and reading process of two stages, the first one was to identify some characteristics of the pictures and then, they had to match the picture with the sentence that best fit. In the second stage, students had to complete a short text considering the previous pictures and their features, taking into account the sentences they had previously read.

**Workshop #4 (Big Describer)**

Names: • Jineith Hernandez      Date: today is      Weather: 5/5 cloudy a  
 • Sofia Zapata      Thursday      May 2019

**Goal:** To identify key sentences in a videogame to understand a reading exercise related to school supplies.

- Exercise**  
 Match the picture with the correct sentence according to the characteristics that you have identified during the gameplay of the videogame.



- This can draw lines and measure distance ✓
- You put your pens and pencils in this ✓
- A small book for writing in ✓
- This is useful if you make a mistake ✓
- It's similar to a pencil but uses ink ✓

- Reading Exercise**  
 Complete the gaps of the text with the words you found in the previous exercise.

天人

When I am at the school, I put my school supplies in a pencil case to carry my pencils, pens, colors, crayons, erasers, etc. Usually, I use a pen to write notes in this. It is important to use a writing implement usually made from plastic. This implement is called pen and it is useful to write on the paper. By the way, if you make a mistake, you can use an eraser to correct your mistake. In my geometry classes I have to use a ruler to draw straight lines and measure distances according to the teacher's instructions.

The results were satisfactory, as most students accomplished the task. For that reason, students were able to identify and understand some vocabulary, sentences, and short texts in English. Specifically, students were capable to give meaning and understand what they had read in the educational videogames and the later workshops, improving their abilities in the target language.

On the other hand, there were some data collection instruments that were essential to reflect about the process. The next, is the second question from students' interview in which they showed their view about sentence comprehension from an educational videogame. The

aim of the question was to check if students were capable of identifying their own learning processes when playing educational videogames:

2. ¿Consideras que los videojuegos educativos que jugaste durante la clase te permitieron entender más fácil oraciones completas en inglés?

**S1**

“Sí, porque había algunos juegos que mostraban oraciones con su respectiva imagen y uno las relacionaba. Los juegos me sirvieron para entender algunas oraciones y poderlas escribir”.

**S2**

“Sí, porque las oraciones se repetían y tenía la oportunidad de memorizar y aprender nuevas frases asociando las imágenes”.

**S3**

“Sí, porque nos mostraban palabras que ya conocíamos y es más fácil entender las oraciones”.

#### **Transcription from a students' interview**

The previous information evidences that up to this point, vocabulary and sentence comprehension were each other complement when students were fostering their basic reading skills. Both sub-categories were key aspects when students did the general text comprehension. Also, in most of the cases students used their own initiative and curiosity when exploring educational videogames, without worrying about losing or making mistakes while playing the games. Concretely, it demonstrates how students improved their basic reading skills when playing and understanding educational videogames, identifying specific words and global ideas in a text.

At the same time, it is important to mention that there are three main reasons why this category was the basis for students to develop their silent extensive reading skills through educational videogames: first, general text comprehension was a tool to promote basic

interpretation skills when reading texts in English; second, students could explore different kinds of texts, gaining more confidence in reading, and third, general reading understanding using different means of communication such as videogames, improved students' attitude towards reading and they became more motivated to do it.

In conclusion, the shown artifacts, field notes, and oral interview extracts are evidence of students' progress and capabilities in reading and understanding a text through the use of educational videogames. Moreover, as it was shown in the interview's excerpts, there was a positive perception and attitude toward the new ways in which reading exercises were presented to students to advance step by step in the development of reading skills. It is evident that the use of educational videogames was the key for students to develop general text comprehension in English, considering some relevant aspects related to the construction of that main category of vocabulary and sentence understanding.

### **Category N°2: Cooperative Learning**

The second category, cooperative learning, is presented to address the second specific objective from the investigation, as it identifies the influence of collaborative work and interaction on students' development of silent extensive reading skills. As it was presented in some parts of the previous category, all the workshops and activities based on the educational videogames were developed in groups and pairs in order to improve students' interpretative abilities in terms of reading comprehension.

Taking into account the previous statement, group work becomes a fundamental axis, since it encompasses much more than the development of mechanic processes in understanding texts. Social interactions skills are also raised considering that "cooperative learning is an educational tool in which small groups of students work together to increase

individual, as well as group member learning. Cooperative learning exists when students work together to achieve joint learning goals” (Johnson et al., 2002).

Cooperative learning implies comparing different ideas during the development of activities and considering individual reading skills strategies that are shared in the classroom. In this category, it is important to highlight students’ interacting attitudes when they were facing group challenges, understanding meaning, creating knowledge or solving problem tasks that were involved in all classes during the implementation of the project.

Considering interaction and pair work as the main subcategories, it is necessary to show the next graphic that represents the category foundations:



**Graphic (5):** *Cooperative learning category*

Two, out of the three data collection instruments, were analyzed for this category (Interviews and field notes), they were fundamental to identify patterns, attitudes, and practices along the activities done during the classes, in which students were developing their basic reading skills by communicating and conveying meaning. In addition, they illustrated different mechanisms that were refined along the process to assure the fulfillment of the tasks.

This category is understood as the students’ active interaction, ability to construct knowledge from experience, and collaboration with each other, which helped them to the accomplishment of a reading comprehension goal. According to Smith and Macgregor (2013), “cooperative learning implies comparing and completing other ideas related to what



students need for their learning process; it is an active process in which all students provide meaningful ideas, a rich context in which students feel motivated in working as teams with clear goals and a diverse environment where every participant may have different ideas, opinions, and points of view that can change or improve the project development” (p. 12). In that sense, the data gathered showed students’ progress during the project’s implementation by showing their views, outcomes, and attitudes when expressing their ideas in a task, assisting others, and developing activities.

Keeping in mind the previously mentioned ideas, from the principles and properties that originated in this category, emerged two sub categories or main actions developed along the process: pair work and interaction.

### **Sub category 2.1: Pair Work**

This sub-category emphasizes on the students’ abilities and capabilities to work together in order to complete a task, considering individual skills to complement and construct knowledge. The communication and feedback from peers are key points to help students to enhance and reinforce their language skills. Also, this sub-category highlights how subjects co-constructed knowledge when interpreting simple texts from some educational videogames and workshops that involved language in meaningful situations, in which decisions were analyzed and made. To sum up, it represents the way students were able to work together and find the way to achieve the language goals proposed by the activities carried out in class.

The data analysis showed that students’ interacting and mediating in specific tasks was significant to learn how to delegate functions, since they could share their own ideas depending on their individual abilities in terms of analyzing and understanding. In that way,

each group member had a role that contributed to the achievement of a final goal, so students supported each other to create a learning environment and construct knowledge:

To develop the activity of the video game and the workshop, students have to make groups of two or maximum three people. For this reason, students have to do a cooperative work and they have to decide which person will play the game and which person will answer the workshop. Students plan themselves how they will develop the activity.

(Field note N°1, March 14<sup>th</sup>, 2019)

Additionally, in the next question from the students' interview, they were supposed to answer and share their perception about how they worked in groups during the development of the activities based on the educational videogames:

- 4 ¿Crees que las actividades realizadas con base en los videojuegos educativos te ayudaron a fortalecer el trabajo cooperativo y/o en equipo con tus compañeros?

**S1**

Sí, porque en las cosas que no entendía mi compañero me ayudaba a entender o a veces yo le ayudaba cuando él estaba confundido o no entendía algunas palabras.

**S2**

Sí, porque con nuestro compañero si uno no entendía algo el otro lo ayudaba porque los dos tenían diferentes cualidades, por ejemplo, unos eran mejores en las sopas de letras, otros en los ejercicios de oraciones, otros en los ejercicios de texto, y de esa manera uno se ayudaba con el compañero.

**S3**

Sí, porque lo hacíamos en pareja y trabajábamos en grupo. Lo que uno no entendía, el compañero lo orientaba o lo explicaba.

**Transcription from a students' interview**

As revealed in the selected data, this type of activities in which students must take their own and their partners' ideas to construct meaning were needed to foster their basic reading interpretation skills. Specifically, it was useful for students to understand how to identify key aspects of a text in a videogame or in a workshop, sharing that knowledge to complete the activities and achieve a target language goal in common.

In keeping to students' reading understanding, cooperative work was important to state patterns and catch primary ideas, analyzing the role of the specific words that appeared in a videogame related to sentence comprehension. In that way, students were able to understand simple sentences, taking into account key objects and specific information that allowed them to identify things individually and then discuss them with the whole group or in pairs:

This time, students have to work cooperatively to understand simple sentences from the educational videogame. In this way students will be able to understand the reading exercise proposed by the workshop in an easier and clearer way. In addition, students have to use their logic to solve the puzzle by relating actions and images in a coherent way.

(Field note N°3, April 4<sup>th</sup>, 2019)

Finally, the fifth field note showed that during the implementation of the activities based on educational videogames, students developed cooperative skills that allowed them to create a pleasant and comfortable environment where all students were active participants in the learning process without any exception:

At 3:50 most part of the students finish the activity successfully and the few ones who are not finished are helped by their partners. Five minutes later, the teacher in charge finishes valuing student's works and at the end of the class she gives them some information that the students need to consider for the next week. At 3:57 the class is closed and the official teacher and I say good bye to the students.

At the end of the class most part of the students finish the workshop completely and the ones who are missing are helped by their partners. This shows that the students develop during the implementation of the project a sense of cooperative working because they started to help each other since the activities with the educational videogames began to take place in English class.

(Field note N°5, May 23<sup>rd</sup>, 2019)

In conclusion, this subcategory showed how students learned in pairs or small groups how to read words, sentences, and short texts in English, taking into account cooperation rather than competition.

### **Category N°3: Motivation and engagement**

The third category, motivation and engagement, emerged as the complement and result from different activities applied in classroom. In this case, according to Chris & Lindsay (2015) "student engagement is a process that facilitates learning and increases academic success. Engagement is an important predictor of success since the more students engage themselves in academic activities, the more they will learn successfully" (p.3). In other words, this category refers to the students' active motivation and engagement in learning processes, which foster the whole class ability to communicate and generate knowledge collectively by interpreting basic reading exercises.

The class dynamics were transformed by new strategies that encouraged students to get interested in learning how to read basic English texts through educational videogames. This category allowed me to describe how students were able to change their attitude towards the class and perception of it, through the use of games as a pedagogical tool.



**Graphic (6):** *Motivation and engagement category*

In this section, field notes and interviews were specially considered for describing the category. They were useful to identify and verify students' performance when they were facing different exercises based on the workshops and educational videogames, which were considered as the main pedagogical strategy to motivate and engage them in the improvement of their basic reading skills.

Students' engagement and motivation has three dimensions, which are emotional, behavioral, and cognitive (Fredricks, Blumenfeld, & Paris, 2004). In this research project, a review of the data analysis showed that these dimensions were precisely associated with this category that will be presented in the next paragraphs.

This categorization is presented as a feature to describe behavioral and cognitive processes in which students were involved along the implementation of the project in class. As mentioned in the pedagogical intervention chapter, learning processes were mediated by students' context, experiences, and interaction. In those fields, assertive communication and language are important aspects in which involvement has a crucial role. In keeping to the previous idea, participation allowed the understanding of students' interest in the class and how it would become a strategy that could motivate them to shape their reading abilities.

In response to the previous statement, educational videogames were presented as an innovative strategy to engage students in learning and improve their reading comprehension skills. The next field note shows how students were willing to participate in the development of the activities based on the games:

When I explain to the students how the class will be developed based on educational videogames, students get interested about this idea because they have never had a class in which they could play any kind of video game to learn.

(Field note N°1, March the 14<sup>th</sup> 2019)

Nowadays, the use of technology has become an engaging tool for students to learn any subject. In this case, videogames were the fundamental axis for enhancing students' reading skills in English:

After finishing the activity proposed by the teacher at the first hour of the class, the students are ready to go to the language laboratory to solve the workshop they have scheduled for this day.	The activities in the language lab motivate the majority of students in the course. The use of computers and digital material are great strategies to maintain the attention of students during the class.
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(Field note N°2, March the 28<sup>th</sup> 2019)

In addition, it is important to highlight the importance of the atmosphere that videogames generated in class, since during the development of the activities, students showed constant interest in learning and doing the workshops proposed, as shown in the next excerpt from a field note:

The students go motivated to the language laboratory to do the activity and the workshop that the pre-service teacher has planned for them.	The students look excited and motivated to carry out the next planned workshop since visually the activities look more complex and interesting.
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(Field note N°1, March the 14<sup>th</sup> 2019)

To sum up, the research has revealed that participation and involvement are two key aspects to engage and motivate students in class, since it allows them to create a classroom atmosphere in which they are not afraid to make a mistake or participate in the activities based on educational videogames. When students view reading as something interesting that

they can learn through the use of games, they start to enjoy learning for their own purposes. That means the more participation and teenagers' engagement, the more possibilities to improve and develop learners' silent extensive reading skills.

In relation to motivation in this category, this concept is essential in the classroom to promote students' engagement. According to Lepper, Corpus, and Lyengar (2005) "intrinsic motivation is a desire to engage in behaviors for their own inherent rewards. It is necessary for learning and is also an identified goal of education in general" (P. 192). In this type of motivation, individuals demonstrate that they can learn independently by using all the tools they have around them.

Through this category, it was possible to determine if the students were really engaged and motivated with the activities presented in class. At this point, educational videogames were an important influence for the students in the way they started to interpret and read some short texts in English. The following field note is about the way students developed the activities since the beginning of the implementation of the project:

Some students do the activity motivated because they understand well and clear what they have to do in the activity despite making some mistakes. The videogame feedback make feel students comfortable since the game quickly showed students' mistakes and this allow them to check the correct answer without feeling frustrated for not completing the videogame's task.

There are just four students who do not finish the activity because they were doing another activity related to another subject since they have to present a math project very soon. Taking into account that situation, I stablished an agreement with these students to present the workshop on another class, on another time.

During all development of the class the students understand the idea of the educational videogame as well as the general idea of the workshop.

Identifying specific vocabulary in a game is a good strategy for students to understand the words that are used in a text and in the same way this allows them to associate words to make sense of a text.

At the end of the class all the students were engaged with the educational videogame and the activities of the class. That is why most part of the students finished the workshop proposed for that day.

(Field note N°2, March the 28<sup>th</sup> 2019)

The previous excerpt is an evidence of how students felt playing educational videogames. In this case, when they are faced with challenges in reading, students

intrinsically sought and explored various methods toward the resolution of any problem presented in the game or workshop. Despite the mistakes they could make at some point, they were motivated and persistent to complete the exercises, due to their effective application of reading strategies. As a result, engagement with a variety of reading material increased students' basic reading skills, which they continued developing every class.

When reading by using educational videogames, students became more committed to the English class. The use of games provided them with opportunities to acquire new reading skills and offered optimal amounts of challenge. For the students, the feeling of accomplishment of the tasks was quite satisfying. On the other hand, autonomy was high when there was freedom of choice and not controlling instruction. In other words, students were free to complete the activities in the order they wanted, following their own reading and playing strategies. The next field note is an example of what has been mentioned:

At 3:57 most part of the students has not finished the activity because it was planned to be longer. For this reason, some students ask for the possibility to finish the activity next class or finish it as homework because they feel interested and motivated to finish and complete the entire workshop since the activity is engaging for them.

The students are engaged and committed with the activity. For this reason, they ask the pre-service teacher if it is possible to finish the workshop for the next class taking into account that the next week they will only have thirty minutes of class.

(Field note N°3, April the 4<sup>th</sup> 2019)

Based on the previous field note, it could be evidenced that students' engagement and interest in class were important conditions for active learning. That is to say, students who had high motivation made an effort to be engaged in class and it was a key aspect to enhance students' silent extensive reading in and out of the classroom.



Finally, question number 5 from the interview shows that educational videogames effectively helped and motivated students' learning in terms of general reading text comprehension:

5. ¿Crees que las actividades realizadas con base en los videojuegos educativos te ayudaron a fortalecer el trabajo cooperativo y/o en equipo con tus compañeros?

**S1**

Es bastante interesante porque me permite aprender sin aburrirme. Además uno puede incluirlos en otros espacios, como por ejemplo, cuando estoy en mi casa, en mi computador puedo practicar y repasar lo que vimos en clase, de esa manera puedo comprender mejor los temas.

**S2**

Es una innovadora manera para aprender ya que en otros lugares no es utilizada. Es la primera vez que tenemos este tipo de clase porque casi siempre la clase se basaba en lo gramatical.

**S3**

Sí, porque salíamos de la zona de confort de siempre estar escribiendo, ver videos, y solo estar copiando. Lo que aprendíamos en los juegos lo podíamos aplicar en otros lugares o cuando veíamos un texto corto en inglés, ya lo podíamos entender.

### **Transcription from a students' interview**

According to the students' responses, they were able to contrast and compare the way they perceived the English class considering the new strategy that was proposed in the application of the present research project. They expressed to take advantage of the tools that educational videogames offered them, since they could practice and play with the games not only in class, but in their homes too. Also, motivation and engagement evidence how students were able to enhance their basic reading skills through the use of educational videogames.

In conclusion, motivation and engagement evidence the way students are actively engaged and show interest in class to achieve effective learning in school. For this, they must be highly motivated and interested in the way topics and subjects are presented. That is why,

it was expected from the students during the teaching - learning process to be intrinsically motivated and authentically engaged in the classroom. To achieve this, students' motivation levels were identified and activities had to be planned to promote their active engagement in the different classes. At this point, the categories complemented each other, as the implementation of the three of them is the answer to how students developed their basic reading skills, taking into account the general understanding of the text, while working cooperatively and being motivated and engaged in the class to achieve the general and specific objectives that were stated at the beginning of this research project.

## **Chapter 6**

### **Conclusions**

This study described how 8<sup>th</sup> grade students developed their silent extensive reading skills when using educational videogames as a pedagogical tool. Through the development of a pedagogical proposal, this project aimed to have a positive impact enhancing the basic reading skills of the students from Cedit Guillermo Cano Isáza school. This process provided students with tools to help them to understand some short texts in English by using games, since this is the most important feature with regard to its potential for learning, raising awareness in the way they learn a foreign language.

In connection to the first objective, to analyze the impact produced by educational videogames, this research revealed that students were able to develop their silent extensive reading skills by playing and exploring different games in which their interpretation abilities

were fundamental to understand the activities that were proposed during the pedagogical intervention.

When reading, students were capable of identifying key aspects during the examination of the meaning of the texts and incomes of the videogames, since a general interpretation of the information presented in different games and activities was documented in the data analysis. The main aspect that developed these skills was: vocabulary and sentence comprehension, where students were constantly constructing meaning from the interpretation of pictures and elements from the games, to have a general understanding of the text at the end.

With respect to the second objective, to describe students' behavior and interest when using educational videogames, data demonstrated that students advanced in regard to their abilities to communicate, transmit, and construct knowledge collectively. Students' reading skills progressed, as they found in cooperative learning an efficient way to compare and complement their partners' ideas to accomplish the objectives and purposes proposed in the activities and workshops that focused on the understanding of short texts in English.

Moreover, motivation and engagement were key elements in the development of basic reading interpretation skills, since students felt enthusiastic when playing educational videogames and working in groups, giving feedback to each other, conveying meaning, and having an active engagement in the activities proposed in class.

Finally, concerning the last objective that is related to the document of the possible progress of the students in terms of the development of reading skills, it is necessary to mention that educational videogames, cooperative learning, and motivation and engagement were fundamental to encourage students to read and explore different tools to learn a foreign language. Furthermore, with this kind of practices, students were able to change their

perspective regarding reading and the way they conceived learning, since their conception of education is normally related to the idea that the classroom is the only place to learn and it is important to recognize and show them that learning is also possible outside school. Additionally, it is necessary to let them know that they could learn a foreign language in a versatile and fun way by using an infinite number of technological devices, as they did it in class with the use of educational videogames.

### **Limitations**

While there are still some problems to overcome, this research has showed that educational videogames have a strong potential to be a useful in learning English as a foreign language. However, there are some limitations that will be discussed below:

1. One obstacle for using educational videogames in classroom is that it is mandatory that the school has the necessary resources to carry out the proposed activities (computers, tablets, consoles, technological devices, etc.) These kinds of activities are very dependent on technology and they can be hardly adapted to a common traditional class.
2. Another complication in the use of educational videogames in classroom is that sometimes entertainment content could be more prominent than educational content. It means that students remove some of the educational content to focus only on playing and passing the game. In that sense, players get distracted from primary learning goals. A significant challenge when selecting games for the classroom is finding the right balance between the learning content and the game.

3. It is important that the teacher assists students with technological difficulties to avoid students' lack of interest and motivation. The teacher should know the game system to answer questions and help students overcome problems.
  
4. At the end, it is necessary to consider the gender gaps since some games could be directed to a specific population. Teachers should be aware of incorporating a general design of a game that deals with making products that are accessible to both people with or without disabilities. It means that game features should be selected to benefit both genders.

All in all, there are still a number of barriers to overcome before using videogames in classroom since its reception and acceptance as educational tools are not well received for some people yet. Violence, addiction, gender and socioeconomic differences are serious issues that need to be fully addressed before parents and teachers give a wrong or prejudiced opinion about the use of videogames in classroom.

### **Possible impacts**

As it was seen, I believe that videogames greatly facilitate the kind of learning engagement at a cognitive, affective, and sociocultural level that promotes learning in ways other media cannot. In the social aspect, this study searched to promote videogames to learn English, since the ease of finding technological devices such as computers, smartphones, and tablets has led to learning games that can be accessed anywhere and anytime and allows the player to become involved in a reality that sends players into the field (inside the game) to play in authentic situations that incorporate real world artifacts. This idea also acknowledges

the opportunities for social engagement and contexts that games can provide when social interactions occur, to the extent that these interactions enhance learning of a language. As for the pedagogical aspect, this project intended to pose the GBL framework as a reliable technique to enhance students' cognitive and practical skills within an EFL context. In the scientific aspect, this study tried to promote videogames as a teaching and learning strategy within the GBL approach. In terms of the technological aspect, this study aimed to promote the use of ICTs in all their extension to obtain new knowledge. Finally, in the political aspect, this research aimed to sensitize students about their own environment and about the world that surrounds them, since through video games, new realities are generated and they allow us to analyze the world from another perspective using the language.

### **Considerations for future research**

To conclude, articulating educational video games with learning English as a foreign language provides several ideas in different aspects of learning. Therefore, it would be convenient to dedicate a space in schools to potentiate such learning, as well as to have more technological devices and time for carrying out the activities.

Equally, this project offers the possibility of being adapted to other contexts; however it is necessary to make the corresponding adjustments, according to the specific needs of the group with which this proposal will be explored and implemented. On the other hand, as it has been shown, training through educational videogames presents different contributions that enrich the teaching and learning process, in this specific case English as a foreign language. This project is open to be consulted for any future research in the field to promote the exploration of new options and proposals where the interdisciplinary is promoted between learning English and other areas or fields of study.

Finally, in terms of pedagogical practice, it is necessary that the intervention plan would be carried out with the same grade, since in this way several obstacles can be avoided in terms of methodology and adaptability that can affect the students' process.

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## Annexes

### Annex 1. English diagnostic test



UNIVERSIDAD PEDAGÓGICA NACIONAL

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ANEXO  
GUILLERMO CANO ISATA

**English Diagnostic Test For Seventh Grade**

Por favor responde las siguientes preguntas teniendo en cuenta los conocimientos previos que has adquirido durante todo el año escolar. El siguiente test está basado en una serie de preguntas de tipo "selección múltiple" en donde solo existe una única respuesta. Esta prueba se realiza con fines diagnósticos para evaluar tus necesidades al momento de aprender inglés. Por favor marca con una (x) las respuestas que creas correctas y resuelve la prueba conscientemente teniendo en cuenta que esta prueba NO tiene nota o valoración que pudiese afectar tu desempeño académico al final del periodo. Buena suerte!!!

1. He is \_\_\_\_\_ Lawyer  
A. an      B. the      C. a      D. one
2. \_\_\_\_\_ apple everyday  
A. an      B. the      C. a      D. one
- \_\_\_\_\_ she like chocolates?  
A. does      B. has      C. is      D. do
- \_\_\_\_\_ student \_\_\_\_\_ his homework at night  
A. writing      B. writes      C. write      D. is writes
- \_\_\_\_\_ bag is that?  
A. what      B. who      C. whose      D. which
- \_\_\_\_\_ you smoke? No, I \_\_\_\_\_  
A. doesn't      B. am      C. don't      D. is
- \_\_\_\_\_ you busy?  
A. is      B. do      C. are      D. be
- \_\_\_\_\_ e you happy? Yes, I \_\_\_\_\_  
A. am      B. be      C. not      D. do
- \_\_\_\_\_ the fifteenth \_\_\_\_\_ march  
A. at      B. of      C. in      D. on
- \_\_\_\_\_ e shoes \_\_\_\_\_ in Italy  
A. Is made      B. made      C. are made      D. make
11. Great Britain exports more than \_\_\_\_\_ imports  
A. he      B. she      C. it      D. they
12. Andy \_\_\_\_\_ the family car  
A. wash      B. washes      C. washs      D. to wash

13. The girls \_\_\_\_\_ the shopping  
A. does      B. dos      C. do      D. go
14. Do you \_\_\_\_\_ milk in your test?  
A. likes      B. like      C. liks      D. taste

- **Completa el siguiente texto teniendo en cuenta las palabras ubicadas en el cuadro.**

• Lives	• Makes	• Sits	• Goes
• Wakes up	• Has	• Writes	• Comes back
• Has	• Goes	• Doesn't like	• Writes
	• Works	• Likes	• Leaves

Bob \_\_\_\_\_ in a small flat in London. In the mornings, he \_\_\_\_\_ and \_\_\_\_\_ a shower. Then he \_\_\_\_\_ breakfast. He usually \_\_\_\_\_ a typical English breakfast with eggs and bacon. After that, he \_\_\_\_\_ to work.

He \_\_\_\_\_ in an office in the center of London. He \_\_\_\_\_ in front of the computer all day and \_\_\_\_\_ E- Mails. He \_\_\_\_\_ his job very much, but he \_\_\_\_\_ earning money. At 12 o'clock he \_\_\_\_\_ to lunch and has a sandwich. After lunch, he \_\_\_\_\_ to work and \_\_\_\_\_ more emails. At 5 o'clock he \_\_\_\_\_ work.

- **Presta atención a la siguiente grabación. De acuerdo a lo que entendiste responde True o False marcando una (x) según corresponda**

<ol style="list-style-type: none"> <li>1. Tom gets up at 10am on Sundays. True ( )      False ( )</li> <li>2. Tom reads the newspaper in the lounge. True ( )      False ( )</li> <li>3. His father lives in Scotland. True ( )      False ( )</li> <li>4. Tom plays tennis with his sister. True ( )      False ( )</li> </ol>	<ol style="list-style-type: none"> <li>5. Tom and his sister eat before playing tennis. True ( )      False ( )</li> <li>6. Tom goes swimming at five o'clock. True ( )      False ( )</li> <li>7. Tom drives to his brother's house. True ( )      False ( )</li> <li>8. Tom and his brother listen to music. True ( )      False ( )</li> </ol>
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**Buena Suerte.....**

## Annex 2. Field note N°1

FIELD NOTE #1	Grade:	Date:
School: I.E.D Guillermo Cano Izaza	702	August the 14 <sup>th</sup> 2018
Room Teacher: Jenny Bernal	Escribieron: Iván Andrés Medina Bolívar	
Number of Students: 37	Number of Students with special needs: 0	
OBSERVATION	INTERPRETATION	
The class starts at 1:20 pm after students lunch provide by the school. Students arrive at classroom and take their seats whatever they want. Also, students accommodate themselves without considering any order previously established. The teacher introduces me as a new teacher, and I introduce myself with the students. The teacher offers me a seat and then she starts to explain her topic about daily routines and the use of simple present.	The government's food program is important to meet the needs of students. In that sense students would be expected to be willing most of the time in class. However, the disposition of the students was not the best since they presented diverse problems of coexistence and disorder. Although the teacher did her best to avoid problems of that kind, there are things that simply cannot be controlled.	
The teacher starts to explain the mode adverts using the classroom's TV to show some flashcards to identify how these are used. The teacher writes on the board in English and she has to translate most part of the words into Spanish because the students cannot understand what the teacher writes on the board in English. The teacher uses some non-verbal actions as moving her hands and different examples but it is required use Spanish to clarify some ideas.	The school has the necessary tools to offer a dynamic and attractive English class. Considering the tools from the school students could improve in all aspects of communication skills. The only problem is that students do not take advantage of those study tools in a proper way. Instead of, they prefer check Facebook and social medias instead of doing the activities proposed by the teacher.	
Next to the classroom there is a language laboratory that is used to learn English using several platforms as Edmodo, Duolingo, and Padlet. The teacher explains to the students the activity they have to do in language laboratory. The students have to create a presentation about the topic taken in class (mode adverts, daily routine, simple present), and then they have to post that presentation in an educational social network called Edmodo.	The teacher explains the topics in a proper way and clear manner. In addition, the teacher solves all the questions and doubts from the students opportunely.  It is difficult to determine the level of the students. The teacher told me while the students were writing their activity that every few weeks' new students come and others just back out. For this reason it is difficult to maintain a balance with all students.	

When the students arrive at the language lab, they are organized in pairs as they want and they have to start to work on the creation of the presentation. The teacher supervises and solve doubts about the activity students have to do by walking around the language lab.	In the language lab, some students did not develop the activities that the teacher had propose to them. Instead of making the presentation, the students started to listening to music and playing videogames online. Despite the teacher's efforts to maintain the order in the class, some students did what they wanted.
At the end of the class, the students who did not finish the activity had to post their work that same day before midnight. Finally, the teacher says good bye to her students and me too. The class is closed at 4:00pm	Many students do not realize the tools that the school offers them. Even though the population of that neighborhood faces a situation of poverty according to my close experiences in that place, the students should be more aware of the tools that the school offers them. I consider it is necessary for the students develop a sense of belonging to begin to appreciate what the facilities and teachers offers them for the benefit of their own life.

## Annex 3. Teacher's interview

10. How do you make sure your students understand you?  
I usually double check instructions by making <sup>\* students</sup> them repeat them. I also monitor the student work during the class and solve their questions, most of the time in Spanish.

11. Why do use Spanish in the English class?  
I use Spanish in the English class because students always ask for clarification.

12. What are the communication skills that you most give priority to them?  
I give priority to listening and reading as receptive skills. However, writing is also important in class as a production skill. Unfortunately, speaking has been neglected due to time and the

13. How do you measure student performance in your classroom? large group.  
I assess the students' performance by means of workshops, or their notebooks and online assignments on the platforms Edmodo and Duolingo. They also use self-assessment based on <sup>For some criteria I propose.</sup>

14. How do you use technology to enrich your lessons?  
Students have access to a language lab with 20 desktop computers. There they work in pairs to complete assignments on Edmodo or Duolingo. When they don't finish work in class, they have the chance to continue at home if they have the facilities. \*1

15. Do you use any strategies when students do not learn? Yes, No, which ones?  
I try to apply some learning strategies according to the task they are assigned. For example, I use scanning for reading, grouping for vocabulary and taking notes for listening.

16. Do you have any hobbies or interests that could be useful for extracurricular activities? Which ones?  
I would like to have a reading club or a conversation club.

17. Are there any celebration or performance related to the English subject? Which ones?  
How long students and teachers get prepared for that celebration?  
The main English celebration we have at school every year is the English Song Festival. We prepare it during the second semester and it is carried out in October.  
\* I also use videos an audio tracks to practice vocabulary and listening skills.

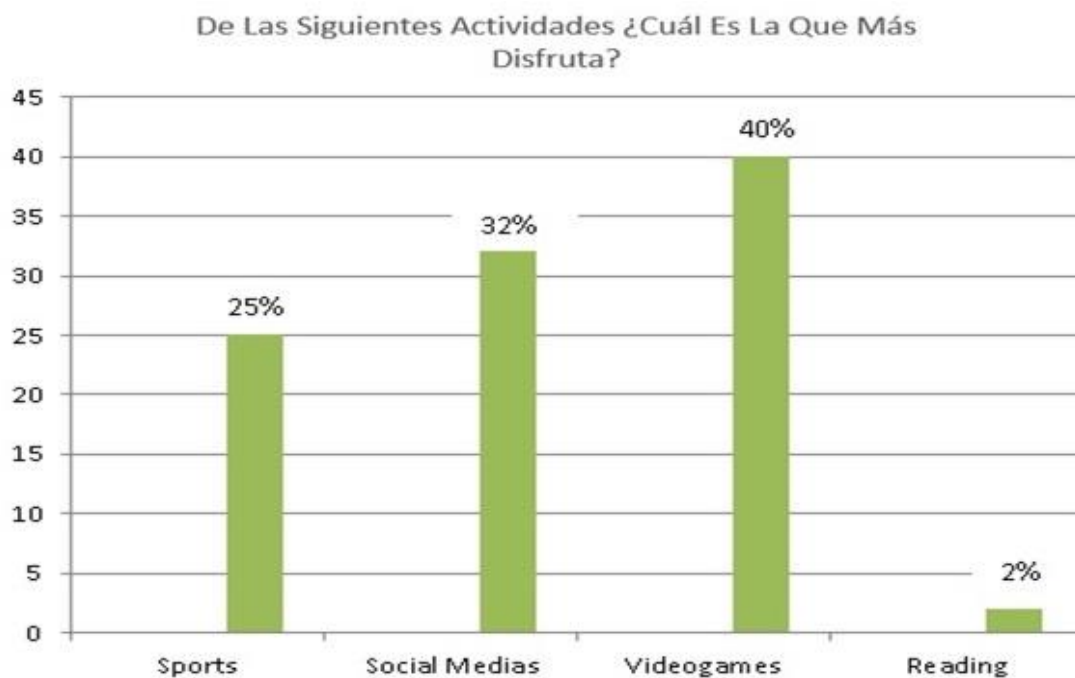
## Annex 4. Field note N°2

<p>While the students develop the activity the teacher walks around the laboratory to answer doubts and questions. Most of the students start working on the second point of the activity which consists of classifying the clothes according to the appropriate season and weather. The link shared by the teacher in Edmodo to perform this activity is the next "Learning Online Exercises/Learning English apps.org".</p>	<p>The teacher has always been concerned about the performance of her students, for this reason, she remains standing up all the time helping her students with the completion of the activities. Although some students are disrespectful, the teacher has the patience and the attitude to deal with the disorder that can be generated in class.</p>
<p>After solving the exercises of the online platform, students start to make the power point presentations using only images because according to the teacher, students can only use their notebook as a guide to write the sentences in the presentation.</p>	<p>The teacher had to block all types of online translators in the language lab because students usually solve all the exercises proposed in class through the Google translator.  For this reason the activity had to change considerably.</p>
<p>Students complete the second activity and immediately they begin the third activity that consist of designing the symbols of each season using colors and markers to represent the main characteristics of the weather.</p>	<p>It is the first time that students complete an activity in class. Most times they always finish the activity in their homes or the next class.</p>
<p>Most part of the students finish the activity and the teacher grades them putting a stamping in their notebooks. Students who finish the activity start listening to music waiting for the ending of the class. At 3:57</p>	<p>All students completed the activity and fulfilled their class commitment at least that day.  Students in general are educated to pass but not to learn. This idea is one of the main reasons why the education system</p>

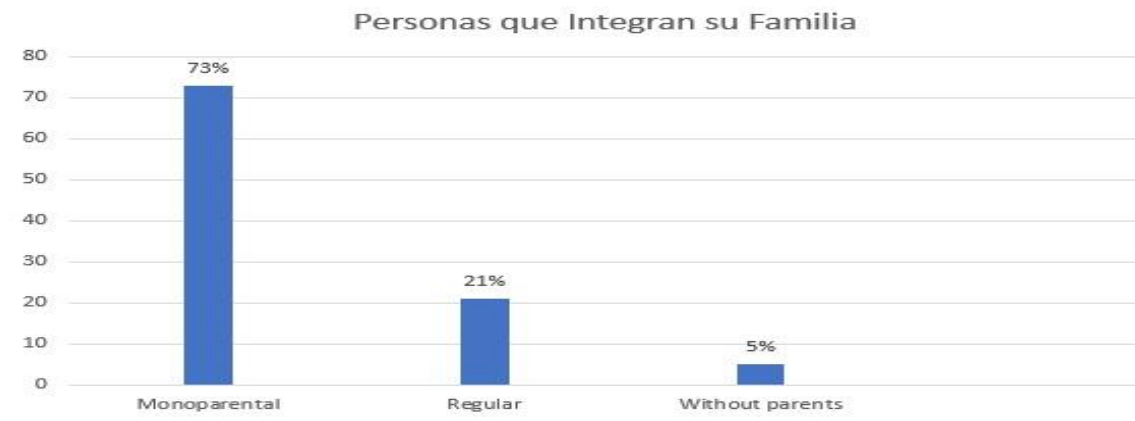
<p>the teacher says good bye to her students and me too. The class is closed at 4.00pm.</p>	<p>fails to train a student in favor of a society with values.</p>
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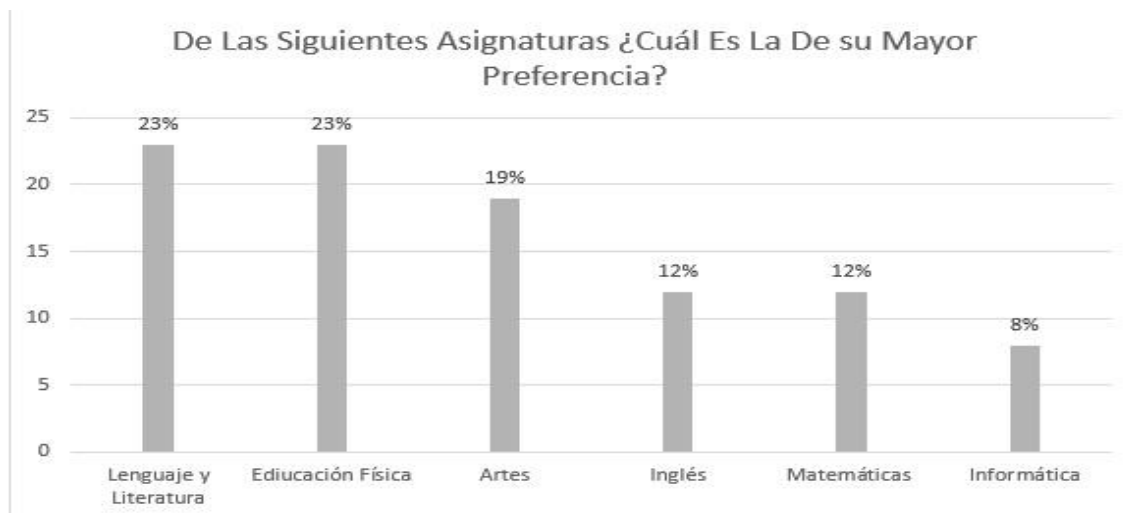
## Annex 5. Activities students enjoy



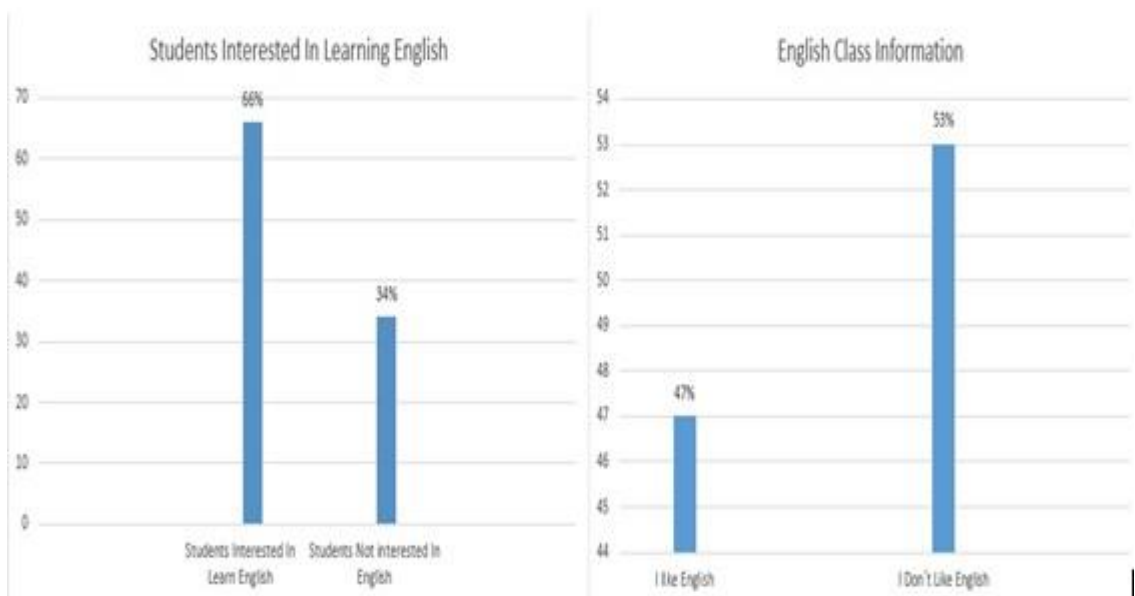
Annex 6. *Students' family information*



Annex 7. *Subject students' preferences*



Annex 8. *Students' interests*



## Annex 9. Teacher's interview

Did you have any teachers you didn't like? Yes, No, Why?	Yes, I didn't like teachers who were not polite even if they were clever as professionals
3. Who influenced you to become a teacher? Why?	I decided to become a teacher thanks to a teaching experience I had when I was 15. I helped a primary school teacher with a group of third grade. They were so lovely and respectful. Furthermore, my admiration for my French and English teachers encouraged me to learn and teach languages.
4. Describe the best teaching experience you have had as a teacher	Once, when I was teaching Spanish and literature I prepared an activity to put in context the concept of Romanticism by asking students to bring to class an object they treasured a lot. Then, we all explained our reasons, some of them with tears in their eyes.
5. For you, what is the best way to teach English?	I think there's no a perfect or unique way of teaching, however. The ideal one is the way in which students use language to speak (monologue, dialogue) or write (reports, posters).
6. Why do you think students need to learn English?	Students need to learn any foreign language to have the opportunity to improve their knowledge about different cultures and have better jobs in their future.
7. How do you deal with students' social problems?	I try to listen to students first, then I ask for support from my colleagues, coordinators or the students' parents.
8. What are some successful teaching methods you have used? Why?	To some extent using technology in the classroom has been successful because it engages students to work online and to be a little bit autonomous.
9. Do you have a syllabus for English classes? Do you follow it exactly?	Yes, there's a syllabus proposed for each level and I must follow it. However, I usually adjust some topics and activities according to students' needs during the process.

## Annex 10. Field note N°3

<b>FIELD NOTE #3</b>	<b>Grade:</b>	<b>Date:</b>
School: I.E.D Guillermo Cano Isaza	702	August the 28 <sup>th</sup> 2018
Room Teacher: Jenny Bernal	Practitioner: Iván Andrés Medina Bolívar	
Number of Students: 37	Number of Students with special needs: 0	
<b>OBSERVATION</b>	<b>INTERPRETATION</b>	
The class starts at 2:20 pm after student's lunch provide by the school. This time, the students have to arrive at the language laboratory next to the class because during the week they have to work on "Plan de mejoramiento" according to the guidelines from "Manual De Convivencia" of the school.	Like all schools in the city, at the end of a school period it is necessary to perform a "Plan De mejoramiento" to help students raise their average considering their performance in class during the academic period that is being measured.	
The teacher and I arrive at the classroom and she starts checking the state and condition of all the computers before starting the class. Then, we greet the students. After checking the computers the teacher explains to the students that there is only one week to develop the "Plan De Mejoramiento", for this reason, the students have two classes to complete the workshop proposed by the teacher.	In my personal opinion, I would think that students in this period of time would be more concerned with the final grade, since this final measurement determines the approval or disapproval of the subject.	
	Some students showed interest in improving their grades, while other students seemed not to care about their final grade in class	
The "Plan De mejoramiento" consists of the following points:	The "Plan De Mejoramiento" consisted of many activities that the students had already done in class. The proposed activities give value to the memorization	

1. Create a daily routine using 15 sentences in present simple.	of structures and words. The communicative skills as Listening and Speaking were omitted completely. In that sense, it can be said that the class is oriented towards grammar, giving priority to the structure and to the memorization of words in its various categories. The idea of the improvement plan was to learn words according to their classification, for this reason it is assumed that students should learn the categories of each word (subject, noun, verb, adjective, adverb, etc.)
2. Develop the exercises proposed in a web page (all the exercises consist of grammar - simple present).	
3. Memorize the writing and the meaning of twenty five verbs taking into account the image and the meaning of the word.	
4. Review the ways of telling the time (Day, weather, date, hour)	
The students start to work on the "Plan De Mejoramiento" and the teacher starts to solve the doubts and questions of the students while from her computer she monitors everything that the students are doing, since the teacher's computer has the capacity to monitor and control all the computers of the language lab.	The teacher had the disposition and the attitude to solve questions and doubts to the students during the whole class but some students preferred to waste their time in social networks instead of doing the final period work despite the constant warnings of the teacher.
During the whole class the teacher walks around the room solving doubts and maintaining order in the classroom. The teacher also monitors from her computer what her students do to keep the concentration of the students in the improvement activity. Most of the students used the time to enter social networks or play video games. For this reason, the teacher begins to block the computers of some students despite the angry and annoying attitude of themselves.	While the teacher was monitoring the computers of all the students, she told me that only eight students were approving the subject until that moment. She told me that it is not a problem of that course specifically but it is a problem in general of the school. According to the teacher's words, many students are academically disinterested (in all areas, because it is not just a problem in English class), because most of the students only attend school for the lunch and the snack that the institution



## Annex 11. *Informed consent format*

### **Consentimiento Informado para Participantes de Investigación**

El propósito de este formato de consentimiento es proveer a los padres de familia o tutores encargados del alumno una clara explicación de la investigación que se quiere llevar a cabo. Por esta razón es necesario dar a conocer la metodología y la naturaleza de la investigación, así como también el rol de los participantes en ella.

La presente investigación es conducida por Iván Andrés Medina Bolívar, estudiante de la Universidad Pedagógica Nacional. La meta de este estudio es explorar nuevas estrategias y alternativas en cuanto a la enseñanza del inglés empleando como herramienta principal los videojuegos de aventura y estrategia. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante el desarrollo del mismo por medio de diferentes espacios (Reuniones, atención a padres, correos, etc.). Agradezco su consentimiento y participación por parte de la persona que está bajo su responsabilidad para la realización de este proyecto.

Yo \_\_\_\_\_ he sido informado acerca del proyecto que se va a llevar a cabo y por tal motivo acepto y autorizo a la persona bajo mi responsabilidad \_\_\_\_\_ a participar voluntariamente en esta investigación.

\_\_\_\_\_  
Firma Del Acudiente

## Annex 12. *Questions for students' interview*

### **Questions for the interview based on the pedagogical intervention**

**Iván Medina**

1. ¿Crees que los videojuegos educativos que se jugaron durante algunas clases te ayudaron aprender varias palabras en inglés?
2. ¿Consideras que los videojuegos educativos que jugaste durante la clase te permitieron entender más fácil oraciones completas en inglés?
3. ¿Piensas que los videojuegos educativos te proporcionaron las herramientas necesarias para lograr comprender la idea general de un texto corto en inglés.
4. ¿Crees que las actividades realizadas en base a los videojuegos educativos te ayudaron a fortalecer el trabajo cooperativo y/o en equipo con tus compañeros?
5. ¿Consideras que el uso de los videojuegos educativos fueron un recurso y un método atractivo para motivar el aprendizaje del inglés?

## Annex 13. Workshop N°1

**Workshop #1 (Eye For Design)**

Names: \* \_\_\_\_\_ Date: \_\_\_\_\_ Weather: \_\_\_\_\_

Goal: To describe daily routines by using simple present considering what the students did during the gameplay.

- Exercise**  
 According to your experience during the gameplay, describe in four scenes your daily routine by using the different scenarios that the videogame has shown to you. You will draw exactly the same scenario you will create in the game and then you will write below each picture one activity of your daily routine that best fit with the image.


- Reading Exercise**  
 Read and tick True (✓) or False (X)

	True	False
1. Mon Cheri is graduated from the most prestigious design academy in Paris.	<input type="checkbox"/>	<input type="checkbox"/>
2. Cheri's boss is from France.	<input type="checkbox"/>	<input type="checkbox"/>
3. Doug is the second Cheri's client.	<input type="checkbox"/>	<input type="checkbox"/>
4. Doug's father is the first Cheri's client.	<input type="checkbox"/>	<input type="checkbox"/>
5. Mr. Botbeck is the third Cheri's client.	<input type="checkbox"/>	<input type="checkbox"/>

## Annex 14. Workshop N°2













**Workshop #2 (Fast Hands)**

Names: \* \_\_\_\_\_ Date: \_\_\_\_\_ Weather: \_\_\_\_\_

Goal: To identify key words in a videogame to understand a reading exercise.

- Exercise**  
 Match the word in the box with the correct picture according to the keywords that you have identified during the gameplay of the videogame.

■ bowl	■ sofa	■ lamp
■ cup	■ clock	■ table
■ shower	■ lens	■ toothbrush
■ mirror	■ sofa	■ chair

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

- Reading Exercise**  
 Complete the gaps of the text with the words you found in the previous exercise.

My day starts very early in the morning. I wake up and I have to turn off the \_\_\_\_\_ that shines all night in my bedroom. Later, I go to the bathroom and I wash my whole body by using a \_\_\_\_\_. Then, I go to my bedroom and I look for clothes into my \_\_\_\_\_ to dress. Next, I go to the kitchen and I drink a \_\_\_\_\_ of coffee from the \_\_\_\_\_. I use the \_\_\_\_\_ of the kitchen to put a bottle of milk and a cereal box. I mix cereal and milk to prepare a \_\_\_\_\_ of cereal. Then, I go to my living room and I use a \_\_\_\_\_ to eat my cereal. After eat my cereal, I go to the \_\_\_\_\_ of my kitchen to wash the dish where I usually eat cereal. Then, I go to sit on the \_\_\_\_\_ to watch Tv. Time later, I go to the bathroom and I use a \_\_\_\_\_ to clean my teeth. Finally, I look at my face in the \_\_\_\_\_ before leaving home.





## Annex 18. Workshop N°6

**Workshop #6 (Fast Hand: & Big Describer)**

Names: \*                      Date:                      Weather:

Goal: To recognize key words and simple sentences in a videogame to understand a reading exercise.

**Exercise**  
Complete the next crossword taking into account the pictures and the sentences that you will find during the gameplay of the videogame.

1. In this job you use your hands to construct a house

2. In this job you work in a school teaching a subject

3. The antonym of young

4. In this job you repair cars

5. In this job you work with electricity

6. In this job you work for a TV station or newspaper

7. In this job you welcome people in a hotel or office

8. In this job you grow food and take care of animals

9. In this job you cook food

10. In this job you work with electricity

11. In this job you welcome people in a hotel or office

12. In this job you work for a TV station or newspaper

13. In this job you grow food and take care of animals

14. In this job you cook food

15. In this job you repair cars

**Reading Exercise**  
Complete the gaps of the text with the words you found in the previous exercise.

Mike is a \_\_\_\_\_ man. He is only 15 years old. He is \_\_\_\_\_ as a giraffe and he is \_\_\_\_\_ as a worm. He has a friend called Karla. Karla is \_\_\_\_\_ because she eats a lot of food. She is \_\_\_\_\_ and small as a mouse. Mike cooks food. He is \_\_\_\_\_ . Karla works for a newspaper writing. She is a \_\_\_\_\_ . Mike is \_\_\_\_\_ in his work because he likes to cook food. Karla is \_\_\_\_\_ in her work because she doesn't like writing. Karla wants to work in a hotel as a \_\_\_\_\_ . Mike has a father called Simon. He is 55 years old. Simon is an \_\_\_\_\_ person. He works with electricity, he is as \_\_\_\_\_ . Karla has a machine called Claudia. She works in a school because she is \_\_\_\_\_ . In the future, Mike wants to repair cars. He wants to be a \_\_\_\_\_ . On the other hand, Karla wants to be a \_\_\_\_\_ in the future to grow food and take care of animals. Finally, Simon wants to construct his own house because he knows about electricity and construction because he also works as a \_\_\_\_\_ .

## Annex 19. Workshop N°7

**Workshop #7 (Fast Hand)**

Names: \*                      Date:                      Weather:

Goal: To recognize key words in a videogame to understand a reading exercise.

**Exercise**  
Look for the keywords that you have identified during the gameplay of the videogame and then complete the gaps of the pictures with those words. Next, complete the gaps of the text with the words you found in the previous exercise.


Hello, my name is Sam. I am very \_\_\_\_\_ because I am only 15 years old. I am \_\_\_\_\_ because I like to eat a lot of food. I like to play basketball but the problem is that I am very \_\_\_\_\_ and this situation makes me feel \_\_\_\_\_ and \_\_\_\_\_.


This is my \_\_\_\_\_ car. This car is a Ferrari. This car is very \_\_\_\_\_ because it can reach 350 km/h. This car is very \_\_\_\_\_ because it can drive anywhere without any problem. This is a nice car when the weather is \_\_\_\_\_.

This is not a good car. This car has a lot of problems because it is very \_\_\_\_\_ and the car is from 1950. In the highway, there is a \_\_\_\_\_ as a rule because the car is \_\_\_\_\_ as a weight. The car does not work when the weather is \_\_\_\_\_.