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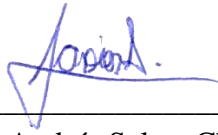
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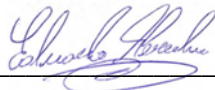
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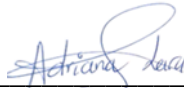
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DEDICATORY

I dedicate this research, to my parents who helped me to pursue my goals. Likewise, huge thanks to my girlfriend for all the support. Thank you for being my helper in these difficult times.

Javier Saltos

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RESUMEN

La presente investigación que tiene como título “Los videojuegos y su influencia en el aprendizaje del inglés como lengua extranjera”. Tiene como objetivo identificar la influencia de los videojuegos en el aprendizaje del inglés; una aproximación desde la perspectiva de los estudiantes de Primer Semestre de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Nacional de Chimborazo, ubicado en la ciudad de Riobamba, provincia de Chimborazo, realizado en el periodo académico 2022-1S. Esta investigación posee un enfoque cualitativo de tipo descriptivo, puesto que explica como los videojuegos tienen el potencial para ayudar en el proceso de adquisición del idioma inglés. Los datos se recolectaron mediante una encuesta y una entrevista aplicada a los estudiantes de la población seleccionada. Como resultado se obtuvo que la influencia de los videojuegos permite adquirir no solo nuevo vocabulario, sino también mejorar todas las habilidades cognitivas del estudiante para crear el entorno interactivo necesario para desarrollar el idioma.

Palabras clave: Video juegos, influencia, estudiantes, inglés.

ABSTRACT

This research entitled "Video games and their impact on learning English as a foreign language." Seeks to identify the impact of video games on English learning; an approach taken from the perspective of students in the First Semester of Pedagogy of National and Foreign Languages at the National University of Chimborazo, located in the city of Riobamba, Chimborazo province, and carried out during the academic period 2022-1S. This study takes a descriptive qualitative approach because it explains how video games have the potential to aid in the process of learning English. A survey and an interview were used to collect data from the selected population's students. As a result, it was discovered that the influence of video games allows not only for the acquisition of new vocabulary, but also for the improvement of all cognitive abilities of the student in order to create the interactive environment required for language development.

Key Words: Video games, influence, students, English.

Reviewed by:



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CHAPTER I

1.1 INTRODUCTION

Videogames are electronic games that need human participation via an input device in order to obtain a visual response on a screen. This visual reaction can generate two-dimensional or three-dimensional pictures. Videogames are often played on electronic devices such as video game consoles and personal computers (PCs) (personal computers). In terms of technological innovation, videogames as an entertainment product have come a long way. Every year, electronic devices and videogames improve and become more powerful (Peterson et al., 2022; Pitarch, 2017).

Currently, video games have become one of the most significant industries in the world, with earnings exceeding those of the film industry. Video games are already a part of the life of many children and adolescents all over the world, and their influence is not only growing but also unifying individuals of all genders, entities, ages, and locations (Belli & López Raventós, 2013).

As a result, research on the impact and influence of video games in the educational field is essential for the Ecuadorian social context. Exploring the possibilities and advantages of this new and controversial technique will assist in focusing not just on the negative outcomes, but also on the considerable beneficial effects of video games. The effect of video games may be observed in the learning process, where it facilitates developmental processes through a combination of participatory enjoyment and learning, while also adopting a theoretical approach (Horowitz, 2019).

There is a notable scarcity of research that explains the effect of video games in the learning process, and even more so in the social context on which this study is based. Videogames have long been seen as a deplorable kind of entertainment. However, videogames have the potential to be employed as a technical tool by teachers and even students. (Bai et al., 2020).

The aim of this thesis is to analyze the influence of video games in the learning of English as a foreign language based on the information recollected from the students from the first semester of Pedagogy of National and Foreign Languages at Universidad Nacional de Chimborazo located in Ecuador – Riobamba. The research methodology applied in this study is descriptive-theoretical and to respond to the objectives and the research question of this work, techniques and instruments were applied to collect information, such as, survey, and interview. The organization of the chapters of this research is detailed below.

Chapter I. This chapter will focus on the contents about the information of the study in terms of general data, introduction, problem statement, problem formulation, justification, and objectives.

Chapter II. The theoretical framework will focus on the different research works carried out on the study variables, considering the theoretical contributions regarding the influence of videogames and its influence on the learning English as a second language.

Chapter III. In this chapter, the methodological framework will present the methodology, research modality, type, the exposition of the study variables, data collection

techniques and instruments, the population, sample and techniques' analysis and information interpretation.

Chapter IV. This chapter will discuss and analyze the results based on the techniques and instruments applied.

Chapter V. Finally, in this chapter the results will be presented including the conclusions, recommendations, bibliographical references, and annexes

1.2 PROBLEM STATEMENT

Teachers have a hard time coming up with techniques to keep their students engaged and motivated, based on personal observation as a college student. Technology, of course, makes classes more fascinating for learners. Therefore, video games are a short-studied topic that can obtain significant results when studying English as a foreign language. It is not an exaggeration to say that a crisis exists in the educational system (Bacalja, 2019).

Through the years, technology let humanity stop using paper-based teaching materials to use digitized resources, whether on personal computers, tablets, mobile phones, or other electronic devices. But teachers are not updated with their strategies due to innovative digital tools are not commonly used by teachers in their classrooms (Garris et al., 2002).

Consequently, the ways of learning, studying, or playing are different compared to those who had gotten educated in the past millennium. Today young people receive a digital education due to coronavirus disease. The covid-19 pandemic has caused an extraordinary crisis in the world and the field of education is not the exception. This pandemic has led to the massive closure of synchronous activities of educational institutions. For this reason, institutions were obligated to migrate into virtual classes, and teachers were required to update their knowledge in the usage of technological tools for teaching (Schleicher, 2020).

Video games have gradually become a universal form of entertainment for today's children, youth, and adults. Its popularity has been growing in recent years, and even more because of the quarantine. Nevertheless, Teachers and parents underestimate the potential of video games as a technological tool (Horowitz, 2019).

It is questionable whether video games have an impact on learning English as a second language. As a result, adults have a negative perception of video games, whether they are used for educational purposes or not. Thus, the findings of this study will have a significant impact on this problem. Students in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo are investigated to identify the influence of video games on the learning process of English as a foreign language.

1.3 PROBLEM FORMULATION

- How do videogames influence the learning of English as a foreign language?

1.4 JUSTIFICATION

Nowadays, the influence that video games have had in any socioeconomic field and around the world has gone hand in hand with the growth of technology. Many young people have seen video games as a viable way to improve English learning as it provides real-world experiences, creating authentic contexts. Video games are a form of interactive and engaging authentic materials as playing video games can provide immersive experiences that can associate elements of the games played with real life (Di Luzio et al., 2021).

Learning English as a foreign language supported by the use of video games allows to increase vocabulary, improve reading comprehension and develop situational and conversational analysis skills. For instance, playing a video game requires an understanding of basic terminology in order to progress. Furthermore, the games allow the creation of virtual environments such as informal scenarios in which they can practice the language. Therefore, gamers both consciously and unconsciously learn English as many gamers implement video game dialogues and speech patterns in everyday situations (Gee, 2008).

On the other hand, video games and their influence on learning English as a foreign language is a modern topic that needs to be studied because its benefits are unknown by teachers, parents, and even the students themselves. From personal experience, the benefits of video games for gamers are a topic that has received little attention. This entertainment-focused software is one of many products the technology has to offer. Despite this, the cognitive and academic advantages that they can acquire by playing are not recognized. In addition to this, in our social context, the benefits of video games for gamers are a field that has received little or no attention (Johannes et al., 2020)

Surprisingly, the games industry is so important that it outnumbers other industries like film and music. It is impossible to deny the impact of video games on the world. Considering this, this research pretends to identify the influence of video games in the learning of English as a foreign language; an approach from the perspectives of students in first-semester students of Pedagogía de los Lenguas Nacionales y Extranjeros at Universidad Nacional de Chimborazo.

Students' involvement in the study is crucial for this research since it will allow for the collection of significant data. Moreover, the wealth of theoretical contributions on the topic will make it easier to apply an epistemological framework to the research problem. Due to the advantages of video games for students, the study was fascinating and convenient to conduct.

1.5 OBJECTIVE

1.5.1 General Objective:

- To identify the influence of video games in the learning of English as a foreign language; an approach from the perspectives of students in first semester students of

Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo.

1.5.2 Specific Objectives:

- To observe the categories of videogames that the population has played, and their correlation with the English Language.
- To describe, from students personal experience, the academic potential of video games for learning English as a foreign language.
- To reflect on students experiences playing video games and the academic advantages they have accomplished though this activity.

CHAPTER II

2.1 THEORETICAL FRAMEWORK

2.2 INVESTIGATIVE BACKGROUND

There have been few studies related to videogames in the Ecuadorian context, but almost none about applying videogames influence in English learning as a second language. According to recent research by Salcedo (2021), 75 students in High school in Ibarra – Ecuador, who learn English at their school as a second language, feel more motivated and engaged while utilizing videogames as classroom tools. Most students claimed that video games promote language acquisition in the classroom and outside of it. Similarly, video games provide opportunities for students to learn English while socializing and developing social skills and critical thinking.

In addition, an important research in this field by Bautista (2018) 50 bachelor students from Ambato, Ecuador, proved the usefulness of using videogames for English language acquisition. Games may promote dynamism, and learners can improve their speaking fluency while playing. They can also employ their speaking abilities without the worry of making errors.

Despite the noticeable lack of research in the field of video games in our social context, other studies from other authors in other countries have been identified. A further study examined Chinese students by proving the usefulness of video games for learning English vocabulary. The students were in their typical learning setting, and the outcomes were compared between video games and electronic dictionaries. When compared to students who only utilized the electronic dictionary, all students who used video games improved by 45 percent. Furthermore, the students interviewed for this study claimed that video games have a great potential in education and can be used to acquire language in a fun way. (Craig et al. 2019).

Another important study aiming toward the usage of videogames in literature learning by Bacalja (2022) remarks that videogames as an entertainment product have positive ludo-narrative results for the students. Reading becomes more creative and enjoyable when learners play video games. Moreover, videogames, like films and literature,

maybe examined in the same way because they share characters, stories, themes, scenarios, and other attributes.

Bacalja (2019) performed a study that found that most students that play video games in their spare time had a higher level of immersion in English digital literature. He argues that digital texts must be included in the English classroom, and instructors must figure out how to incorporate these new technologies into their teaching methods. Furthermore, employing videogames in the classroom would enable students to become a part of the narrative, and they may intuitively read in groups, whereas traditional reading is typically completed solo.

2.3 THEORETICAL FOUNDATION

2.3.1 Videogames – definition

Videogames can be easily defined as electronic games which we play thanks to an audiovisual response. Videogames are developed by a person or a group, and their main purpose is to entertain. But videogames can be a lot more, this industry is bigger than 30 years ago, and now videogames are part of our society (Arjoranta, 2019).

Videogames are complex, and most people do not know the process or the parts that are required to complete a single game. Interactivity is needed when creating a game and contains text, images, and sounds organized by a team of developers, artists, designers, scriptwriters, and more. All these elements allow players to be immersed in the interactive experience created by all the studio teams working together (Al-jifri & Elyas, 2017).

Artificial intelligence is also used by games to create more efficient ways to play against the computer. For instance, Pong is a game that reassembles the tennis experience by using moving platforms as a racket, and a pixelated dot as a ball. The game is very simple but combines speed and geometry. Each ping-pong game has subtle differences, and it is always challenging due to the infinite changes brought about by the angle of attack (Lowood, 2009).

Another example is Undertale, a game that which prior decisions and actions come together to create a new experience every time the player completes it. These characteristics allow video games to show different experiences in every genre (Barnabé, 2019).

Multisensory gaming experiences not only depend on gameplay. Nevertheless, there are other elements to consider, such as music. Composers created amazing musical soundtracks that revolutionized how consumers heard video games. It is the music that is crucial in eliciting the appropriate response to the experience. When used effectively, music communicates directly with an individual's psyche without their knowledge. This is used a lot in movies, where the soundtrack plays a fundamental role in expressing the feelings of the story presented (Covaci et al., 2018).

Gamers play video games for many reasons: engaging stories, beloved characters, enjoyable mechanics, or just to set a high score. But music is at the center of our multisensory gaming experiences. Composers provided unforgettable music backdrops that changed the way we heard video games (Camacho V. & Ovalle, 2019).

2.3.2 Videogames Evolution

The use of video games for educational purposes has been around since approximately the 1980s as can be seen in the existing bibliography of those years. However, even though this topic began to be discussed more than thirty years ago, it has been from the beginning of the 21st century when studies on the use of serious video games as a potential tool for education began to intensify (Belli & López Raventós, 2013).

The main reason why this process did not start earlier is due to technological reasons, as will be mentioned below. The first video games were born alongside the first computers during the Second World War. These early video games were coin-operated, and the goal of the player was to win small amounts of money using computerized games of chance (Spring, 2015).

At that time these machines had no commercial purposes but were focused on providing training to American soldiers. It was in the 1950s when the subject of video games began to be studied more scientifically and one result of these efforts was a digital version of tic tac toe called OXO. It was developed by Alexander Douglas in 1952 (Djaouti et al., 2011).

The evolution of video games during the next two decades was initially slow. Starting in the 1970s, improvements in technology were notable and the video game industry underwent major changes that meant a growth in production at an industrial level. The foundation of the Atari company was the beginning of the commercialization of video games on a large scale, which was far surpassed by the 8-bit game consoles from Nintendo and Sega in the 1980s.

Later, the 1990s became the era of 3D and consoles gradually switched to 16, 32, and 64 bits in a very short period, thus improving the quality of the games considerably. During this period, Sony and Microsoft joined the industry, which ended up revolutionizing the market with their respective game consoles, Playstation and Xbox. Finally, in the 2000s came the last great revolution in the world of video games, which was the internet connection; allowing users to play with each other over the network and download games from their home computers (Belli & López Raventós, 2013).

Most families have owned a video game system at some point in their lives. Today, video games are no longer exclusively aimed at children, adolescents, and adults. The current age of children born during the 1970s and 1980s is between 25 and 45 years old. Many of these children grew up playing video games and have continued to do so without interruption to this day; This means that the age range of potential customers has also increased (Williams et al., 2009).

As a result, the video game industry now appeals to children, teenagers, and adults. The video game business generated \$ 21 billion in 2012 in the United States alone, according to Siwek (2017), while worldwide sales reached \$ 93 billion in 2013, according to the Entertainment Software Association (2014). These data confirm that the video game industry is one of the most profitable in the world today.

Considering the growing annual profits in the video game industry and the enormous size of the education industry, it is unquestionable that the leading companies in video game design and education companies, on the other hand, have set their sights on this potential

market considering a hybrid possibility: video games for educational purposes. Since the beginning of the 21st century, the number of scientific publications by the academic community related to the use of video games for educational purposes has increased considerably (Marfia et al., 2011). This fact has also meant that the number of magazines on educational resources based on the use of video games has also grown.

As a result, articles showing new advances in this field are being published regularly, both through didactic proposals for teaching and of course also through discovery based on the results of empirical studies. These results have also caused a boom in the number of companies that are dedicated to the gamification of specific content (Bai et al., 2020).

CodeCombat, Microsoft, Change Dyslexia SL, Kuato Studios, and are just a few examples. All these companies are dedicated to the development of didactic materials in video game format for the education of their clients' students, ranging from private companies to educational entities (Suzuki et al., 2020).

One of the fields of education with the greatest impact on the video game industry is language learning. The existing interest in learning a foreign language is mostly driven by societal professional needs and communication, and these factors are, of course, linked to technological advancements. The emergence of the Internet has provided wide access to international communication throughout the world, facilitating those individuals from different countries can communicate with each other from distant geographical areas in space and real-time for an affordable price (Siwek, 2017).

2.3.3 Game-Based Learning Methodology

Simply utilizing technology does not motivate students who already have grown up immersed in it. Therefore, learning scenarios and strategies for learner engagement methods must be developed. In today's technological world, incorporating video games into education is essential (Widitiarsa, 2018).

Computer games have the potential to create a new learning culture that is more adapted to general lifestyles, as Sayfullina (2017) mentions the learning environment can provide an interactive educational environment. Games are traditionally characterized as a form of entertainment. However, the joyful component of games can help students learn more effectively in class. Through direct interactions, educational games have the capacity to engage and motivate players (Kiili, 2005).

Games are intended to provide a reflective exploration of phenomena, hypothesis testing, and building objects. Unfortunately, games haven't mostly been employed in education as a method to aid in knowledge acquisition. Because of the traditional teaching environments, games may have actions that do not reflect results (Osma et al., 2015).

When teaching by using educational games, it's critical to consider the elements that influence the process. However, to discover the immersive potential of games, gameplay and related educational methods must also be examined.

The value of gameplay should not be overlooked because it is at the heart of the game. Despite various attempts to define gameplay, there is no widely accepted term. Belli et al., (2013) defined gaming as a set of challenges in a simulated world that are important to complete the game goals. Gameplay includes the player's objectives as well, to fulfill tasks,

you must play the game. According to Akour et al., (2018) good gameplay keeps players engaged and committed throughout a game.

In general, video games are an excellent setting for problem-based learning. Problem-solving is one of the most essential areas of personal abilities. As consequence, one of education's numerous goals is to equip pupils to adapt to new conditions (Alshammari, 2015). Problem-solving can be viewed as an attempt to achieve an objective that is not immediately obtainable. Video games provide students with a clear guideline for presenting problems. In fact, a game is already an environment filled with problems to solve. This challenge teaches a player how to solve problems and, as a result, how to enhance their problem-solving abilities.

Problem-solving and exploratory learning can be integrated. Instead of remembering material delivered by teachers. Allows students to explore new rules and ideas in game-style learning environments. Students can participate in games by investigating and manipulating materials to test their ideas, as a result of their immersion in the game environment, students become active participants in the learning process, and their motivation may shift from extrinsic to intrinsic motivation (Osma et al., 2015).

2.3.4 Physical and Cognitive Benefits of players

Although the exposure of video games on social media in all areas of daily life is steadily increasing, Long-held misconceptions regarding video games tend to emphasize their positive or negative aspects, particularly when it comes to the player's physical condition. First, the various levels of bodily participation in video game practice for various categories of games, as well as the processes that allow players to learn the game's gestural patterns.

The studies reveal how video games affect players' physical, psychological, and social well-being, as well as potential links between physical activity and health advantages. Indeed, bodily participation leads to physical interaction, and, in some cases, the development of motor competence required by the game, as well as the mobilization of the player's cognitive and interactive capabilities by using video game devices (Griffiths, 2002).

Adam & Engels (2014) demonstrate the long-term positive effects of video games on children's mental health. Cognitive processes include perception, attention, memory, and decision-making. The majority of studies have focused on the influence of action video games, or games in which players need to react quickly., following multiple factors at once, to memorize large amounts of information while making a split-second decision.

Many of the possibilities exploited by such games are precisely those abilities that psychologists consider to be the building blocks of intelligence. Such research uses two strategies: correlational and experimental.

In a correlation study, regular video game players were compared, on certain sensory or cognitive tests, to another comparable who did not play video games. The typical result is that players outperform non-players regardless of the test used.

This suggests that gambling is a cause of better performance, but does not prove it, as people who choose to play video games may be already perceptive and cognitively outstanding. The best evidence that video games enhance these abilities comes from

experiences in which all participants are initially non-gamer, then some, but not others, fall in love. request to play a particular video game for a certain number of hours a day, in a number. of the day, for the sake of experience.

In this study, the typical outcome was that the video game players had improved measures of basic cognitive and perceptual abilities, unlike those in the control group.

Basic Imaging Process Improvements:

- Improved image contrast sensitivity. Fifty hours of action video gameplay (spread over ten to twelve weeks) improved image contrast sensitivity (the ability to discern subtle differences in shades of gray) compared to the control.
- Successful treatment of amblyopia. Amblyopia (also called “lazy eye”) is a disorder that occurs during childhood in which one eye becomes essentially non-functional.
- Improve attention and alertness.
- Improve spatial attention. Action video games increased performance in terms of speedy location, according to Green and Bavelier (2012). A target stimulus in the field of distraction testing is a good predictor of handling.
- Improved tracking of moving subjects in a distracting area. Action games improve the ability of children and adults to follow a set of moving objects identically to other moving objects in the visual field (Trick et al., 2005).
- Reduced impulsivity.
- Overcoming dyslexia.
- Improve executive function, refers to a person's ability to allocate mental resources (such as perception, attention, and memory) in a way that allows for problem-solving or decision making Quick and effective.
- Improved ability to participate in multiple tasks simultaneously.
- Increased mental flexibility.

Numerous studies show that video games improve performance at work, especially for jobs that require good eye coordination, attention, memory, and attention. Correlational research, for example, found that video gamers were better than non-gamers at flying and landing drones, and were nearly as competent as drone pilots (Al-jifri & Elyas, 2017).

Another correlated study found that young, inexperienced surgeons who also played video games did better than more experienced surgeons in their field (Bautista, 2018). In one trial, a new surgeon experienced with video games improved their performance in laparoscopic surgery compared to a control group of surgeons without this experience (Sayfullina, 2017).

2.3.5 Videogames as a tool for teaching a foreign language.

Despite videogames being a relatively recent study topic, the importance of video games in learning and enrichment processes is receiving more and more attention. The capacity of video games to deliver fast and detailed performance feedback, balance the ideal levels of challenge and challenge, and use failure as a motivational tool is one of the most commonly touted benefits of playing video games (Granic et al., 2014).

Because video games can evoke equal pleasant and intense emotions in real-life surroundings, they have enormous potential (Agudo et al., 2015). When the immersion factor is considered, the growth is exponential. Video games are regarded as a visually appealing medium, which may help students learn more effectively.

Many studies suggest that video games provide long-lasting favorable benefits on basic cognitive factors involved in learning, such as perception, attention, memory, and decision-making. Furthermore, video games can help students acquire other cognitive skills that are important for learning, particularly in formal school settings, such as executive function and selective attention (Gallego et al., 2014).

Although there is emerging evidence to support the integration of game analysis and creation across the curriculum (Pitarch, 2017), the acceptance of video games as a teaching resource in the educational setting is highly dependent on all parties' interests. Attitudes from participants toward the educational potential of games can be a huge obstacle in the development of video games as a teaching technique. In this context, there has been a substantial quantity of studies indicating a positive perspective toward the educational benefits of video games (Camacho V. & Ovalle, 2019).

CHAPTER III

3 METHODOLOGY

3.1 APPROACH

The approach of this study was qualitative since it tries to describe the influence of video games on learning English as a foreign language, observing them from the perspective of first semester students of Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Nacional de Chimborazo (Aspers & Corte, 2019). The information was obtained through surveys and interviews applied to the students to analyze them and obtain optimal conclusions through correlation. This research had a qualitative and descriptive approach since it aims to analyze the influence of video games on the learning of English as a foreign language; from the perspectives of the first semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Nacional de Chimborazo. Thanks to the theoretical contributions to the subject of study, it allows the epistemological approach to the research problem. Data was gathered through a survey and an interview.

3.2 INVESTIGATION MODALITY

This study is a field study because it allows to collect of data from the real world and analyze it as it is, without having to manipulate the study factors, allowing to get useful information for the investigation.

Similarly, the current research project is bibliographical in nature, since it relied on information gleaned from digital and physical sources such as scientific journals, articles, theses, and publications, to develop the theoretical foundation (Van de Ven & Poole, 2017).

3.3 LEVEL OR TYPE OF INVESTIGATION

The research was descriptive and exploratory since its main focus, the influence of videogames in the learning process of English, is a relatively new in our social context. It aims to describe the population, situation, or phenomenon around which the object of study is centered (Aggarwal & Ranganathan, 2019). This research described from the students' perspective how video games impact the learning of English as a foreign language.

3.4 RESEARCH POPULATION

The population belongs to the first semester students of Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Nacional de Chimborazo. Since this population belongs to young people from 17 to 21 years of age approximately who are part of the technological age in which we live. Therefore, this population is perfect to find important data on how video games influence the learning of English as a foreign language.

3.5 SAMPLE SIZE

The sample is made up of 43 students from the Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo. This sample is made up of 18 women and 12 men. The sample belongs to a heterogeneous group of young people between approximately 17 and 21 years of age.

3.6 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

To respond to the objective and the research question, an interview, and a survey are going to be used as instruments for qualitative data collection. In order to validate both instruments, the criteria of experts are employed to give reliability in the collected data. The participants are students of English bachelor degree with substantial knowledge in videogames and technology for entertainment purposes. (Ponto, 2015).

The survey would be used because it is a technique that consists of administering a questionnaire to a group of people to obtain information in a timely and efficient manner. This technique allowed us to obtain information about the experiences of students playing video games and the academic advantages they have achieved through this activity. Furthermore, an interview will be conducted, as this tool allows for the collection and analysis of several elements such as the interviewee's opinion, behavior, feelings, and representations. (Jong & Jung, 2015).

Therefore, this tool allows describing, from the personal experience of the students, the academic potential of video games for teaching English as a foreign language.

3.7 TECHNIQUES ANALYSIS AND INTERPRETATION OF THE INFORMATION

Aprioristic categorization is a data analysis procedure that separates results into categories and subcategories. This method will be used in the interview since it allows for the evaluation of the relationship between the gathered data. Additionally, the quantitative

data that is presented in the survey, allows for interpretation and critical analysis, this quantitative statistical obtained was be studied and analyzed.

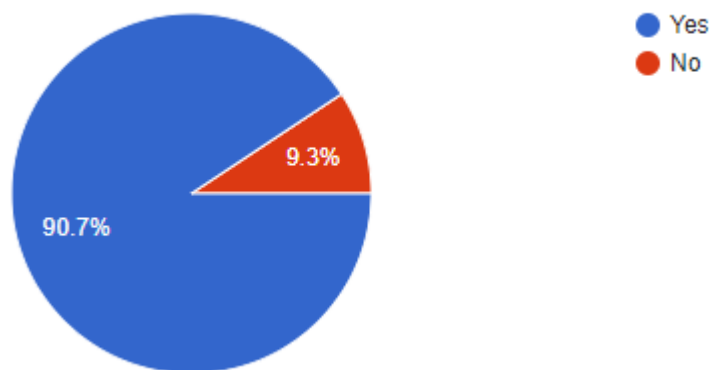
CHAPTER IV

4 RESULTS AND DISCUSSION

4.1 SURVEY RESULTS

This survey was applied to the students first semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Nacional de Chimborazo. The objective of this survey is to describe, from students personal experience, the academic potential of video games for learning English as a foreign language. This survey was conducted virtually. The data collected in these surveys correspond to 43 respondents.

Figure 1. Have you ever tried or played any video game before?

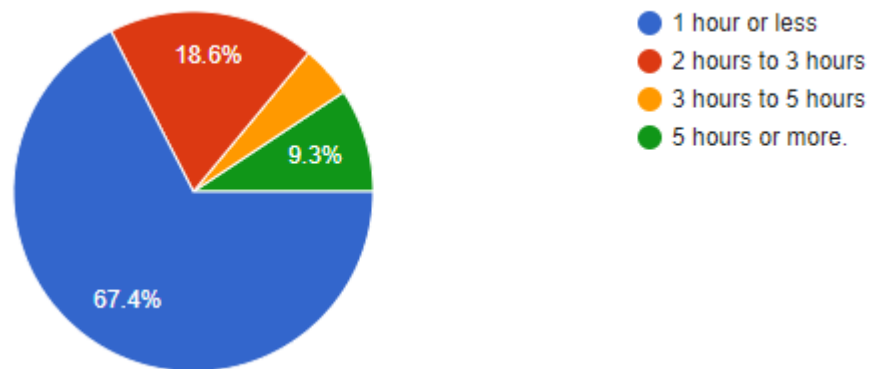


Done by: Javier Saltos

In the previous table, it can be identified that 39 students said that they have ever tried or played a video game, which represents 90.7 %, and the remaining 4 said that they have not tried or played a video game, representing 9.3 % of the population.

Most students said they had tried or played a video game before. This is because video games are both visually and aurally appealing, immediately captivating the consumer. In addition, video games are a component of the society in which it grows and is enjoyed by users. The expansion of technological culture and the replication of successful models raises the popularity of this approach of recreation (Venegas, 2021).

Figure 2. How many times do you spend playing video games per week?

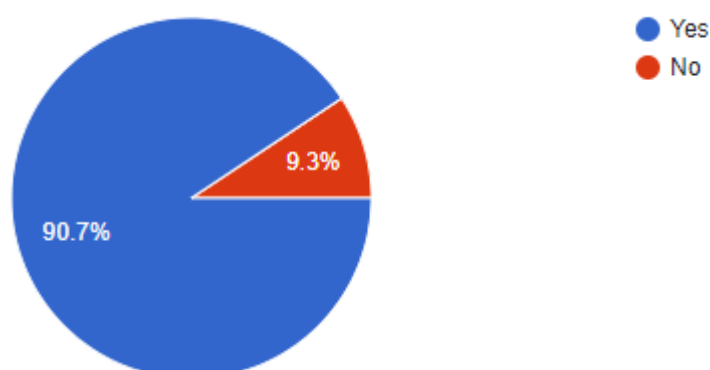


Done by Javier Saltos

The graph shows that 67.4% of the population spends 1 hour or less playing video games per week corresponding to 29 students. 8 students representing 18, 6% of the population mention that they play video games 2 hours to 3 hours a week. Followed by 9.3% corresponding to 4 students who state that they play 5 hours or more. Finally, the remaining 4.7% mention that they play from 3 hours to 5 hours a week representing 2 students.

Most students mentioned that they only play video games about 1 hour or less. While the rest of students stated that they play about 2 or more hours. Video games are normally questioned about their influence on players. Many people have expressed concern regarding video games' potential for addiction and damage to users' well-being. However, an important study in relation to the time spent playing video games conclude that the impacts on players' well-being are likely to be minimal to non-existent. (Vuorre et al., 2022).

Figure 3. Do you think that video games help students to learn a foreign language?



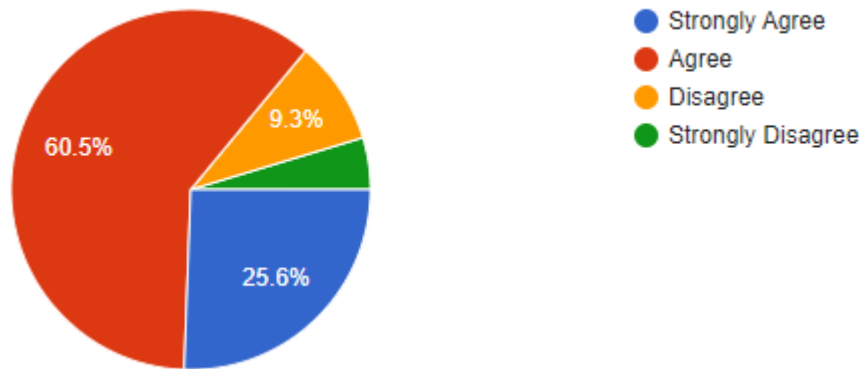
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Based on the data, it is shown that 39 students representing 90.7% mention that video games help students learn a foreign language. While 4 students mention that video games do not help to learn a foreign language corresponding to 9.3% of the population.

The great majority of students agreed that video games may aid in the process of learning a foreign language. Video games can make a big considerable difference in the process of learning English. Because of the significant benefits of using videogames and

other game-based approaches, they can increase vocabulary, speaking skills, reading abilities, listening skills (Thompson & von Gillern, 2020).

Figure 4. Do you consider that video games help students to acquire new English vocabulary?

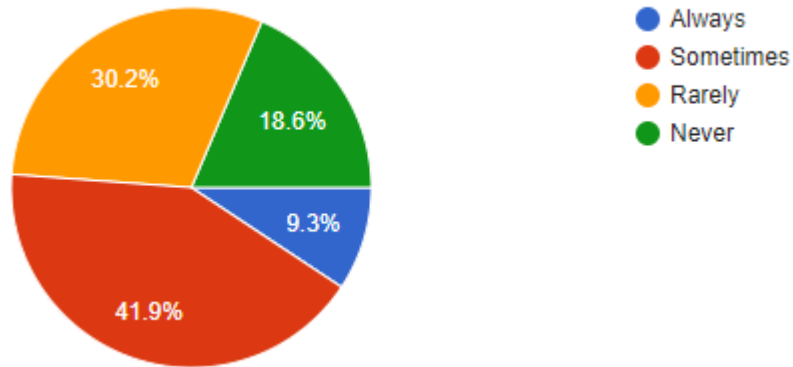


Done by Javier Saltos

Of 100% of the population, 60.5% of population corresponding to 26 students agree that video games help students acquire new vocabulary in English. Followed by 25.6% representing 11 students who strongly agree that video games help acquire new vocabulary in English. While 9.3% corresponded to 4 students who disagree that video games help to acquire vocabulary. and the remaining 4,7% are in strongly disagree, they mention that video games do not help to acquire vocabulary in English corresponding to 2 students.

According to the findings, a segment of students stated that videogames can aid in the acquisition of new English vocabulary. According to related research, videogames can provide an easy setting for vocabulary learning. Through a variety of video game genres, such as adventure games, graphic novels, and text-based games, players can engage with a wide vocabulary in an immersive environment. Because of the games' characters' accents, speech speeds, and a plethora of new terminology, there are more lexical supports available in video games (Chen et al., 2021).

Figure 5. How often do you play adventure or visual novels video games?

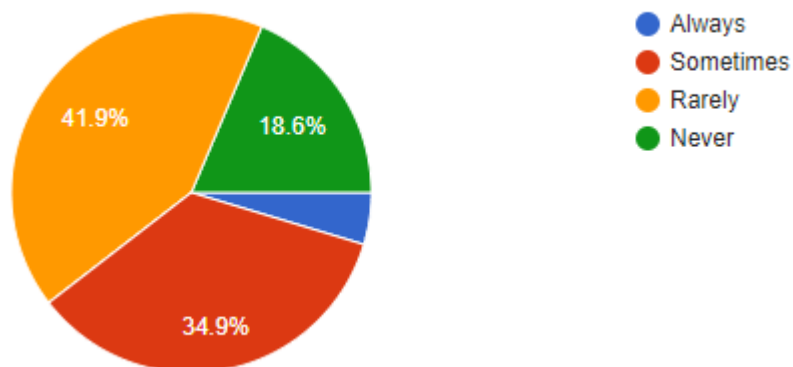


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Based on the data, it is shown that 41.9 representing 18 students mention that they sometimes play adventure video games or visual novels. Followed by 30.2% corresponding to 12 students who state that they rarely play adventure video games. 18.6% say they never play adventure video games represent 8 students. And the remaining 9.3% corresponding to 4 students mention that they always play adventure video games or visual novels.

Most students who play adventure or visual novels can increase their cognitive abilities. Thanks to the games inherent design, players can develop not only vocabulary and reading skills, but also faster decision-making. Students play and place themselves in different circumstances, the more decisions they make and the better their decision-making abilities improve. This videogame categories incorporation into the process of acquiring English can increase vocabulary retention while maintaining positive attitudes toward learning (Peterson et al., 2022).

Figure 6. How often do you play puzzle video games?



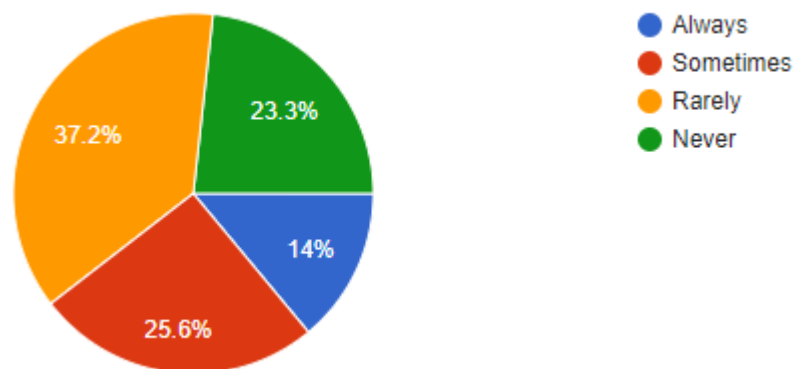
Done by Javier Saltos

According to the survey results, 18 students mention that they rarely play puzzle video games corresponding to 41.9%. Followed by 15 students who state that they sometimes play puzzle video games, representing 34.9%. 8 students say they have never

played puzzle video games representing 18.6% of the population. And only 2 students, that is, 4.7%, mention that they always play puzzle video games.

Students who play puzzle video games can improve their cognitive capabilities. Playing puzzle games is considered a brain exercise since it engages both the left and right sides of the brain. It can also improve spatial reasoning and mental quickness. Students can enhance their productivity and problem-solving skills as a result of this. Players that like puzzle games can concentrate and focus more easily. Finally, videogames can alleviate stress owing to the release of dopamine and oxytocin by the brain during this activity. (Pallavicini et al., 2018).

Figure 7. How often do you play action or FPS (first person shooters) video games?

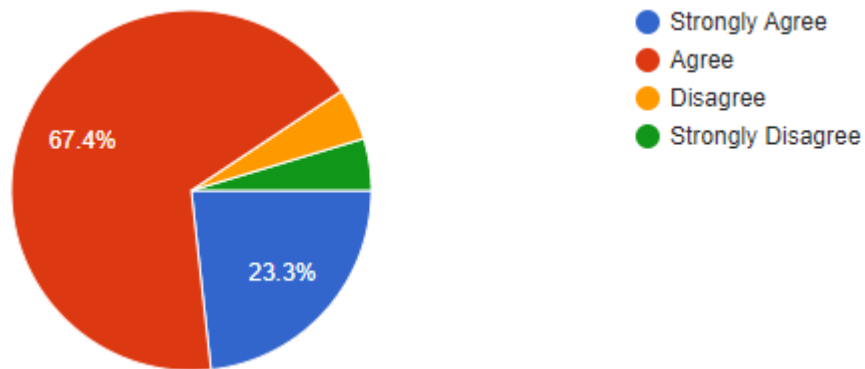


Done by Javier Saltos

Based on the graph, 16 students rarely play action video games or FPS (first-person shooters) corresponding to 37.2%. Followed by 11 students who say that sometimes they play video games, they play action, representing 25.6%. 10 students mention that they have never played action video games representing 23.3% of the population. And 6 students, that is, 14%, mention that they always play action video games or FPS (first-person shooters).

Most students who play action or first-person videogames can improve psychomotor skills. Hand-eye coordination is not only the principal skill developed by gamers. Contrary to popular belief, gamers who played shooters performed higher on tests of spatial thinking, spatial focus, visual acuity, visual attention, and decision-making. That means, playing this video games teaches skills that may be utilized outside of the medium. Continued learning in audio-visual contexts, such as first-person shooter videogames, enhances sensory integration and can aid in all cognitive processes, including the acquisition of a second language (Di Luzio et al., 2021).

Figure 8. Do you agree that video games develop the Listening and Speaking Skills?

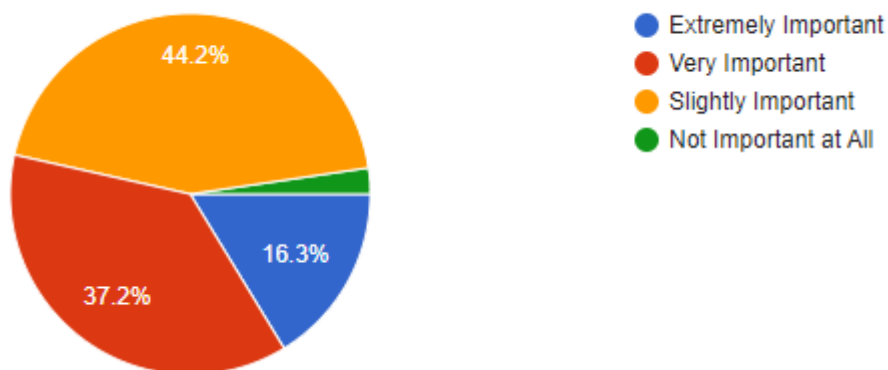


Done by Javier Saltos

The data recollected shows that, 67.4% of the population corresponding to 29 students agree that video games develop Listening and Speaking Skills. Followed by 23.3% representing 10 students who strongly agree that video games develop Listening and Speaking Skills. While 4.7% corresponding to 2 students strongly disagree that video games contribute to the development of Listening and Speaking Skills. and the remaining 4.7% strongly disagree that video games develop Listening and Speaking Skills corresponding to 2 students.

The majority of students acknowledge that video games help students improve their listening and speaking abilities. Nowadays, video games necessitate more spoken contact among participants. This linguistic engagement is required since communication is necessary throughout an online game. Listening is also required for proper communication and team participation in a video game. As linguistic engagement is essential to attain a game's purpose, players have showed effective listening abilities (Solano, 2022).

Figure 9. How important in the influence of video games in the learning of English as foreign language?



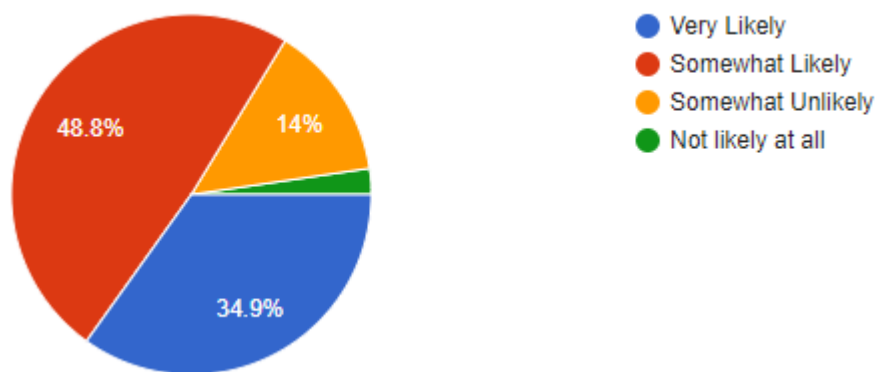
Done by Javier Saltos

Based on the data, it is shown that 44.2% of the population corresponding to 19 students mention that video games are slightly important in learning English as a foreign language. Followed by 37.2% representing 16 students who state that the influence of video

games on learning English is very important. 16.3% corresponding to 7 students believe that video games are extremely important in learning English. and the remaining 2.3%, representing 1 student, mention that video games are not important in learning English as a foreign language.

Most students recognize the importance of video games in the learning of English as a foreign language. Video games may help students stay motivated while being challenging and fun. Games assist students in maintaining their focus and efforts. Games may give a wide range of language practice in many areas, including speaking, writing, listening, and reading. Online games also inspire students to engage and communicate with one another. As a result, video games provide an ideal atmosphere for meaningful English learning (Horowitz, 2019).

Figure 10. *In your personal experience how likely are you to recommend playing video games to learn English as a foreign language while having fun?*



Done by Javier Saltos

The survey results reveal that, 48.8% of the population corresponding to 21 students mention that it is somewhat likely that they recommend playing video games to learn English as a foreign language. Followed by 34.9% representing 15 students who state that it is very likely that they recommend playing video games to learn English. 14% corresponding to 6 students affirm that it is somewhat unlikely that they recommend playing video games to learn English. and the remaining 2.3% representing 1 student mentioned that it is not at all likely that they would recommend playing video games to learn English as a foreign language.

According to the survey, most students are likely to recommend videogames in order to learn English as a second language. As a learning tool, videogames may provide several advantages. Games can help to reduce anxiety, which has been shown to interfere with language acquisition. Furthermore, games can help language learners overcome their anxiety of communicating in English. The trial-and-error approach of playing video games can provide learners with the ability to learn to reach their goals without giving up (Vélez & Rivas, 2018).

4.2 INTERVIEW RESULTS

The interview was conducted with five students from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Nacional de Chimborazo, in order to reflect on students' experiences playing video games and the academic benefits they have obtained as a result of this activity. The interview was performed online, the students were contacted and questioned to acquire their perspective and evaluate their responses.

Participants gave their consent after receiving information about the study. The interview ensures that the participants will receive accurate information that is easy to comprehend. The interviewees were not in any obligation to participate. These students are volunteers who contributed vital information to this study. The five interviewees' identity will be preserved out of respect for their privacy (The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1978).

<i>Categories</i>	<i>Subcategories</i>	<i>Participant 1</i>	<i>Participant 2</i>	<i>Participant 3</i>	<i>Participant 4</i>	<i>Participant 5</i>
When did you start playing video games?	1. Age 2. Played games	1. 11 years old 2. Call of Duty (FPS)	1. 15 years old 2. God of War (Action – Adventure) 3. Spyro (Platformer – Adventure) 4. Crash bandicoot (Platformer)	1. 7 years old 2. Resident evil (Horror Action) 3. Halo Combat Evolve (FPS-Adventure) 4. Call of duty (Fps) 5. The Last of Us (Action-Adventure)	1. 13 years old 2. Dragon Ball Budokai Tenkaichi 3 (Fighting)	1. 7 years old 2. Crash bandicoot (Platformer) 3. Saint Seiya (Fighting) 4. Shadow of the colossus (Adventure)
Why do you like video games? What do you feel when playing video games?	1. Hobby 2. Emotional Response 3. Personal experience	1. Fun and social feelings and confidence 2. Boost feelings and confidence 3. Develop Teamwork	1. Escape reality 2. Tranquility and strong emotions 3. Best way of distraction	1. Daily life hobby 2. Emotions and can be considered art. 3. Experience the story and embody the character	1. Entertainment 2. Relief stress 3. Enjoy playing games, while staying safe.	1. Have fun and enjoy playing 2. help to socialize 3. Games helped to understand English.

Which genre of videogames do you prefer to play?	1.Genres and Subgenres	1. First Person Adventure Games and Puzzles	1. Action, adventure, Simulation and Resource Management	1. Action, adventure, and horror	1. Action, and First Person Shooter.	1. Adventure, fighting, Battle royale.
How much time do you spend playing video games?	1. Time Spent Playing videogames	1. Two hours per day.	1. One hour per day	1. Five hours per day	1. Three to four hours per day	1. Three hours per day
Do you think that videogames help to acquire English as a foreign language? Why?	1. Effect of games 2. Communication	1. Learn with written texts 2. Easy access to real language use	1. English instructions and texts 2. English dub let you train to communicate.	1. Help with the pronunciation and reading. 2. Acquire phrases and vocabulary useful to the real language use.	1. English help understand the game's story and vice versa. 2. Helps to practice real language use.	1. Games texts and audio help to develop English. 2. Teammates in games usually speak in English.
Have you ever learned grammar or vocabulary while playing a video game?	1. Vocabulary acquisition 2. Grammar acquisition	1. Easy vocabulary acquisition	1. Commands and prepositions. 2. Phrases and idioms.	1. Search new vocabulary 2. Grammar is needed.	1. Learn the vocabulary unconsciously.	1. English dub and subtitles help learn vocabulary 2. Game texts help learn grammar forms.
Do you think your Listening and Speaking skills have improved thanks to video games? Why?	1. Listening development. 2. Speaking development.	1. Dubbing helps develop listening 2. Possibilities to talk with foreigners.	1. Listen and infer the vocabulary while you are having fun. 2. Learn while you are having fun.	1. Identify the pronunciation and accents. 2. Talk and chat with English speaking friends.	1. Listen to characters and teammates helps you develop listening. 2. Lose nerves when	1. Understand and improve Listening 2. Lose nerves when speaking English.

						speaking English.	
Is the potential of video games is normally underestimated in our social context?	1.Social appreciation 2.Social Context	1. It's normally negative. 2. People ignore importance of games.	1.Negative appreciation due to lack of parents' control 2.Ignore the fact that you can learn by playing.	1. Negative critics appreciation. 2. Videogames are criticized due to unfamiliarity.	1.Its common to listen negative critics. 2.People ignore the potential of games. (Esports, Language learning, teamwork)	1. It's Hardly criticized by society.	
Do you think it is convenient to use video games as a tool inside or outside the classroom?	1.Videogames as a tool 2.Self-learning	1. Interactive classes 2. Positive outcome	1.Videogames centered in storytelling. 2.Interesting narrative and vocabulary learning.	1. Teachers use certain videogames to teach. 2. History based games can teach you about important events.	1.Interactive way to teach to young and adults students.	1. Depends on the video game genre. But is usable as a class tool. 2. Narrative and text-based games are helpful.	
Do video games have any positive influence when playing and indirectly learning English as a foreign language?	1.Influence of videogames 2.Learning process 3.Cognitive skills	1. Language learning. 2. Learn while playing. 3. Concentration	1.Social skills, teamwork. 2.Learn while having fun. 3.Problem solving skills.	1. Positive outcomes 2.Help to acquire English. 3.Helps to learn and infer thanks to cognitive advantages.	1.Is important in a technological world. 2.Social skill while developing English skills. 3.Faster reaction time, and Sensory motor skills.	1. Impactful influence. 2. Players can learn English even without studying it directly. 3.Improve short time response and motor skills.	

Table 1. Relationship between categories

Analysis:

Question 1. When did you start playing video games?

According to the interviewed students the starting age of playing videogames is criticized in our society. They started playing video games between the ages of 7 and 15. Furthermore, their initial video games included a wide range of genres, including fps, adventure, action, platforms, fighting, and horror.

Matching with the interviewed students, the starting recommended age of playing videogames is in fact 6 years old with parental control. In this range, children and adolescents who play learn important values like perseverance, patience, teamwork, language, creativity, hand-eye coordination, social skills and many more (Toh & Kirschner, 2020).

Question 2. Why do you like video games? What do you feel when playing video games?

Students interviewed agreed that video games help them relax, have fun, escape reality, socialize, and improve their mental health. They also claimed that games can allow them to go to different worlds and have extraordinary adventures that they would not be able to have in real life. Due to video games, people can enjoy various genres of art, including music, sculpture, design, and literature.

Video games can be used to improve children and adolescents' emotional skills. It can help to the emotional understanding process, regulate emotions, and even promote mental health. As well, online videogames let students help socialize with people around the world. Helping them to enhance their social skills and lose their fear to talk with an English speaking foreigner (David et al., 2018).

Question 3. Which genre of videogames do you prefer to play?

The interviewed students showed an important variety of videogames genres and subgenres such as: First Person Shooters, Adventure, Puzzles, Action, Simulation, Resource Management, Fighting, Horror and more.

These video game genres allow students increase motivation to study if they are an active part of the learning process. Knowledge is obtained in a pleasant manner and is retained for a longer amount of time. Students have a more positive attitude toward learning English as a foreign language and even other subjects. Despite all the benefits of employing games, this approach is still rather controversial (Terzieva et al., 2018).

Question 4. How much time do you spend playing video games?

The students demonstrated a wide range of time spent playing video games. Our questioned population spends one to five hours every day on video games. They also reported that playing video games has no negative impact on their daily responsibilities and duties.

An important study supports the students' statements. It is proved that videogames, do not impact the player well-being. In fact, the influence of games is bearably noticeable. Videogames do not harm players mindset (Vuorre et al., 2022).

Question 5. Do you think that videogames help to acquire English as a foreign language?

According to the selected students, denying the benefits of videogames in order to learn English as a foreign language is unreasonable. Video games enable players to learn written and spoken English forms, making it simple to access and practice real-world language use. Videogames aid with pronouncing and reading. Acquire words and language that will help you speak in a real-life scenario.

The link between video games and learning English as a foreign language is acknowledged. Video games, like other audiovisual materials, help students improve their English, but they have the added benefit of being interactive. Exposure to video games enables users to acquire English both actively and passively. This implies that players will learn English while enhancing their speaking, listening, reading and writing skills. (Rudis & Postic, 2018).

Question 6. Have you ever learned grammar or vocabulary while playing a video game?

Corresponding to the students who were interviewed, it is simple to learn new vocabulary, commands, prepositions, phrases, and idioms while playing video games. Similarly, learn the terminology intuitively. English dub and subtitles in games also assist in the learning process.

Players benefit from the characters' different accents and vocabulary. Video games can provide a helpful environment for language development. They provide enormous terminologies and an immersive learning environment, which distinguishes them from other language learning tools (Chen et al., 2021).

Question 7. Do you think your Listening and Speaking skills have improved thanks to video games?

The interviewees alleged that videogames had enhanced their listening and speaking skills. Allow players to infer new language and detect distinct accents by listening to the game audio. Furthermore, game-defining features such as dub, subtitles, voice chat, and internet connection assist players in improving their communication abilities. The ability to converse with foreigners in-game can also assist with anxieties and anxiety of speaking English.

Technology and video games have become embedded in our culture. Students may study English and improve their listening and speaking abilities by immersing themselves in a gaming environment. Players gain not only cognitive benefits, but they also improve their communicative abilities as a result of online games, English dub, and texts. This immersion allows gamers to remember what they acquired in long term (Pitarch, 2018).

Question 8. Is the potential of video games is normally underestimated in our social context?

Students stated that the potential of video games is in fact, underestimated and even hardly criticized in our social context. People seem to ignore the significance of games in the world. In terms of revenue, video games outperform other forms of entertainment. Negative critics are widespread, yet they have no idea that games may teach you essential characteristics such as collaboration, persistence, and camaraderie.

In the Ecuadorian context, it is usual to encounter hard critics about video games. Teachers, parents, and the public are resistant to change owing to a lack of information about video games and the fear that its use would create a distracting aspect for children. Furthermore, most individuals are doubtful about this topic and do not feel that it would be beneficial. We can witness great outcomes from the usage of videogames, and it is critical to adopt technological instruments like videogames as a pedagogic and motivational tool (Álvarez & Conforme, 2021).

Question 9. Do you think it is convenient to use video games as a tool inside or outside the classroom?

The interviewees all agreed that video games should be used in the classroom as well as for self-learning. Interactive lessons are needed in our social context, where traditional approaches are overused. Video games have the potential to become the most effective way to learn in an interactive approach.

Using videogames in the learning process may be regarded as a genuine technique backed by solid scientific evidence, which might frame its further adoption as an interactive approach. The future of videogames as a tool for learning English as a foreign language is promising (Sousa & Costa, 2018).

Question 10. Do video games have any positive influence when playing and indirectly learning English as a foreign language?

The students who were interviewed agreed that video games have a favorable impact on learning English as a foreign language. The opportunity to study English while having fun allows learners to acquire the language subconsciously or indirectly. Video games also provide gamers with additional cognitive benefits. They can increase their concentration, social skills, problem-solving abilities, response time, and sensorimotor skills.

It is accurate that playing video games can help you boost your cognitive abilities. Fast-paced games help players to develop their problem-solving skills and reaction time. Concentration and brain training can be aided by puzzle games. Narrative-Adventure games may help with reading and critical thinking abilities. Furthermore, players can manage difficult situations more easily than non-players. In some cases, it might even assist to overcome dyslexia (Franceschini et al., 2013).

CHAPTER V

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- Playing videogames as a hobby has numerous benefits when learning English as a foreign language. Playing any type of video game can improve players' cognitive abilities and even their mental state. Reducing stress and anxiety, which can help with the English learning process. Students can learn vocabulary by playing a variety of games such as adventure games, visual novels, action games, and any other category with narrative in its gameplay. Furthermore, because of the voice chat,

online games have the deceptive characteristic of practicing English in a real language use scenario. Playing video games helps students improve their English-speaking skills.

- Is impossible to negate that the usage of video games as a way of entertainment has an academic potential for learning English as a foreign language. Based on the data analyzed of the surveys, students are aware of this potential. Students advocate playing video games to learn English while engaging in a fun and interactive activity. This enables players to learn new elements of vocabulary, grammar, and valuable phrases rapidly and effectively.
- The interviewed students recognize the advantages of video games as an important part of learning English as a foreign language due to their previous experiences with the topic. Players can stay motivated in video games by being challenged by the gameplay. Games assist students in maintaining their concentration and effort during extensive language practice of all English skills, which include writing, listening, speaking and reading. Likewise, games encourage students to interact with one another, which creates an ideal environment for profound English learning.

5.2 RECOMMENDATIONS

- Using videogames allows students to learn English while having fun. It is recommended that players play narrative-based video games if they want to learn new vocabulary, improve their listening skills, and improve their cognitive abilities. Furthermore, by playing online-focused video games, students will improve their communicative skills through the use of voice and text chat.
- It is recommended to highlight the positive influence of video games when learning English as a foreign language. Negative criticism of this form of entertainment is common in our social context. Fighting against the misunderstanding about the benefits of video games is critical. Furthermore, a considerable variety of research supports the importance of video games in this regard.
- Students should be aware of the benefits of video games in the process of learning English. It is also critical that teachers and all other staff involved in the learning process are aware of these benefits. Games enable the creation of an appropriate setting based on current technological requirements. It is possible to learn not only vocabulary but also other subjects depending on the game chosen by the student.

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ANNEXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO

Survey applied to students in first semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo in order to describe from students personal experience, the academic potential of video games for teaching English as a foreign language.

Instructions: Read carefully and mark the suitable option for you.

1. Have you ever tried or played any video game before?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

2. How many times do you spend playing video games per week?

1h or less	<input type="checkbox"/>
2h - 3h	<input type="checkbox"/>
3h -5h	<input type="checkbox"/>
5h or more	<input type="checkbox"/>

3. Do you think that video games help students to learn a foreign language?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

4. Do you consider that video games help students to acquire new English vocabulary?

Strongly agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>

5. How often do you play adventure or visual novels video games?

Always	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Rarely	<input type="checkbox"/>
Never	<input type="checkbox"/>

6. How often do you play puzzle video games?

Always	<input type="checkbox"/>
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Sometimes	<input type="checkbox"/>
Rarely	<input type="checkbox"/>
Never	<input type="checkbox"/>

7. How often do you play action or FPS (first person shooters) video games?

Always	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Rarely	<input type="checkbox"/>
Never	<input type="checkbox"/>

8. Do you agree that video games develop the Listening and Speaking Skills?

Strongly agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>

9. How important in the influence of video games in the learning of English as foreign language?

Extremely important	<input type="checkbox"/>
Very important	<input type="checkbox"/>
Slightly important	<input type="checkbox"/>
Not important at all	<input type="checkbox"/>

10. In your personal experience how likely are you to recommend playing video games to learn English as a foreign language while having fun?

Very Likely	<input type="checkbox"/>
Somewhat likely	<input type="checkbox"/>
Somewhat unlikely	<input type="checkbox"/>
Not likely at all	<input type="checkbox"/>

UNIVERSIDAD NACIONAL DE CHIMBORAZO

Interviewed applied to students in first semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo with the objective of reflecting on students experiences playing video games and the academic advantages they have accomplished though this activity.

Interviewer: Javier Saltos

- 1. When did you start playing video games?**
- 2. Why do you like video games? What do you feel when playing video games?**
- 3. Which genre of videogames do you prefer to play?**
- 4. How much time do you spend playing video games?**
- 5. Do you think that videogames help to acquire English as a foreign language? Why?**
- 6. Have you ever learned grammar or vocabulary while playing a video game?**
- 7. Do you think your Listening and Speaking skills have improved thanks to video games? Why?**
- 8. The potential of video games is normally underestimated in our social context, any opinion on this statement?**
- 9. Do you think it is convenient to use video games as a tool inside or outside the classroom?**
- 10. Do video games have any positive influence when playing and indirectly learning English as a foreign language?**

Interview Screenshots.

Figure 11. Interview screenshot



Figure 12. Interview screenshot



Figure 13. Interview screenshot

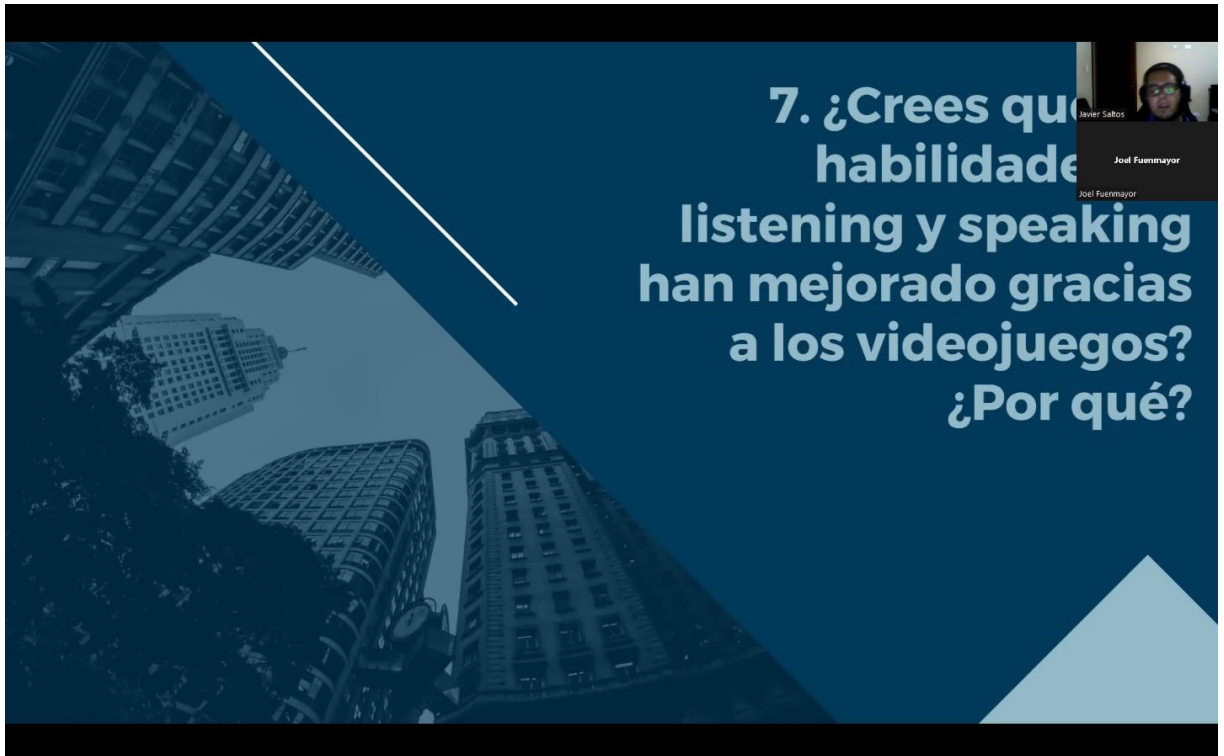


Figure 14. Interview screenshot



Figure 15. Interview screenshot

