UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INFORME FINAL DEL TRABAJO DE TITULACIÓN EN LA MODALIDAD PROYECTO DE INVESTIGACIÓN PRESENCIAL

TEMA:

Game Based Learning to Improve Oral Production Skills in Senior Students at Thomas Russell Crampton High School in Cayambe During 2021-2022

Trabajo de titulación previo a la obtención del título de licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros.

Línea de Investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas.

Autor: Steven Fernando Quilumbaquín Arciniega

Director: Msc. Ruben Congo Maldonado

Ibarra- 2023

IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es (son) el (los) titular (es) de los derechos patrimoniales, por lo que asume (n) la responsabilidad sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 11 días, del mes de Abril de 2023.

EL AUTOR:

Nombre: Steven Quilumbaquín

CERTIFICACIÓN DEL DIRECTOR

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 12 de Septiembre de 2022.

Msc. Ruben Congo Maldonado

DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.

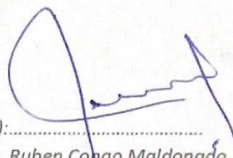MSc. Ruben Congo Maldonado
C.C.:1001417235

APROBACIÓN DEL TRIBUNAL

APROBACIÓN DEL TRIBUNAL

El Tribunal Examinador del trabajo de titulación "**Game Based Learning to Improve Oral Production Skills in Senior Students at Thomas Russell Crampton High School in Cayambe During 2021-2022.**" elaborado por Steven Fernando Quilumbaquín Arciniega, previo a la obtención del título del licenciado en Pedagogía del Idioma Inglés, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:

(f):...

Msc. José Obando
Presidente del Tribunal
C.C.: 1001511043

(f):...

MSc. Ruben Congo Maldonado
Director
C.C.: 1001417235

(f):...

MSc. Marcia Mantilla
Opositor
C.C.: 0711539690

(f):...

MSc. José Obando Opositor
C.C.: 1001511043

DEDICATORY

Firstly, I want to dedicate this work to my parents, who have been my moral and financial support on this college journey. I know they feel so proud of me. Secondly, my brother and sister who have been my inspiration to be better brother and professional. Thirdly, for my school teacher, who instilled me a love for English Language and for my pre professional practicum tutor who showed me that I can teach English in a fun way. Teaching English doesn't necessarily have to be boring. Finally, I want to dedicate this work to all the students who have passed through my life so far.

ACKNOWLEDGMENT

ABSTRACT

The following research is about Game Based Learning to Improve Oral Production Skills in Senior Students at Thomas Russell Crampton High School in Cayambe During 2021-2022. This research aimed to help develop English pronunciation and delimit why Senior students have pronunciation problems in English classes. Also, the theoretical framework chapter makes a brief review of the methods that have been used during the history of teaching and those that are still used today. Those which focus on oral production until reaching the game-based learning method; its importance and the contrast it has with the technological age in which we are living. Methodology Chapter. The methodology chapter explains the type of research that is being developed and the instruments used for data collection. In the analysis and discussion part, the point of view of teachers and students who were part of this study work is detailed; regarding the implementation of video games as extracurricular material for senior students of the institution. As a next point you will find the detailed proposal in units and activities that could be applied using video games to help students develop their speaking skills. As a final part, the conclusions reached with this research work and the recommendations for future work related to the use of video games in the development of oral skills are found.

Key Words

Videogames, Oral Production, Education, English, Technology, Game Based Learning

RESUMEN

La siguiente investigación trata sobre el aprendizaje basado en juegos para mejorar las habilidades de producción oral en estudiantes de último año de la escuela secundaria Thomas Russell Crampton en Cayambe durante 2021-2022. Esta investigación tuvo como objetivo ayudar a desarrollar la pronunciación del inglés y delimitar por qué los estudiantes de último año tienen problemas de pronunciación en las clases de inglés. Asimismo, el capítulo marco teórico hace un breve repaso de los métodos que se han utilizado durante la historia de la enseñanza y los que aún se utilizan en la actualidad. Los que se centran en la producción oral hasta llegar al método de aprendizaje basado en juegos; su importancia y el contraste que tiene con la era tecnológica en la que vivimos. Capítulo de Metodología. El capítulo de metodología explica el tipo de investigación que se está desarrollando y los instrumentos utilizados para la recolección de datos. En la parte de análisis y discusión se detalla el punto de vista de docentes y estudiantes que formaron parte de este trabajo de estudio; en cuanto a la implementación de videojuegos como material extracurricular para estudiantes de último año de la institución. Como siguiente punto encontrarás la propuesta detallada en unidades y actividades que podrían ser aplicadas usando videojuegos para ayudar a los estudiantes a desarrollar sus habilidades orales. Como parte final se encuentran las conclusiones a las que se llegó con este trabajo de investigación y las recomendaciones para trabajos futuros relacionados con el uso de videojuegos en el desarrollo de la habilidad oral.

Palabras Clave

Video juegos, Producción Oral, Educación, Inglés, Tecnología, Aprendizaje basado en juegos.

CONTENT TABLE

LIST OF FIGURES

Game Based Learning to Improve Oral Production Skills in Senior Students at Thomas Russell Crampton High School in Cayambe During 2021-2022

Introduction

Motivation for the research

Developing a guide about strategic video games and at the same time this guide contributes to the development of the English language in students is undoubtedly a very relevant topic today. As it is known to all population around the world; the era of today is called technological era. Today's kids and teens spend a lot of time on their tech gadgets. Awakening students 'motivation to speak English is undoubtedly one of the teachers' goals and on-line video games as an extra curricula material could be made possible.

If students do the activity most like them and at the same time, they start to develop speaking skill unwittingly, English oral production could become a fun subject for students. That is the main reason of this study work. Students could receive a list of vocabulary about the game, some oral expressions they are going to use while they are playing. Also, at the beginning of this proposal the teacher would be in charge of guiding them, correcting expressions and providing feedback until they get used to it and begin to communicate on their own.

Problem Description

Speaking spontaneously is one of the main objectives of EFL students however they have several difficulties to achieve it. Fear is one of them when they want to express their own ideas or communicating with their classmates or teachers. The time is another factor. The students do not have enough class hours to practice speaking Their class hours are so limited that teachers prefer to emphasizes in grammar rather than speaking. The environment is another factor. It hinders the development of speaking skill because students just practice the language when they have English classes.

The problem is that a lot of people think video games are a distraction for students. Teachers could find a way to adapt videogames in their methodologies to improve oral production on their students who play videogames and have the problem to communicate in a second language. Senior Students of Thomas Russell high school of Cayambe are going to be part of this research project. Today, Video games connect people from all over the world and it would be a great opportunity for students to communicate in a foreign language with their own classmates and students from other high schools of Cayambe. The research questions that arose from this problem are as follows

Can oral production be improved through digital video games?

Do students use Video games to learn another language?

Justification

Current generations grew up surrounded by technological advances. That is the reason why they are usually skilled using electronic devices like computers, tablets, smartphones, etc. The video game topic is something that, although not everyone practices it, most of people know it." Prensky describes students who came of age in the internet era as "digital natives" who naturally learn better while using technology" (Prensky, "Listen to the natives" 9-13 cited in Lieberman, 2010). "Studies support the idea that 21st-century youth have a strong affinity for technology, particularly video games and communications networks" (Lieberman, 2010) It is important to search and have technological tools that help students to develop their English skills and subskills.

The aim is to adapt videogames as an extracurricular material for English classes. The local impact that this research will have on the high school could change parent's perspectives towards videogames. "Thomas Russell could become the first high school of Cayambe to allow video games as part of learning. If the high school achieves positive results, it could be seen by many families who are looking for a type of education according to the technological era. It would also change the perspective of students on English and motivate students of the Institution and even students from other high schools of the area.

Realizing that this resource works, several schools in the area could start to use it in their establishments. The purpose would remain the same, to develop the oral production of language through one of the students' favorite activities, which is to play online videogames.

Some online games like Counter Strike, DOTA 2 or Warcraft can be played in teams with people from all around the world. With this technology, people are communicating with other team-mates from different countries, strategizing their attacks, working together to complete the game, and practicing a lot of English at the same time. "Many scientists say that it is possible to learn English with the help of computer games" (Herasymchuk, 2015).

Impacts

The first impact of this study is academic because it is focused on the students, teachers and a possible way to help students to develop their oral production. Technology is too useful as a resource in the educational field; however, many times teachers do not use it. This proposal seeks to help teachers by providing them a tool that is linked to a student hobby.

The second impact is social. Society has a bad perspective on video games, many people think that play on computers or cell phones is a waste of time, nonetheless is important to remember that everything develops and advances so the education should advance. Another intention of this study is to demonstrate to parents, that studies and video games can connect with each other and provide learning to students in a fun way.

The last impact is Technology. Many times, the incorrect use of technology has caused troubles in class. It is known that people spend most of their time using technological resources (tablet, smartphone, laptop). The intention of this study is to take advantage of video games as a tool for class or as an extracurricular activity. A tool that helps in the development of speaking skill and at the same funny for the students.

Objectives

General Objective

Analyze the importance of game-based learning to improve oral production in students.

Specific Objectives

- Investigate the advantages of game-based learning to improve oral production in students.
- Classify the most relevant information for the development of the video game guide.
- Use a guide based on game-based learning approach to improve oral production in students.

Difficulties

In the present research there are several difficulties. One of them is there will be no physical contact with the students and neither with the teachers due to the pandemic. It will not be known for sure if the students could follow the guide presented so that they can take advantage of video games in their development in the English language. It would not be possible to know the level of English in which the teenagers are before the research and the results that they could obtain by applying this research work and the last problem of this research work is this project cannot be applied.

Structure of the research report

The present research work is based in 3 chapters. The first one describes the Theoretical framework where are the bases on which the present research work is supported. On the next chapter, the reader could find the methodology that was developed in the research. Third one chapter contains the analysis of the surveys that have been applied. Fourth Chapter presents the proposal, in this case the guide of videogames. Finally, will be showed the conclusions of the research work and the recommendations for possible new investigations in the future.

<h1 style="text-align:center">CHAPTER l: THEORETICAL FRAMEWORK</h1>

1.1. Thomas Russell High School Historical Review

The Institution has been a process of transformation and constant changes over time, its history dates back to October 26, 1993, by resolution No. 206 of the Dirección Provincial de Educación of Pichincha, which authorizes the implementation and operation of the private school without a name: It was located on Sergio Mejía Aguirre and Argentina streets in Cayambe city. The legal representative was Mr. Edgar Espinoza Aizaga. The institution begins its operation as a Kindergarten.

Progressively, from 1995 to 2007, the Dirección Provincial de Educación of Pichincha authorizes the operation of new grades and courses. The institution's name changed to "Simón Bolívar" Private School, Sierra regime.

On April 25, 2007, the Dirección Provincial de Educación of Pichincha registered the transfer of ownership of the "Simón Bolívar" Private School, granted by Mr. Edgar José Espinoza Aizaga and others in favor of Ms. Clara Lastenia Paez Echeverria. On June 25th of the same year, the name is changed to Thomas Russell Crampton, by this date the educational offer included, kindergarten, school and high school. On January 23rd, 2010, it was elevated to the category of EDUCATIONAL UNIT "THOMAS RUSSELL CRAMPTON"

In September 2016, Information and Communication Technologies were incorporated, as a transversal axis for the specification of the operational curriculum. Two domains are acquired: www.trc.edu.ec, where the institution's Web portal works, and the domain www.yachay.online, which is used as a virtual classroom. A web page is implemented with an online registration system, the SIGA Integrated Academic Management System, the Office 365 System, institutional mail for Basic General Education and the Yachay.online system to manage online learning in high school. The same year the state makes an adjustment to the educational curriculum, empowering the values of the students' output profile: justice, innovation and solidarity.

1.2. English Teaching Methods and Approaches

Teaching English as a foreign language hard mission for teachers. For that reason, with the passing of time, various methods and approaches have been developed and those have been supportive for teachers. It is essential to mention the way people to learn English today is different from people that learned in the past. Methods and approaches were developed to make learning easier around the world. Some of them are still used for some teachers because they are very helpful for them. Once it has explained generally the objective that methods and approaches have in teaching, specifically in English, it is very important to be very clear about what a method is and what an approach is, since these two terms do not have the same meaning.

> When an instructional design is quite explicit at the level of theory of language and learning, but can be applied in many different ways at the level of objectives, teacher and learner roles and activities, it is usually referred to as an approach. When an instructional design includes a specific level of application in terms of objectives,

teacher and learner roles and classroom activities, it is referred to as a method. With a method, there are prescribed objectives, roles for teacher and learners and guidelines for activities, and, consequently, little flexibility for teachers in how the method is used. (Richards, 2013)

1.2.1. Approaches and methods focused on developing oral production

Although the methods and approaches seem to be very general in teaching, each of them has different objectives with different skills to develop. According to Richards and Rodgers, 2014 cited in Paredes, 2021 P. 10 "The impetus for change in approaches to language teaching is generally a response to increased demand for speakers of second and foreign languages. Nevertheless, in history, people had different needs, one of them is oral communication World War II, for example, prompted the need for new ways of teaching oral skills in foreign languages". As the next topic to be developed, it will mention those methods and approaches that have been developed throughout history, and that are focused on oral production, thus reaching one of the most current.

1.2.1.1. Reform Movement

In the 1880's The International Phonetic Association was founded. This association focused on the principles of speaking ability, specifically seeking to develop an own pronunciation in each learner, and linguistic and phonetic factors began to matter when teaching English as a foreign language. "The focus on spoken language also led to recommending the use of proper pronunciation and the use of conversation in the classroom" (Educational Research Techniques, 2016). This method was the first to take into account the speaking skill specifically pronunciation as part of learning. Methods that were developed before the aforementioned only focused on grammar and writing. This movement has several reforms but the principal has been mentioned above. Another reform important to reference is that "One key idea was the need to teach language in a matter that was simple to complex in design" (Educational Research Techniques, 2016).

1.2.1.2. Direct Method or natural method

The direct method was created and developed as the opposite of grammar translation because its main objective is mastery of the second language without the need to focus so much on grammar and translation. Seeks the command of foreign language through communications, dialogues, thus strengthening the student's ability to speak so that he is prepared to express his ideas in any context. Lina (2015) through the use of the target language as a means of instruction and communication in the language classroom, and avoiding the use of the mother tongue and translation as a technique seeks to develop communication and oral production as the main skill to develop.

1.2.1.3. Audio lingual method

The audiolingual method was proposed by American linguists in 1950s. It focuses in oral skills. The main goal of this method is teaching grammatical patterns and vocabulary through dialogues. The mother tongue is not used in this method because it seeks to explain everything in the foreign language in order for the student to develop their hearing and speaking skills. The subjects of the subject will always be presented in a spoken way. "The dialogues are learnt through repetition and such drills as repetition, backward build-up, chain, substitution, transformation, and question-and-answer are conducted based upon the patterns in the dialogue" (Mart, 2013). Tim Bowen explains the contributions of this method to language learning as:

> Most teachers will at some point require learners to repeat examples of grammatical structures in context with number of aims in mind: stress, rhythm, intonation, 'consolidating the structure', enabling learners to use the structure accurately through repetition, etc. Question and answer in open class or closed pairs to practice a particular form can also be argued to have its basis in the audio-lingual approach, as can, without doubt, any kind of drill.

1.2.1.4. Situational language teaching

This method is influenced by structural linguistics. According to the Swiss linguist Ferdinand de Saussure, structural linguistics is a system of signs for expressing ideas and these linguistic signs have two major characteristics. First, linguistic signs are arbitrary and the second one; signs are with lines. The arbitrary nature of language signs is the value of the unit in the system and the value and the unit depends on the position and relationship of the system in the whole structure.

1.2.1.5. Communicative Language Teaching

This approach was introduced at the beginning of the 1970's and its main goal was to develop a functional communicative L2 competence in the learner. "CLT methodology was centered around the learner's participatory experience in meaningful L2 interaction in communicative situations, which underscored the significance of less structured and more creative language tasks" (Dornyei).

1.3. Game Based Learning

As early as the 80s and 90s, many scientists stated that some computers and later the hypermedia could be used as a cognitive tool for learning, and also outlined a number of other potential advantages that computer aided learning offers. David (97) cited by Alan, 2003 p

[217] mentions that there is an increasing demand for greater interactivity to be built into learning materials. There is a clear need to offer a variety of different knowledge presentations and to create opportunities to apply the knowledge within the virtual world, thus supporting and facilitating the learning process.

1.3.1. What is Game Based Learning Approach?

Some researchers around the world conceptualize learning as a multidimensional construct of learning skills, cognitive learning outcomes like a procedural, declarative and strategic knowledge, and attitudes. This approach is applied in formal education. On the other hand, the video game has to be motivational for learners "so the learner repeats cycles within a game context. While repeating e.g., playing a game, the learner is expected to elicit desirable behaviors based on emotional or cognitive reactions which result from interaction with and feedback from game play" (Alan, 2003).

Accelerole (2018) adds data information about gamification. All founded information supported this approach. The following numbers are regarding the existing situation in the market and study. It can be seen very clearly that gamification in learning is a real need. 61% of CEO's, CFO and senior executives take daily game breaks at work. It means that this approach is not just applied on students but on jobs it is algo works in a productive way. 80% of learners would be more productive if their work was more game-like. According to data acquired by Accelerole show that games are very productive in learning process of learners.

The final results of the research work carried out show that gamification has several essential points that other methodologies and approaches may not have. The main points are: It is fun & engaging; It is easier for learners to retain knowledge and creates friction between learners, online and offline.

1.3.2. Role of gamification in classroom teaching

21 century English skills in students not only means listening, speaking, reading, writing, grammar and vocabulary. The digital era obligates students to develop more skills like collaboration, digital literacy, critical thinking, and problem-solving. Mee, Shahdan, Ismail, & Ghani (2020) mentions that in order for learners to possess these skills, teachers are expected to be able to create inspiring content to attract learners to attain useful knowledge for the future. Teachers will always be the vehicle to develop a project. In this case, talking about video games implies that the teacher must manage technology, computers, programs, softwares, so that knowledge can reach and be shared in a fun way and without interruptions. "Games are able to provide interesting learning activities that incorporate learning values into these lessons and gamification is defined as a concept that evolves with the technology era as it includes new strategies and ways to develop learning" (Mee, Shahdan, Ismail, & Ghani, 2020).

Using video games in education helps in students' motivation, enhancing friendly competitions among peers, and the cognitive and behavioral changes. According to NMC Horizon Report cited in Dr. N. Prathyusha (2020) The Gamification of education is gaining support among

educators who recognize that effectively designed games can stimulate large gains in productivity and creativity among learners.

Teachers play an important role to build fun learning opportunities for learners to make meaning and to prepare learners for the future as they leave for the real world. The motivation that a teacher can create in his students is the key factor for the video gamers to follow their correct course.

1.3.3. Videogames

Video games are a source of entertainment to a wide population and have varied effects on well-being. "The video game industry has grown exponentially since the initial development of Tennis for Two in 1958 (Nyitray cited in J, O'Donnell, & Msetfi, 2019)." As evidence of this continual growth, the total consumer spend has increased from 5.6 billion US dollars in 2000 to 30.4 billion in 2016, with 94% of homes with children aged under 18 owning some form of video game platform (Brand, 2012; Entertainment Software Association, 2017 cited in J, O'Donnell, & Msetfi, 2019).

> Games are multidimensional and have complex effects on players. Each dimension is likely to be associated with different effects. The amount of game play has been linked to poorer academic performance and increased risk of obesity. Violent game content is a significant risk factor for aggression, whereas prosocial game content can increase empathy and helping, and educational games can improve specific skills. (Prot, McDonald, Anderson, & Gentile, 2012)

Another important aspect to mention is the devices which allow people to play video games. Most popular devices are: computers, tablets, mobiles and consoles. "Today's mobile phones - particularly smartphones; have a wide range of connectivity features, including infrared, Bluetooth, Wi-Fi and 3G. These technologies facilitate wireless multiplayer games with two or more players" (Techopedia, 2012). As it was mentioned videogames allow players to connect and communicate among them. Video games facilitate the connection between players from different cities, countries, even continents. An extraordinary tool for exchanging cultures, and especially language. On the other hand, there are also offline video games that do not need a connection and are done personally.

1.3.4. Videogames as a tool to develop oral production

In recent years, digital games have been increasingly integrated with technology as an instructional tool in teaching and learning, known as digital game-based learning. (Salen K) defines the game as: "a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome" (p. 80). Wang & Han (2021) Digital-game based learning can make learning more interactive, authentic, exciting, stimulating, and well-structured than traditional ways of learning.

1.3.5. Types of Videogames

There are many types of videogames, and typically all of them are categorized by their objectives and characteristics. There are on line and off line videogames for all kind of people. Entertainment from children to adults. Game categories or genres, then can also have subgenres.

1.3.5.1. Action games

Action games are just those games where the player can control all that happens near of him and at the center of the action, which is mainly comprised of physical challenges players must overcome. (Vince, 2018). An essential aspect is this genre is easy to understand it and play it because the goal of the game is to create a feeling of control over the character and freedom to move and do whatever he wants it. The subgenres are the following:

Platformer, Shooter, Beat em up, Stealth, Survival and Rhythm.

1.3.5.2. Action-adventure games

Action-adventure game frequently has incorporated two game mechanics game-long quests or obstacles that must be conquered using a tool or item collected, as well as an action element where the items are used. (Vince, 2018) To be clearer with the speaker is when the main character of the videogame has to rescue to someone or something and to complete it it, the character has to collect pieces or keys that are necessary to complete his task.

1.3.5.3. Adventure games

In adventure games, most of players usually interact with their environment and other characters to solve puzzles with clues to progress the story of the game. Aside from an occasional mini-game, adventure games hardly ever involve any traditional video game action elements. (Vince, 2018)

1.3.5.4. Role playing games

Probably the second-most popular video game genre, role-playing games, or RPGs, mostly feature medieval or fantasy settings. This is due mainly to the origin of the genre, which can be traced back to Dungeons & Dragons and other pen and paper role-playing games.

1.3.5.5. Simulation games

These games have one thing in common. All of them are designed to emulate real or fictional reality, to simulate a real situation or event. The goal of these games is create a realistic environment for the players.

1.3.5.6. Strategy games

These videogames are based on traditional strategy board games, strategy games give players a godlike access to the world and its resources. These games require that every single player to uses carefully developed strategy and tactics to overcome challenges. More recently, these games have moved from turn-based systems to real-time gameplay in response to player feedback.

1.4. Speaking Skill

1.4.1. Definition

According several researchers it is difficult to have a perfect definition about speaking because some factors like: linguistics, psychology, anthropology, and sociology are involved at the moment to produce a word, phrase or an idea. Nazara (2011) mentions that speaking could be defined as a social, multi-sensory speech event, whose topic is so unpredictable. It means that all people is very important to develop this skill. There could not be oral production without interaction among people. "Speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretationsof the participants' utterances" (Gumperz 1999 cited in Nazara, 2011). Speaking is something social,in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves every single interpersonal skill. The social element is expressed through feelings, wishes, opinions, judgments, and attitudes which can clash with the formal nature of the classroom when teaching speaking.

As a conclusion, speaking is a specific spoken discourse engaged in for several social purposes and in a social context. Three areas of knowledge are necessary to develop this skill. First one, mechanical elements of language like pronunciation, grammar and vocabulary. Second one, the speaking functions like transaction and interaction which enables thespeaker to know when the clarity of the message is needed. Last one, sociocultural norms such as pauses between speakers, relatives roles of participants, rate of speech which enable an individual to realize theconversational situation, whom he is talking to, and what the purpose ofspeaking is. (Nazara, 2011)

1.4.2. The Relevance of speaking skill

In this era is necessary to have the communication ability, with this ability each person can be immersed in different fields such as at work or study. As it is known, English is considered the language of the whole world and it is important to remember that an excellent communication is impossible to achieve it without practice.

> The classroom is the ideal platform to acquire good communication skills, especially, speaking skills. The teachers have to understand the problems of the ELLs (English language learners) and try to implement various teaching strategies in their classrooms in order to develop their learners' speaking skills in English classrooms. (Rao, 2019)

According to Rao (2019) speaking skill is the most difficult to acquire it however its teaching has been undervaluated for ESLs and EFLs. Teachers have continued using repetitions of words and expressions, memorization of dialogues as a way to improve the skills in their students. Nonetheless, the real world situations will not be the same as a dialogue. It is essential that teachers of EFLs and ESLs teach them the needed skills, on this way students can improve theirs speaking skills and perform them well in real situations.

People of the modern world are obliged to learn english and produce it very fluently if they want to have more job and study opportunities. As speaking skill play an important role in very aspects of the life, teachers have the obligation to implement useful strategies, tools, etc. in the classroom in order to involve learners more on developing speaking skill. It is not a secret that the labour wolrd is very competitive. A person can have a range of job opportunities simply by mastering English. Many jobs are earned simply by speaking English fluently. Interviews depend on how much a person has developed their ability to speak, to participate in debates. People can improve their lifestyle just by having an excellent level of English.

1.5. The nature of speaking

(Brown 2004, cited in Kurniati, Eliwarti, & Novitri) mentions that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill. Speaking in the classroom involves the interaction between teacher and students or among students; everything depends on the activities that teacher has organized and how the classroom is developing. Compared with other skills such as reading or writing, speaking has some different characteristics like in speaking class, speakers do not typically speak complete sentences; use less specific vocabulary than in written language.

There are some basci types of speaking pointed out by (Brown 2004, cited in Kurniati, Eliwarti, & Novitri).

1.5.1. Imitative

This speaking type is the ability to simply parrot back (imitate) a word, phrase and in several cases; it could be a possible sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. (Kurniati, Eliwarti, & Novitri)

1.5.2. Intensive

The production of short sentences of oral language with the aim of demonstrating competence in a narrow band of grammatical, phrasal, lexical or phonological relationships. (Kurniati, Eliwarti, & Novitri)

1.5.3. Responsive

Responsives include interaction and comprehension testing, in a limited way. Some examples of these can be: short conversations, greetings, simple requests and comments. Focusing on the classroom; this is a type of short answers to the teacher or student-initiated questions or comments.

1.5.4. Interactive

There is a big difference between interactive speech and receptive. The duration and complexity that occurs during the interaction. This interaction occurs between two participants and among several participants exchanging ideas, thoughts and opinions. The interaction can take on two ways. The transactional language, which has the purpose of exchanging specific information, or Interpersonal exchanges that are intended to maintain a social relationship.

1.6. Components Speaking Skills

Speaking skills are defined as the skills that allow every single person to communicate effectively. They give to people the ability to exchange information verbally and in a way that the listener can understand it. According to Harris (1974) cited in Kurniati, Eliwarti, & Novitri there are five components of speaking skill concerned with comprehension, grammar, vocabulary, fluency and pronunciation.

1.6.1. Comprehension

For oral communication, it certainly requires a person to respond, to speech as well as to initiate it. It is very difficult to keep a conversation if one of the subjects could not comprehend what they are talking about.

1.6.2. Grammar

It is very important that the person or student in this situation handles grammar structures in order to produce correctly structured ideas to follow the line of the conversation. The importance of grammar is also to learn the correct way to acquire expertise in a language in written and oral way.

1.6.3. Pronunciation

Pronunciation is the way for students to produce a clearer language at the moment of speak. It deals with a process called phonological that refers to the component of a grammar made up of elements and principles that determine how sounds vary in a language. Phonemes and supra

segmental features are two characteristics of pronunciation. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words are produced in a particular language when people speak. Pronunciation plays a vital role in speaking. It helps to make the process of communication easy to understand.

1.6.4. Vocabulary

This aspect means the appropriate diction which is used in communication. Without having an extense vocabulary, students cannot communicate effectively or express their ideas both written and oral form. The student who has limited his vocabulary is also a barrier that precludes him from learning a language and develop it faster. Very little can be conveyed without grammar. However, with lack vocabulary nothing can be conveyed. According to all the previous mentioned, it can be concluded that without hard work on vocabulary; students will not be ready to speak or write properly in English and other languages.

1.6.5. Fluency

Fluency is the ability to speak, read, or write easily, expressively and smoothly. In other words, the speaker can manage and understand language clearly and concisely while relating meaning and context. This component of speaking can be defined as the ability to speak fluently and accurately. For many language learners the aim on speaking is share ideas or thoughts very fluently. A reasonably fast speed of speaking and only a small number of pauses are signs of fluency. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the idea or message.

1.6.6. Cohesion and Coherence

These two elements of speaking skill are related between them. They are directly related on how language learners organize their ideas in order to produce a clear message at the moment they speak. The first term is Cohesion. It describes all methods used to link words and ideas together. There are some common features of cohesion in speaking. The first one cohesive device which is the most common is linking words or 'linkers'. These are commonly used to link ideas, which can be spoken or written in English and have a range of different functions. Linkers used in speaking are usually simpler and more informal than those used in writing. Furthermore, "there are some cohesive devices that language learners use when speaking, but that would be too informal for writing. These are often called discourse markers" (Passmore, 2021). On the other hand, coherence describes the quality of being easy to understand. It refers to the general sense that a text makes sense through the organization of its content.

1.6.7. Oral Production

Oral production is one of the goals for many English teachers, however due to the methodologies used; it has become a very difficult objective to develop it. Mariza (2021) mentions that speaking skills are essential to express ideas, thoughts, feelings, opinions, or anything people want to say or communicate. Therefore, teachers and students use oral

production to communicate between themselves in class. According to (Rodriguez, 2017) a definition of oral production skill is the capacity to share ideas or thoughts effectively within a particular speech community that wants to accomplish its purposes. Among all skills of English language there are active skills and productive skills; in this case oral production is known as a productive skill and to produce it some components are involved. Produce ideas, thoughts, comments orally are more than making the right sound, getting the constructions grammatically or choosing the right words. It is a skill which deserves as much attention as literacy in both foreign and native language.

1.6.7.1. Importance of Oral Production

There are, special characteristics that distinguish oral production speech, from written production. Oral production involves language that is produced spontaneously with repetitions, self-corrections, false starts, in normal circumstances, daily life activities, etc. When a person produces ideas orally all peaking skills are involved. Another important distinction is that it is directed at a specific audience in a face to face situation where people can make use of the here and now and they can get immediate feedback from the listener(s).

The oral production is so central to think about language learning; when learners refer to speaking language; they often mean knowing a language. Of course, people know about some things about language but not actually be able to speak it.

1.6.7.2. Classification of Oral Production

a) Oral Production Speaking

Oral text is produced for several listeners, an example could be giving information to an audience in a public address. This involves speaking, reading from notes written text aloud, speaking spontaneously, acting out a rehearsed role, singing a song or improvising are examples of oral production speaking.

b) Oral mediation

This part of oral production is where the language users do not express their own meanings but acts as an intermediary between interlocuters who are unable to understand each other directly. Examples of mediating activities include spoken interpretation or summarizing and paraphrasing texts.

c) Spoken interaction

This activity is constructed with one or more interlocuters through the negotiation of meanings or interchanging ideas. The language user acts alternately as a listener and speaker. Production and reception strategies are employed constantly during interaction. There are co-operation strategies and discourse strategies concerned with managing co-operation and interactions.

1.6.7.3. Type of activities

a) Fluency-based activities

Free discussions, information-gap activities, role-plays (involve giving or transfer information from one person to another), opinion-gap activities (articulating a personal preference, attitude, feeling, in response to a given situation)

b) Accuracy-based activities

According to (Muller, Hartman) these activities are controlled and focus on the development of one aspect of language, high degree of control over student input. Focus on communicative function and grammatical structure.

CHAPTER ll: METHODOLOGY

This section describes the methodology used during this investigation. The different types of the research and the methodology were helpful during the research. A variety of instruments were used with teachers and students of the school "Thomas Russell Crampton". In the same way, this chapter shows the research sites, the population needed to apply the instruments and obtain the results of the inquiry on the difficulty in oral production that students have and the use of video games as an extracurricular activity, a proposal for teachers as a tool to help them develop and improve English pronunciation in students.

2.1. Type of Research

The methodology used in this research was a mixed method. Mixed methods research combines elements of quantitative research and qualitative research in order to answer the research question. According to (George, 2021) Mixed methods research are often used in the behavioral, social sciences and health, especially in multidisciplinary settings and complex situational or societal research. Taking into account previous information, this method is the most suitable for this investigation. Another important aspect is that this type of research helps to gain a more complete picture than a standalone qualitative or quantitative study, as it integrates benefits of both methods. "By conducting a mixed investigation of both quantitative and qualitative data, the researcher gains breadth and depth in understanding and corroboration, while compensating for the inherent weaknesses of using each approach separately" (Question Pro , 2021).

This type of methodology was a great support to achieve the objective of this research work because the participants (students and teachers of Thomas Russell Crampton High School) had the opportunity to participate and share experiences that will be of great contribution to the correct development of the research work.

2.2. Methods

It is important to mention that methods are a group of techniques which are in charge of guiding an investigation and its tools for the correct development of it and on this way to obtain a particular result. Methods were essential in this research work because they contributed to the correct development of several aspects. The methods used in the present research were descriptive, deductive and inductive. All of them will be describe below.

2.2.1. Descriptive

The descriptive method was applied during this investigation. The objective of this method is "to describe the nature of a demographic segment, without focusing on the reasons why a certain phenomenon occurs" (QuestionPro, 2022). It means this method focuses on the design of the research, creation of questions and data analysis that will be carried out on the topic. Data analysis of the surveys and interview that were applied.

2.2.2. Inductive

This method was very useful during the development of this research. "Inductive reasoning is more of a bottom-up approach, moving from the more specific to the more general, in which we make specific observations, formulate hypotheses, detect patterns and draw conclusions" (Press, 2015). The inductive method allowed going through the results from the surveys and interviews and then contrast them with the research topic.

2.2.3. Deductive

Deductive method was essential during great part of this work. "Deductive reasoning is essentially a top-down approach which moves from the more general to the more specific" (Press, 2015). This research study starts with a hypothesis and during its development, after the applying of the resources; a purpose, an idea, a result becomes concrete.

2.3. Research Instruments

The techniques and instruments for data collection were a survey and an interview which will be detailed below.

It should be noted that the instruments used in this research work were validated by 2 teachers of the English Major at the Universidad Técnica del Norte. The survey was applied to high school students from the Thomas Russell Crampton school. On the other hand, the interview was applied to the teachers of the institution. In this case there were 3 teachers that the school has. Every instrument follows an order in the questions that allows the accurate development of the inquiry.

2.3.1. Interview

Structured interviews were applied in this present research work to English teachers. It is important to mention that the high school has three English teachers. The questions were showed them through video call. This interview has seven questions. The top questions were general while bot questions are more specific. The questionnaire was created to have information about students' oral production during English classes, extracurricular activities to develop it and the use videogames as an extracurricular activity proposal.

2.3.2. Survey

A survey is "a system for collecting information from or about people to describe, compare, or explain their knowledge, attitudes, and behavior" (Fink, 2013). The survey had 9 questions and it was applied to 23 students from senior level (BGU). Students answered questions about how often they participate in speaking activities of English classes and the possible on-line videogames they would like to play to improve their oral production.

2.4. Research Questions

Can oral production be improved through digital video games?

Do students use Video games to learn another language?

2.5. Research site

The analysis unit was a private high school called "Thomas Russell Crampton." It is located in Ecuador, Pichincha province, in Cayambe city, San Nicolas Neighborhood on Atahualpa Avenue E10-60. Since March 2020, all the academic started to develop on line because of the Pandemic called Covid-19. It means that some platforms like zoom, Microsoft teams, email were very useful for this Institution and these platforms are still used because the difficult situation that the world is going through is not over yet.

2.6. Participants

2.6.1. Population and Context

This research work presented the following population. Firstly, Seniors students from Thomas Russell Crampton. It is important to mention that the institution has only one parallel. The total of students be able to participate in the research were 23. Secondly, English teachers, as it was mentioned before. Three English teachers works on this institution. Finally, the total of population were 26 people.

2.7. Procedure and Data Analysis

The process to develop acquire data was extensive. It will be explained above. The procedure to develop the research methodology, data collection, and analysis started with the research of the theoretical foundation to create the survey and interview. Based on the information acquired, the researcher created the instruments to be applied on the institution. The survey to be applied senior students and the interview to be applied for English teachers. All of instruments focused on the on-line videogames as an extracurricular material to improve oral production on students. The instruments to collect data were checked and validated by two teachers from English major.

A letter of permission was addressed to Deanery Secretary to fulfill all the legal requirements to collect the data. Then, this request letter was delivered to the principal of the Institution. After that, the requirement was accepted and the inspector of the high school contacted to the researcher to mention that the acceptance by the Institution was given on the condition. It was that all data collection must be online due to the covid situation. The data information obtained was confidential and just for academic purposes.

Data collection started with a video call meeting through zoom platform where were senior students, English teachers of high school, the inspector and the researcher. It was the first contact that the research had with the participants. The inspector gave some general rules,

after that the researcher explained the purposes, the objectives and the reasons why he was applying these resources with all permissions that supported him. The students were the first respondents. The survey was conducted on google forms. Therefore, the link was sent. This survey took about 5-10 minutes. Then, the teacher agreed to proceed with the interview; the approximate time was 20 minutes. The result and analysis are in the following chapter.

CHAPTER lll: DATA ANALYSIS

The present chapter shows the analysis of the collected data after applying surveys and interviews, research instruments that were used in this research work. The three interviews were applied to English teachers that are in charge of kinder garden, children and senior students. Every single teacher provided vital information for this investigation and this information was about students' oral production difficulties like fears, lack of knowledge, lack of security when carrying out speaking activities, lack of practice of the language outside the classroom. Finally, on-line video games as possible extracurricular material to motivate students to practice English outside the classroom by playing what they like was the last topic mentioned in these interviews. On the other hand, students' survey provided information on students' issues in their English-speaking skills, especially in oral production, and their preferences in using on-line videogames to develop their skill. This information was necessary for the development of the guide as part of the proposal due to this research work. The discussion and the interpretation of the results described the main findings of the research.

3.1.   English Teacher Interview

All the interviewed English were considered from the Institution to carry on this research. The objective of this interview was to know, based on their teaching experience, the reasons why Senior students have oral production problems in English and the online videogames as an extracurricular material to develop English skill mentioned in students.

Questionnaire.

1.- How long have you been working as an English teacher?

It is interesting to know that institution has three young teachers. The most experienced teacher has 3 years teaching English while the least experienced teacher has one year and 4 months. There is no doubt that the institution gives the opportunity to recently graduated professors who come with new and more current ideas.

2.- How long have you been working in this Institution?

The teachers are a year apart from each other working at Thomas Russell Crampton High School. The first teacher has been working for the institution for 2 years and two months, the second has been working for the institution for 2 years and four months, while the last teacher has been working for 1 year and four months. In other words, the institution has quality teachers who contribute new ideas for the development of the Institution, leaving in the past the old teaching methodologies.

3.-Taking into account the speaking skill, do you consider that it is challenging for students to improve the oral production? Yes, No, why?

Teachers mentioned that speaking skill is the most challenging for students to improve. They point out that in several cases students have the necessary knowledge to produce ideas or create

a conversation. However, the lack of practice, the fear of speaking in front of the class or thinking ideas in Spanish and trying to translate them into English makes them take too long and do not perform well. It is something that practicing it can be developed in an excellent way; teachers mention.

4.-Do you consider it is important to apply extracurricular activities with the aim of improving students speaking skill? Yes, No Why?

Teachers mentioned several aspects about applying extracurricular activities. The first one is that is very important to know the students; their favorite activities, hobbies, what make them feel happy and relax. When a teacher has all this information, he can apply extracurricular activities because the activities will be designed according to activities that students like. On this way, students having fun developing English speaking skills. If a teacher does not do that, English will become bored and stressful for students. Second one is the importance of motivate to students to produce phrases and conversations in English. They mentioned some activities that can support the correct development students' oral production like watch English movies, poetry, sing songs, mimic as a singer. Finally, give correct feedback from teachers. They have to analyze the vocabulary, intonation., pronunciation, accuracy and fluency in activities that students do to improve their oral production. Applying all mentioned before students will be able to speak more English.

5.-From the following extracurricular materials, which ones do you prefer use to improve your student's oral production? Why?

•Video games

•Virtual Reality

•Musical Instruments

•Create an application with fun English topics.

Teachers chose Video games, Musical instruments and create and application with fun English topics. One of them said that he loves listening to music and for that reason it could be a great extracurricular material to improve oral production in students. On the other hand, the other one teacher chose creating an app about fun English topics thinking in kinds because he mentioned that children are not be able to use computers to play videogames. Videogames was the option that three teachers chose. They mentioned that most of students spend time playing videogames even in class. The technology era has caught the attention of young students. Taking into account that students like to play video games, this material could be new and very helpful to inculcate English in a non-traditional way. The traditional scheme could be broken and start with a new vision and according to the time in which students, teachers and the population in general are developing.

6.-Would you be willing to use video games to develop your student's English oral production? Yes, No Why?

This proposal was very well received by the teachers, it is a very interesting and new idea they mentioned. It is important to know the process that will be carried out, the steps to follow and if it turns out to be a productive material; It will undoubtedly be something that will be applied in the institution. Everything is due to the fact that they are very young teachers with knowledge about technological advances and above all with an open mind to new proposals to develop skills in students.

3.1.1. English Teacher Interview Summary.

The results of English teachers' interview indicated that English oral production in students is important to develop but at the same time is the most challenging skill to do it. Extracurricular activities could be a way to do it however before develop it is essential to know the things that students like to do it. On line videogames proposal certainly had an impact on the teachers and was very well received. They were happy to hear that idea and even mentioned how happy they would be to participate in it. The youth of teachers is undoubtedly a great advantage to develop this proposal because they understand the research topic perfectly and it is not very difficult for them to assimilate the objective of the proposal mentioned before to develop oral production skill in their students.

3.2. Students' Survey Results

The student's survey was applied during their English classes through Zoom's platform to 23 Senior students. Students' results showed the importance of English in their future life. The objective of this survey was to find out if the students play video games and if they would agree to adapt their video games to English to improve their oral production. The results were as shown below with the figures and the corresponding analysis.

3.2.1. Interpretation of gender of students.

Figure 1

Gender
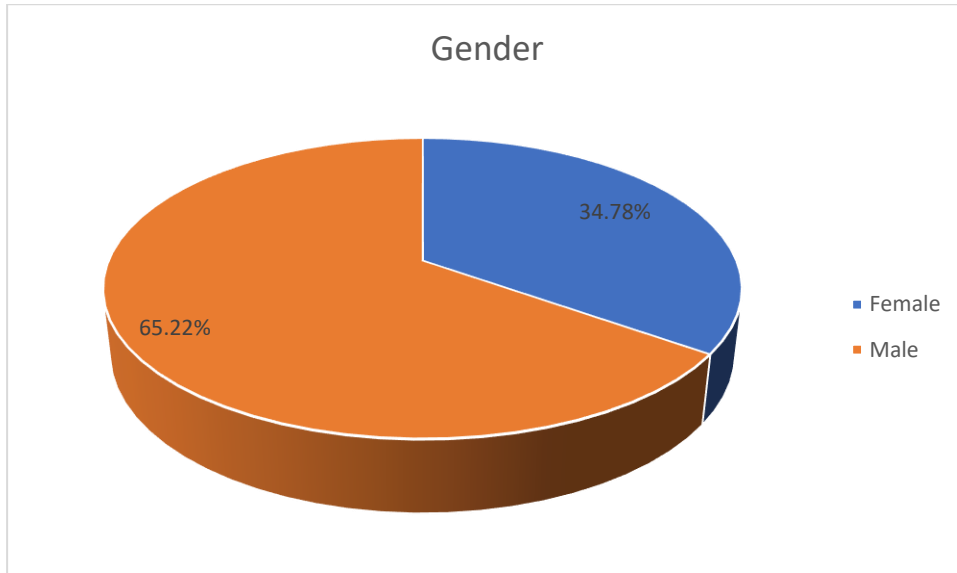
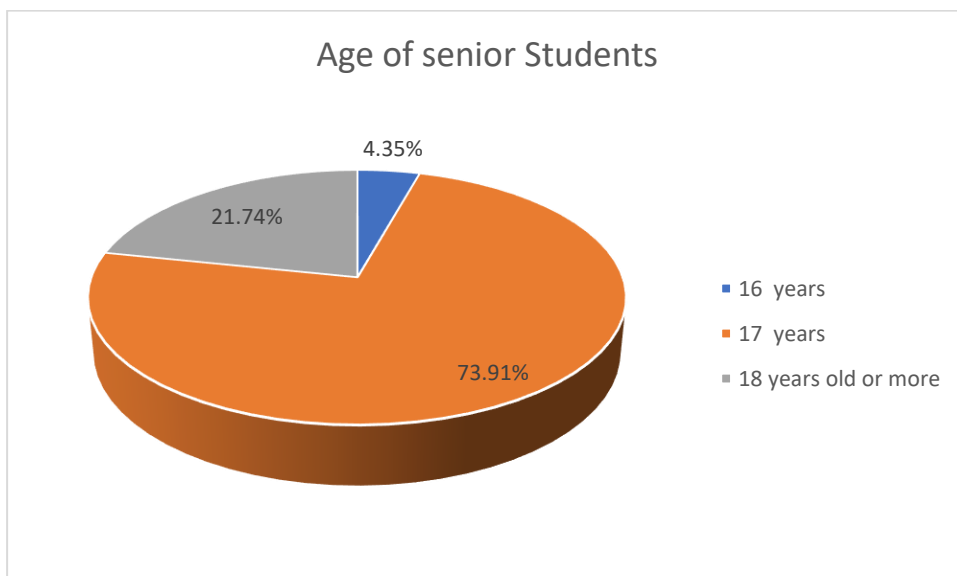Note: Researcher elaboration. Source: students' survey 2022.

It is always important to know the gender of the surveyed. The figure shows the answer of the first question of the survey. As the figure shows, 15 people belong to male gender while the rest belong to female gender. Remember that this data is just about senior students.

3.2.2. Interpretation of age of students.

Figure 2

How old are you?

The figure shows the age range in which the students are. In general, students reach this level at the age of 17, as shown in the figure. In this case, the majority of students are in this age range. However, it can be seen that there are 5 students at the age of 18 or older and only 1 student is 16 years old. This means that the class could be very meaningful due to the different ages and thoughts that are in one place.

3.2.3. Interpretation of English importance in students' academic life.

Figure 3

Do you consider that learning English is important for your academic development?
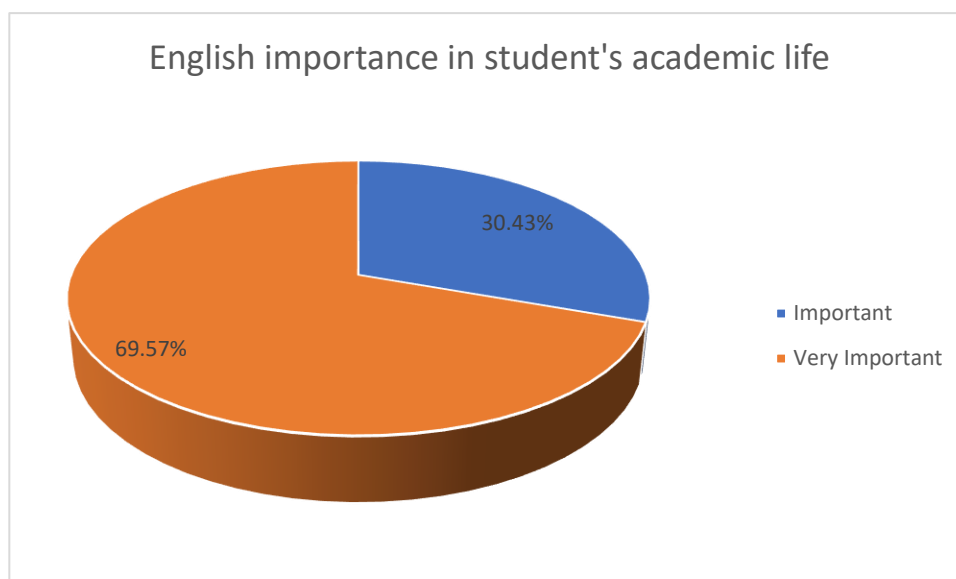
Note: Researcher elaboration. Source: students' survey 2022.

Taking into account that English is a global language and of great importance today, this question was created in order to know the impact that English has on the lives of students. As can be seen on a scale from very important to not at all important. Most of the students consider that this language is very important in their academic life, while a minority only consider it important. As a result, it can be said that for these senior students English is an essential subject.

3.2.4. Interpretation of students' participation in English Classes.

Figure 4

How often do you participate in your speaking English classes?
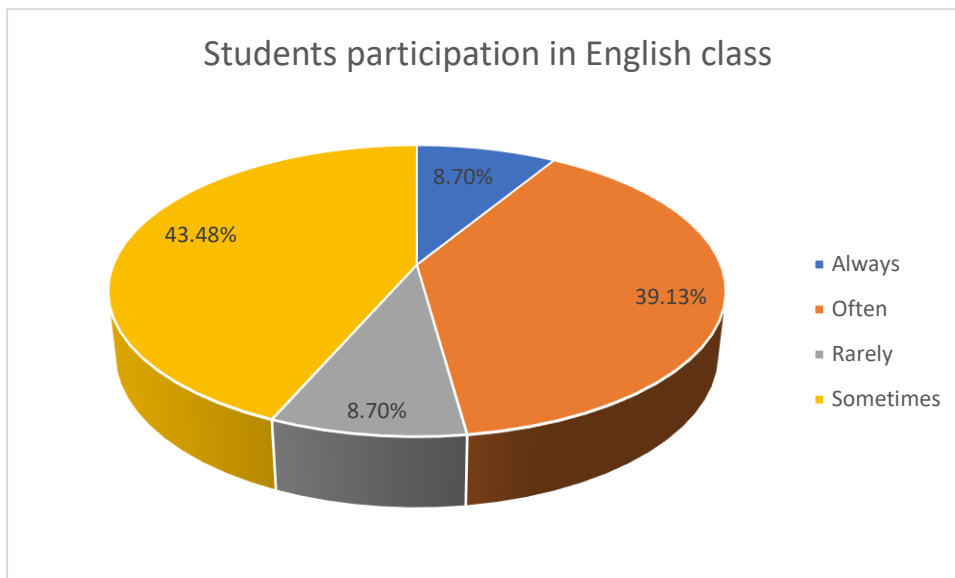
Note: Researcher elaboration. Source: students' survey 2022.

Participation in class is a very important topic. There are several activities that take place in class. This time it has focused on speaking activities in the classroom. 2 students pointed out that they always participate in classes. 9 students have indicated that their contribution in class is almost always. 10 class members indicate that they sometimes support the class while only 2 very rarely participate in activities. As a result, most of the class participates in oral production activities and it could be said that they have a great interest in the subject.

3.2.5. Interpretation of students English practice outside the classroom.

Figure 5

How often do you practice English outside the classroom?
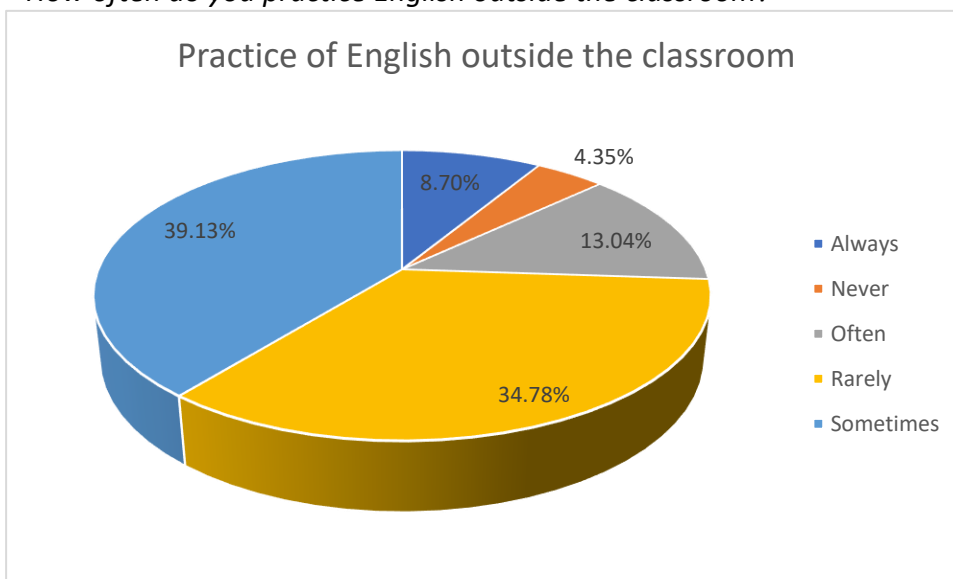
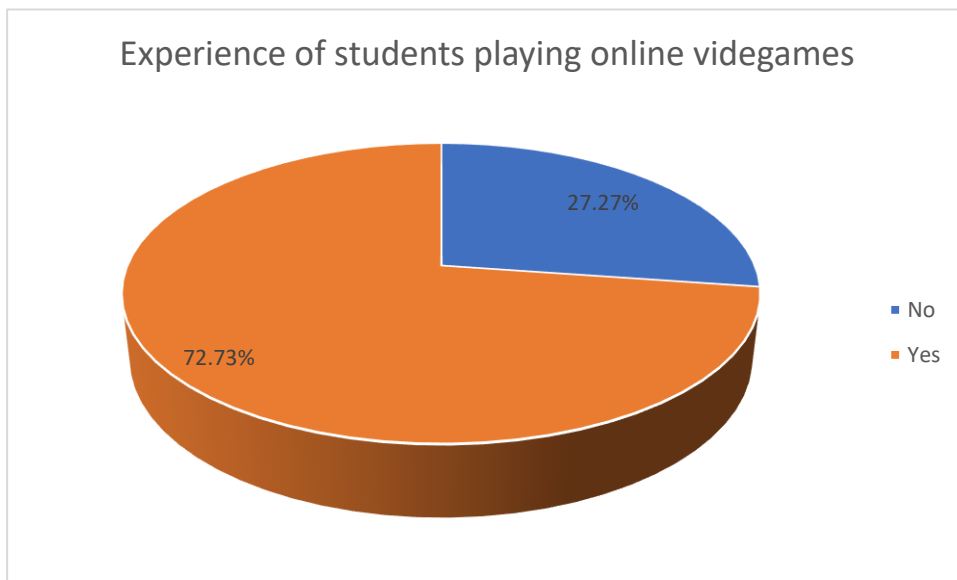The practice of English outside the classroom is a very important issue. Learning from outside is also very significant. As the figure shows, more than half of the class practice English in their spare time while the rest of the students do it very rarely or do not practice it at all. It is of great impact to realize that in this institution the students have an attraction for the language, which would facilitate the application of resources to perfect what they usually do.

3.2.6. Interpretation of experience of students playing on line videogames in English.

Figure 6

Have you ever played online video games in English?

Experience of students playing online videgames

- No
- Yes

27.27%

72.73%

This question has a deeper focus on the proposal of this research work. It seeks to know the experience that students have in video games. The results are positive because most of the class has played them. The minority of the course has not played them, however they know about video games since it is a well-known topic. Especially because of the digital age that people are going through.

3.2.7. Interpretation of point of view of students about playing on line videogames in English to improve their speaking skill.

Figure 7

Do you think that playing online video games in English would help to improve your speaking skills?
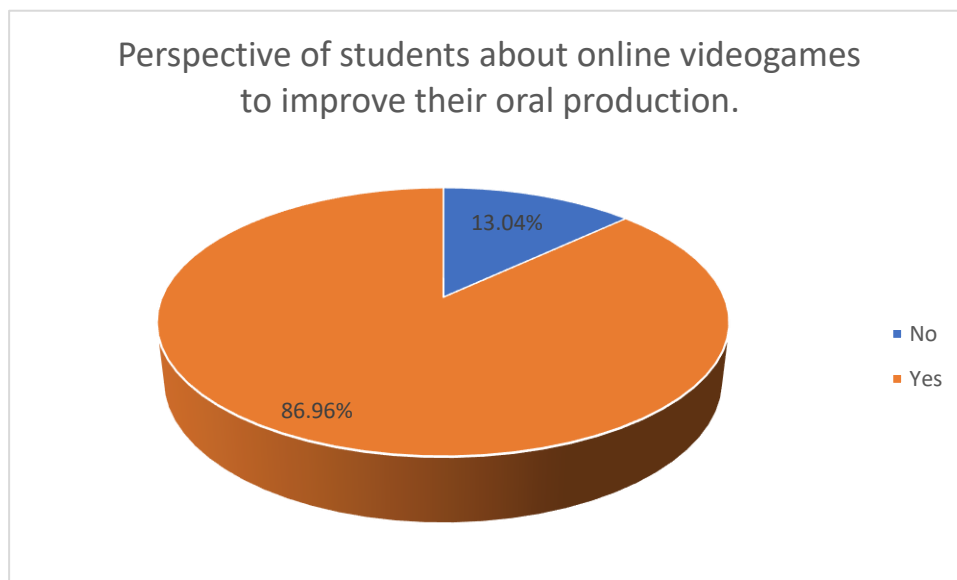
Note: Researcher elaboration. Source: students' survey 2022.

In an era where students spend most of their time with their technological devices, it would be interesting to be able to take advantage of that to develop speaking skills on them. The proposal of video games to develop their oral production has been widely accepted by the majority of the class. 20 students believe that through video games they can improve in English. On the other hand, there are 3 students who don't think they can develop their speaking skills through a video game.

3.2.8. Interpretation of kind of on-line video games that students usually play.

Figure 8

If you have responded to question number six "YES", what kind of the following online video games do you like the most?
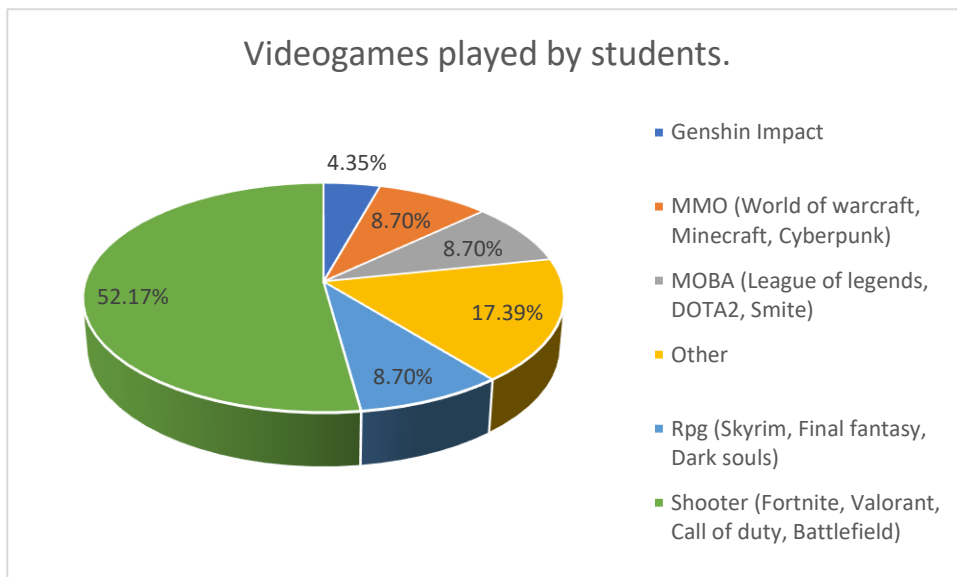
Note: Researcher elaboration. Source: students' survey 2022.

This question seeks to know the tastes of the types of video games of the students who play them. There is a wide variety of video games. However, those that are consistent with the research work have been chosen. As the figure shows a large percentage of students prefer games about shooter. As the figure shows a large percentage of students prefer games about shooter. 25% of students play MOM, MOBA and RPG. and the rest of the students play other types of games; Genish impact students pointed out.

3.2.9. Interpretation of the acceptance that on line videogames in English could have in the development of speaking skills in students.

Figure 9

Would you like to play online video games in English as an extracurricular activity for you to improve speaking skills?
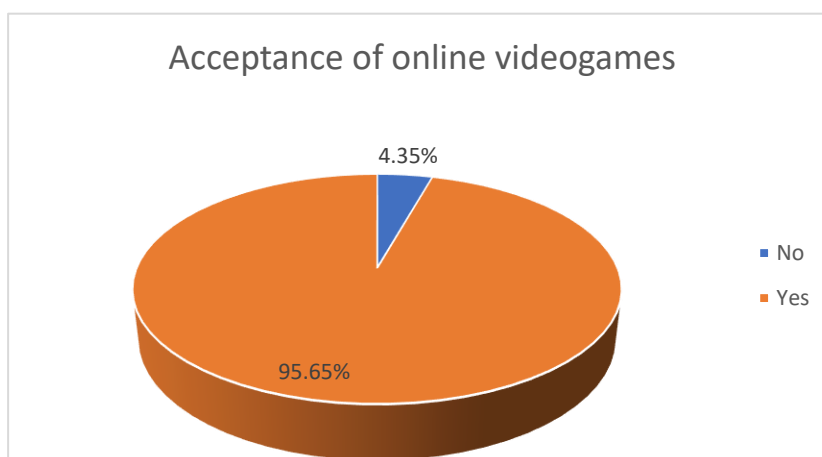
Note: Researcher elaboration. Source: students' survey 2022.

The previous graph shows the results of the last question that was posed to the students. It refers to the use of video games as an extracurricular activity to develop oral production. The results of the participants show a great acceptance of video games to develop their speaking skills. Which means that this research study could have a big impact.

3.3. Discussion

Based on the interviews and surveys' answers. It can be deduced that due to the pandemic, students have had to be closer to their electronic devices. From an academic perspective, this is very supportive for the research proposal to be carried out because the use of technology is an indispensable resource. An essential point to note is that the interaction on the part of the students in the English class is very good because the majority of the class has no problem contributing ideas to the class, however the most difficult part for the students without a doubt it is speaking skill. The last relevant point to mention is that the institution has had very few problems with virtual classes. The difference is immense compared to establishments at the national level since many fiscal establishments have had absence of students due to the internet connection.

The findings of the applied surveys indicate that students have problems with the ability to speak. Although they consider that knowing English and above all knowing how to speak it is essential for their academic lives, they still have problems trying to produce it. It was found that most of the students play video games in their spare time. Among all the video games mentioned in the survey, shooter video games are the most played by them. An important element to mention is that students already have an interest in video games, which greatly shortens the development of this proposal. In other words, they should only work on the methodology to be able to connect English with something that they already do. Find the right path so that they learn unconsciously.

On the other hand, the results of the interviews clearly show that the students' oral production is indeed affected by several factors. However, the factors can be polished and developed with a correct methodology or new tools. The teachers of the Institution have given positive comments about video games as an extracurricular material for their classes because they mention that "we are living in a technological age where it would be crazy not to adapt to the times in which we are living" and video games can be a great response to the lack of students in the subject of English.

The discussion revolves around finding a motivation for students to be interested in English. Making a brief summary we can say that the institution and the students have the resources to apply the proposal of this research work. The unknown that would revolve around the proposal would be what type of video game is going to be applied? Well, with the help of the results, the 2 most popular games among students can be developed to be applied as an extracurricular activity with students who play video games outside the classroom.

CHAPTER lV: PROPOSAL

3.4. Introduction

This proposal was developed with the objective of helping senior students to develop their oral production through video games and at the same time providing teachers an extracurricular material so that they can apply it. Online video games are the mainstay as extracurricular material for teachers and as a hobby activity for students. This tool is presented with the sole objective of developing oral production in students. So that the development of ideas is more spontaneous and natural.; that student participation is not as mechanized as is often seen in dialogue and conversation activities in colleges and universities.

Online video games are new, innovative way for teachers and the population and, without a doubt, motivating for students. An objective of teachers is to find a motivation for students to develop the English language on students and this proposal has what for many is something difficult to find. It is important to mention that teachers will have a detailed guide of the steps to follow to be of great help and support. this will make the teaching process more interactive and innovative as previously mentioned.

Significantly, the oral production of English learners could improve a lot. They will be able to have a better and more understandable communication. The selected video game focused on developing a more natural and spontaneous communication, away from the stress of getting it perfect for a grade; On the contrary, errors will be something very common that with daily practice will correct themselves. Teachers must first understand the world of video games in order to provide adequate feedback, thus avoiding an environment of stress and pressure.

The video game chosen to develop this proposal is called League of Legends. He was one of those who were in the survey. It is worth mentioning that the process that will be detailed throughout the proposal is used for each of the video games that students usually play outside of class. The only detail to change is the vocabulary because a different vocabulary is used in each video game. However, the dynamic remains the same.

3.5. Topic of Proposal

On line Videogames as an extracurricular material.

3.6. Objectives

General
- Create a guide as an extracurricular material about steps to follow to develop oral production on students using online video games.

Specifics

- Select a video game and divide it into different units to develop.

- Propose activities to develop during the game to develop oral production in students.

- Develop an evaluation that determines the utility of the online technological tools to improve pronunciation in senior students.

3.7. Methodology

3.7.1. English Level of students

Common European Framework of Reference for Languages (CEFR) "provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe" (Europe). It helps teachers to develop correctly the activities for the learners can understand the language according to the different cultural context where language and how it can be used for communication. The framework defines the level of proficiency of students, and the level they need to advance to the next level.

The level required to develop this proposal is A2 and B1. Students who have all skills needed to be in A2 and B1 level could be part of this research work.

According to Common European Framework of Reference (CEFR) and the modifications made by the Ecuadorian Ministry of Education, the different levels of English will be written according to the age of the students, until reaching the senior students.

Level B1: This is accomplished when the language learners are capable of understanding the main points of readings written in clear, familiar, standard language. These readings can be personal life, related to work and leisure activities. Additionally at this level, learners are able (1) to communicate effectively4 while traveling in countries that use the target language, (2) they are able to write simple, coherent essays about familiar topics, personal interest, experiences, events, and desires, and (3) they are able to justify their opinions (i.e.by giving simple, brief reasons) and explain their future plans. (Educación, National English Curriculum Guideliness, 2014)

3.7.2. Participants

In this proposal, those students who have a basic knowledge of video games can participate because the motivation is sought in students to develop their speaking ability. For those who are not in their free activities, playing video games cannot be forced. It should be noted that the guide will be a support for the teacher as an extracurricular activity; outside the classroom but not during class hours.

3.7.3. Content

Unit 1
- Introduction about the game.
- Download and install the game.

- Basic Vocabulary (words) about the game.
- Complete the tutorial.
- Play in a team using the vocabulary learned.
- Test

Unit 2
- Expression used to have a better communication in the game.
- Practice in pairs "Create Custom"
- Play in a team using expressions learned in this unit.
- Test

Unit 3
- Communication in the lobby of the game among players.
- Vocabulary about summoner spells of the game.
- Play in the teams applying the objects vocabulary.
- Test

Unit 4
- Vocabulary about one champ and his abilities.
- Play the game with a native player.
- Test

UNIT 1

1) **Introduction about the game**

As it was mentioned before League of Legends was selected to develop this guide. This game is part of MOBA videogames group. The main purpose of the game is to beat the enemy team by winning a map. An important element to be able to reach the goal is the communication between players. The game is based on communication and strategies that players apply when starting the game.

Before starting the game there is a room where the players enter and while they wait for a game they begin to communicate, they can talk about any topic of their daily life. Once the game matched two teams; the players start brainstorming possible strategies that they will be applied in-game like banning champions. There is talk about physical or magical damage that can be applied while the game is going to take place. Once each player selects their champion the game starts to load. It takes approximately 1 minute. In this minute is when the strategy has been selected and it is time to put it into practice.

In the Game there are 3 lines and the jungle. 1 player goes to the top lane, another goes to the mid line, 2 players go to the bot line and the rest goes to the jungle. Once in the game, each one goes to their line where their opponents will meet. Players must be in constant communication. Giving signs about places and enemies. During the game there are targets like dragons, herald, baron Nashor. These objectives greatly help the team that wins them. In addition, each team has 11 turrets distributed in the lines that help them so that the enemy team does not manage to enter the base.

The duration of the game is approximately 20 to 30 minutes. Once a team manages to kill the turrets and enter the enemy base and destroy the NEXO. The game is over.
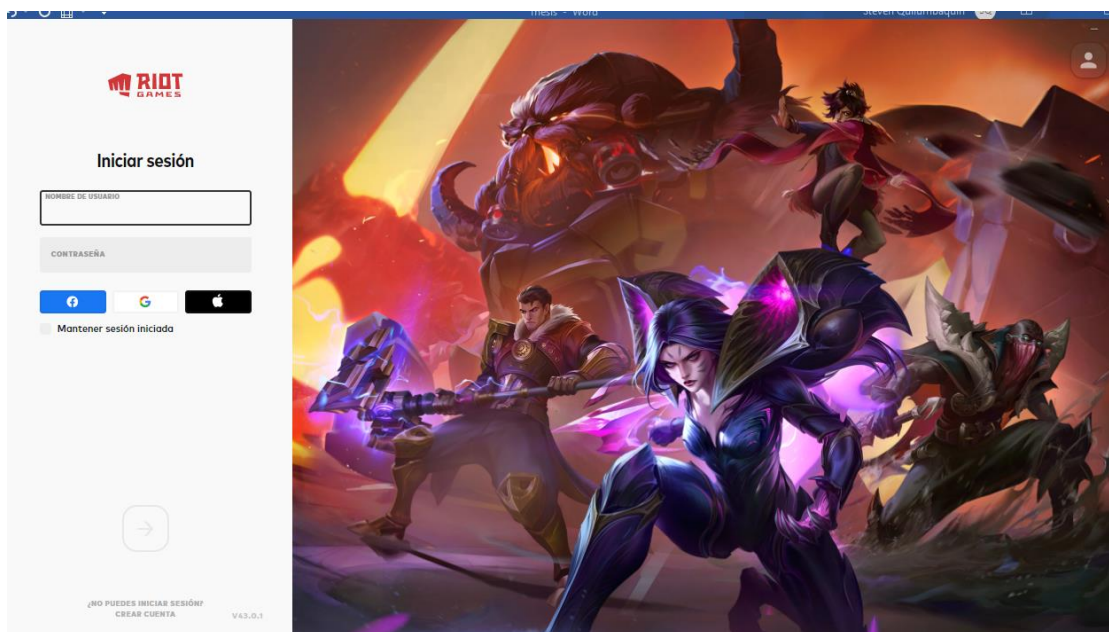
Screenshot made by researcher.

2) **Download and install the videogame**

The process to download and install the game is very easy. It is essential to know the process for students who never have played videogames and they want to try it.

First, you have to go to Google and write "Download League of Legends" and click in the first option. After that, you have to select your server. In this case North America because controls, animations and others have to be in English Language.
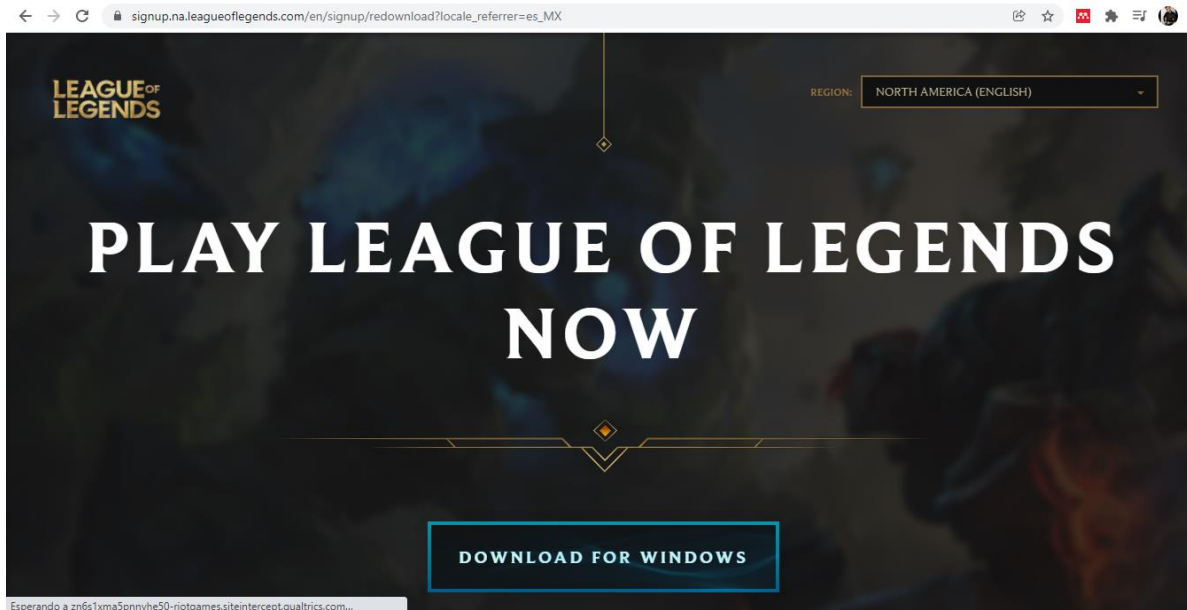
Screenshot made by researcher

Click on Download for windows and complete all steps (email, password) to create an account. The download takes about 20 to 30 minutes. Once all the process has finished.
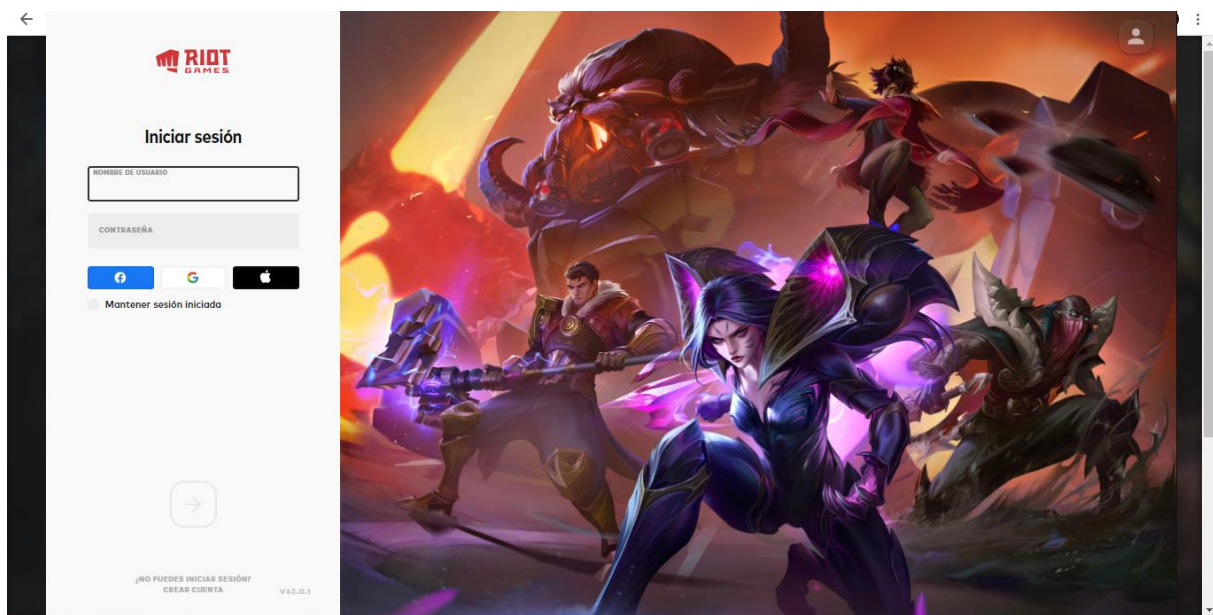
Screenshot made by researcher

Write your user and password to log in into the game.

3) Basic Vocabulary (words) about the game.

Teacher will give a list with the common words used in the game and its definitions

Back: to retreat in the general direction of your base or away from the enemy.

Screenshot made by researcher

Baron Nashor: is the most powerful Monster on Summoner's Rift.

Screenshot made by researcher

Base: The area where the shop, nexus and inhibitors are situated.

Screenshot made by researcher

Blue Buff: It is a monster who is in the jungle and provide mana for champ that kill him.

Screenshot made by researcher

Broken: When something within the game is viewed as grossly imbalanced.

Camp: To gank the same enemy laner multiple times in a short amount of time.

Screenshot made by researcher

Crowd Control (CC): A category of effects which limit actions or movements.

Counter Pick: To choose a particular champion during the selection phase in order to oppose a particular enemy.

Drake: It is an essential element in the game. Kill him give more power for all team.

Screenshot made by researcher

Flash: It is s a ground-targeted summoner spell that causes your champion to blink a short distance in the direction of the cursor.

Screenshot made by researcher

Farm: To seek out and kill creeps to obtain experience and gold.

Screenshot made by researcher

Fed: A champion becoming disproportionately powerful after obtaining multiple kills on enemies.

GJ: Good Job

GL: Good luck

GG: Good Game

Zhonya: It is a legendary Item.

Jungle: It is a map zone of the Game. In the Jungle there are 6 different monsters.

Raptors, Murk Wolves, Krugs, Gromp Blue Sentinel, Red Brambleback, Rift Scuttler.

Screenshot made by researcher

Lag: Slow response during the match due to high network connection latency.

Bush: Shrub or clump of shrubs with stems of moderate length. There are lot in the game. Player can hide into the bushes.

All information was taken from (Legends, 2021)

4) Complete the tutorial.

After all students and teacher have read the basic vocabulary about the game. They will complete the tutorial of the game.
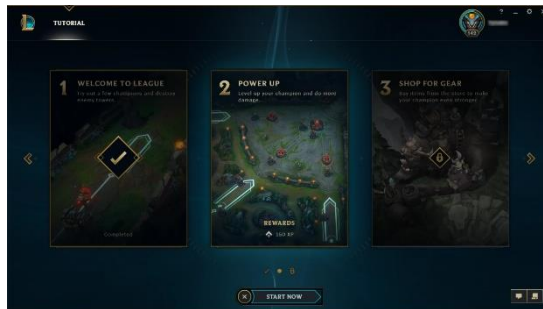
Screenshot made by researcher

Once in the game, automatically the options showed in the picture will appeared to all players. They will complete all these steps. There is nothing to explain because the game is the only in charge to do it. Player will select champions to play against bots. After the tutorial everyone will have a better idea about how playing this videogame.

For students who know about hos videogame is played. They only will wait on the lobby of the game.

5) Play in a team using the vocabulary learned.

The players will be asked to log in to the game and wait in the lobby. Then Teacher will give the instruction. The instruction is the following:

-Every student has to communicate with the other in English using the vocabulary learned in the previous activity.

Students and teacher can use discord app to communicate among all participants.

6) Test

While the game is developing, the teacher must verify that the vocabulary is used. The professor must enter the game as while the spectator listens to the communication of the students through discord. While the game is taking place, the students will not be able to say any words in Spanish, otherwise the activity will be cancelled. In this unit, the handling of terms is sought to refer to a place on the map.

for example.

"gank

I'm in dragon

I am in the bush.

I go to the jg.

Protect the nexus.

Let's go to baron nashor" and so on.

Teacher could use the next rubric to analyze the level of oral production which students start. The following sample will be used in all units.

	Fluency	**Pronunciation and accent**	**Vocabulary**	**Grammar**	**Details**
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

The sample was developed based on B1 PET exam.

UNIT 2

1) **Expression used to have a better communication in the game.**

In this activity Teacher will provide common phrases that are used while the game is developing. The phrases are the following.

"Let's invade their jungle"

"Be careful you do not have vision on this part"

"Do not loss your farm"

"I need you help with drake, herald or Baron"

"He does not have flash"

"Hide on the bush and wait for the enemies"

"Please do not fed"

"Come back to the base"

"Teleport to top, mid, bot line"

"Be ready I will start the fight"

"We need your support in the team fight"

"Do not worry, go "

"You have to steal the objective"

Those are the most common phrases during the game. However, is important to tell students that the phrases can help them as an idea on how to communicate them. The main purpose is start to develop own phrases of students during the game.

2) **Practice in pairs "Create Custom"**

This activity will be do it in pairs. Students will create a game in a room called "custom games" in this room the couple will enter and play against bots (enemies created and controlled by the game itself) The students must develop the normal game and their communication must be with the vocabulary learned in unit 1 and with the phrases learned in unit 2. This will gradually develop students' fluency when communicating. The game will take approximately 20 minutes. In these minutes it is also necessary to ask students to use phrases that are more their own so that oral production is more natural.

3) **Play in a team using expressions learned in this unit.**

Once the couple has practiced enough, they will be reunited in teams to look for paired games with other players of the video game. The procedure will be the same as in Unit 1. The players will be asked to log in to the game and wait in the lobby. Then Teacher will give the instruction. The instruction is the following:

-Every student has to communicate with the other in English using the vocabulary learned in the previous activity.

 Students and teacher can use discord app to communicate among all participants.

4) **Test**

Through the speaking rubric, students will be graded on their oral production, and the fluency with which they begin to communicate with each other. Thus, leading a much more prepared game.

	Fluency	**Pronunciation and accent**	**Vocabulary**	**Grammar**	**Details**
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

The sample was developed based on B1 PET exam.

UNIT 3

1) **Communication in the lobby of the game among players.**

In the video game there is a room called Lobby which is where the players meet before the game. After they have learned basic phrases and vocabulary about the game, it is time for them to start communicating in this room. The objective of this activity is to motivate students to speak. A natural, calm conversation is sought without pressure from plays, strategies, etc. It seeks to create a conversation about your day. The activities you did in your day. In his studies, etc.
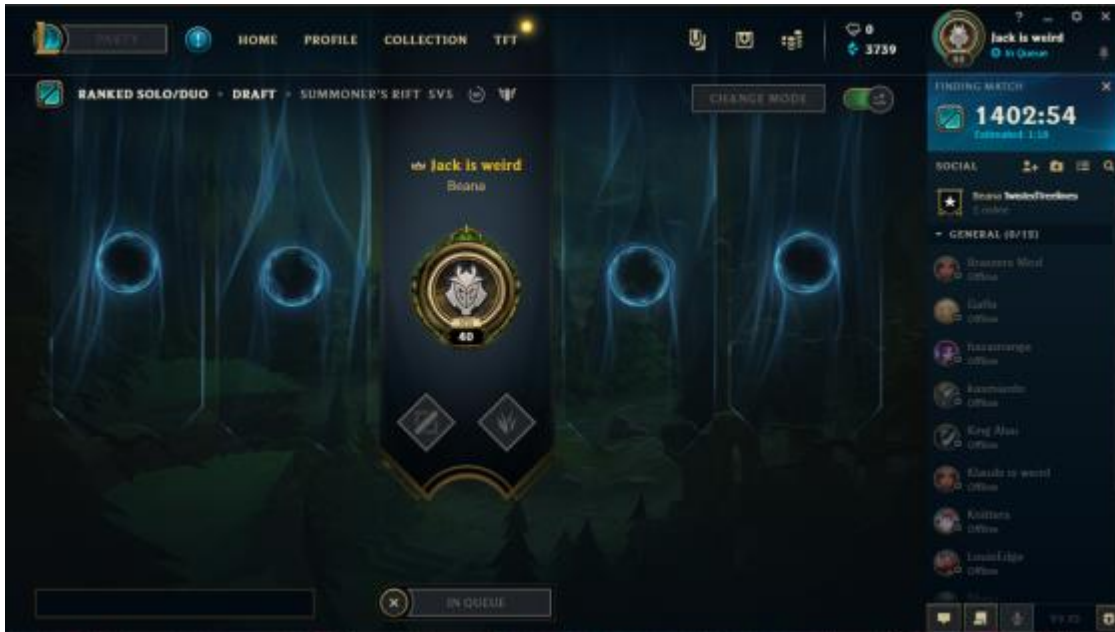
Screenshot made by researcher

2) **Vocabulary about summoner spells of the game.**

Summoner Spells are abilities that players can use on their champions on the Fields of Justice. They are chosen in Champion Select before the start of the game. Each player is allowed two summoner spells chosen from a list. Summoner Spells can be used in-game to help a player's champion in a variety of ways, as each spell has a unique effect. (Legends, 2021)

Flash. It is a blink summoner spell that activates instantly upon being cast, teleporting the player's champion a short distance in the direction of their cursor.

Heal. It is a summoner spell that instantly restores health to your champion and an ally, also granting a small burst of movement speed.

Ghost. It is a self-targeted summoner spell that increases your champion's movement speed and ignores unit collisions for a few seconds.

Barrier. It is a self-targeted summoner spell that shields your champion from damage for a few seconds.

Exhaust. It is a targeted summoner spell that affects enemy champions. It slows the enemy champion movement speed and reduces their damage dealt for a few seconds.

Teleport. It is a targeted summoner spell. It can be cast on a friendly turret, minion or ward anywhere on the map to teleport to them after a small channel.

Smite. It is a unit-targeted summoner spell, it deals true damage to the target large or medium monster, enemy minion, or pet and heals you when cast against large monsters.

Cleanse. It is a self-targeted summoner spell. It removes most crowd controls and some summoner spell debuffs.

Ignite. It is a targeted summoner spell that deals true damage over a duration, applying.

Information obtained from (Legends, 2021)

3) **Play in the teams applying the objects vocabulary.**

The players will be asked to log in to the game and wait in the lobby. While they are in the lobby they can start to talk with their friends. Then Teacher will give the instruction. The instruction is the following:

Every student has to communicate with the other in English using the vocabulary of unit 3 learned in the previous activity. Students and teacher can use discord app to communicate among all.

4) **Test**

Through the speaking rubric, students will be graded on their oral production, and the fluency with which they begin to communicate with each other. Thus, leading a much more prepared game.
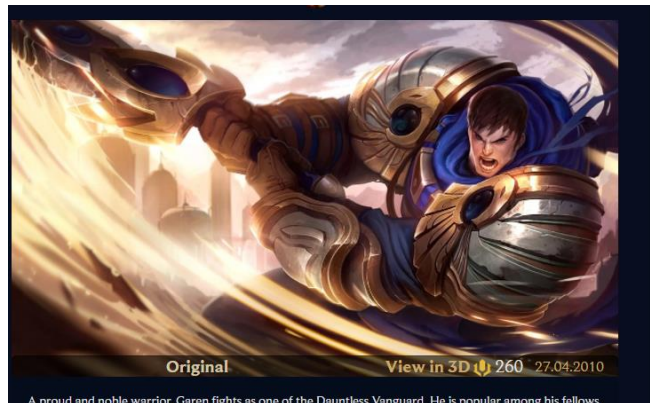
	Fluency	**Pronunciation and accent**	**Vocabulary**	**Grammar**	**Details**
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

The sample was developed based on B1 PET exam.

Unit 4

1) Vocabulary about one champ and his abilities.

It should be noted that there are 158 champions in the game. Each one has their phrases and their stories. Likewise, each one has different abilities and to give an example Garen has been chosen.

Original   View in 3D 🔊 260   27.04.2010

A proud and noble warrior, Garen fights as one of the Dauntless Vanguard. He is popular among his fellows.

Abilities

Courage

PASSIVE: Garen gains Armor icon.png 0.2 bonus armor and Magic resistance icon.png 0.2 bonus magic resistance every time he kills an enemy, up to a maximum of 30 bonus resistances at 150 unit kills. After reaching maximum stacks, Garen gains 10% bonus armor and 10% bonus magic resistance.

ACTIVE: Garen Damage reduction icon.png reduces incoming damage by 30% for a few seconds. For the first 0.75 seconds, Garen additionally gains a Hybrid resistances icon.png shield and 60% Tenacity. (Legends, 2021)

Judgment

ACTIVE: Garen becomes Ghost.png ghosted and rapidly spins his sword around his body 7 times over 3 seconds, losing the ability to basic attack but gaining an aura that deals physical damage to nearby enemies periodically. The number of spins is increased by 1 for every 25% bonus attack speed from item stats, mythic passives, and growth (per level). Enemy champions hit 6 times have their Armor penetration icon.png armor reduced by 25% for 6 seconds. The 7th hit and every 6th hit thereafter refreshes the armor reduction's duration. Judgment can be recast after 1 second for its duration, and does so automatically after its duration ends. (Legends, 2021)

Recast

Garen ends Judgment early, reducing its Cooldown reduction icon.png cooldown by its remaining duration.

Demacian Justice

ACTIVE: Garen calls upon the might of Demacia onto the target enemy Champion icon.png champion, dealing them Hybrid penetration icon.png true damage as well as True Sight icon.png revealing them for 1 second at the start of the cast time. (Legends, 2021)

2) Play the game with a native player.

For unit 4, the players have already had several experiences within the game, communication in English, phrases that help them to function better, and strategies. As the students are on a North American server it is very easy to be paired with native players. This is a great help for the teacher and the players since in this way they continue to develop their oral production. For this project we will be helped by a friend of the researcher who currently resides in the US.

3) Test

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

As a final test, students must achieve a perfect score in all the skills of the sample.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Chapter V shows the conclusions and recommendations about this research. The conclusions and recommendations were based on the research objectives General and specifics**.**

Conclusions

- Oral production in students is vital to have good communication in class and outside of it. This guide based on videogames that they play every day is a support and motivation at the same time so that the students can develop this skill.

- The motivation and the use of technology to develop a skill in students are undoubtedly the most relevant advantages that can be highlighted from this research work. Using a technological device that students already use and at the same time a video game that they already play are the advantages to implement English in their daily lives.

- Based on the information obtained on the web and the results of the surveys, it was possible to conclude that video games can be applied as an extracurricular material. Using technology to develop oral production plays a very crucial role because students will pay attention immediately.

- The guide was developed based on one of the video games that the surveyed students practiced the most and the great reception that the teachers showed for this project. It details step by step what is the order that a teacher and a student who have never played a video game should follow. It starts from a basic vocabulary to communicate with a native through the video game.

Recommendations

- Carrying out a deeper study with a single video game and how it would better develop the oral production of the students since at the moment of having a variety of video games it is not possible to obtain more detailed information about what is being studied.

- Deepen much more about the method and all the activities that the method chosen to develop the research entails. Contrast with reality and the technological advances with which we live today.

- A larger study sample since at the moment of having few participants it is not possible to obtain a broader result in the use of video games by young people and in addition to that, make a much deeper approach to a video game style.

- The guide can be further developed with more phrases, the vocabulary can be increased and general game strategies can even be added. Apply it only with those students who know the game and not force those who do not like it, as this would create a feeling of annoyance against video gamers and especially with English.

GLOSSARY

Acknowledge. To accept, admit, or recognize something, or the truth or existence of something.

Cooperation. The act of working together with someone or doing what they ask you.

Development. The process in which someone or something grows or changes and becomes more advanced.

Environment. The conditions that you live or work in and the way that they influence how you feel or how effectively you can work.

Feedback. Reaction to a process or activity, or the information obtained from such a reaction.

Gamer. Someone who likes playing computer games.

Interaction. An occasion when two or more people or things communicate with or react to each other.

Participate. To take part in or become involved in an activity.

Proficiency. The fact of having the skill and experience for doing something.

Videogame. A game in which the player controls moving pictures on a screen by pressing buttons.

Taken from (Cambridge Dictionary, 2022).

References

Accelerole. (30 de July de 2018). *Accelerole*. Obtenido de https://accelerole.com/10-tips-gamification-techniques/?keyword=gamification%20platform&creative=287630900787&gclid=Cj0KCQiA0eOPBhCGARIsAFIwTs5nN9xwP3q4tnFLXzLwlKp_JBjJPstEiPMvzIMvnTNRu0c_utX35-kaArltEALw_wcB

Alan, P. (July de 2003). *Academia* . Obtenido de https://d1wqtxts1xzle7.cloudfront.net/30410789/32_aspects_of_with-cover-page-v2.pdf?Expires=1638255842&Signature=daIVC~~liAGPYswFwldlx5obiAetWzWrnkpVoqOQmi87K~djPhqNep69z2yvDFpJiGI-ERvRXmFRkc~0F8XfI29yIBuad2TDgT4xfk3wE2i5iXqnk4ypBBllWWXrYmEIie8jozNQeF51y0

Dornyei, Z. (s.f.). *Communicative Language Teaching.* University of Nottingham.

Educational Research Techniques. (24 de February de 2016). Obtenido de https://educationalresearchtechniques.com/2016/02/24/reform-movement-in-language-teaching/

Fink, A. (2013). *SAGE Research methods*. Obtenido de https://methods.sagepub.com/book/the-survey-handbook/n1.xml

George, T. (13 de August de 2021). *Scribbr*. Obtenido de https://www.scribbr.com/methodology/mixed-methods-research/

J, Y., O'Donnell, A., & Msetfi, R. M. (November de 2019). *Research Gate.* Obtenido de https://www.researchgate.net/publication/336956404_When_and_How_Video_Games_Can_Be_Good_A_Review_of_the_Positive_Effects_of_Video_Games_on_Well-Being

Kurniati, A., Eliwarti, & Novitri. (s.f.). *A STUDY ON THE SPEAKING ABILITY OF THE SECOND YEAR.* Riau, Indonesia.

Legends, L. o. (2021). *League of Legendes Wiki*. Obtenido de https://leagueoflegends.fandom.com/wiki/Terminology_(League_of_Legends)

Mart, C. T. (December de 2013). *HR Mars.* Obtenido de https://hrmars.com/papers_submitted/412/The_Audio-Lingual_Method_An_Easy_way_of_Achieving_Speech.pdf

Mee, R. W., Shahdan, T. S., Ismail, M. R., & Ghani, K. A. (5 de August de 2020). *IJERE.* Obtenido de https://files.eric.ed.gov/fulltext/EJ1274762.pdf

Nazara, S. (February de 2011). *Student's Perception on EFL Speaking Skill Development.* Indonesia. Obtenido de http://ejournal.uki.ac.id/index.php/jet/article/view/50/28

Passmore, L. (31 de March de 2021). *We love IELTS*. Obtenido de https://weloveielts.cambridge.org/blog/developing-cohesion-and-coherence-for-ielts-speaking#:~:text=Both%20are%20related%20to%20how,of%20being%20easy%20to%20understand.

Press, O. U. (24 de April de 2015). *Oxford University Press*. Obtenido de https://oupeltglobalblog.com/2015/04/24/inductive-and-deductive-grammar-

teaching/#:~:text=A%20deductive%20approach%20involves%20the,before%20they%20practise%20the%20language.

Prot, S., McDonald, K. A., Anderson, C. A., & Gentile, D. A. (June de 2012). *ResearchGate.* Obtenido de https://www.researchgate.net/publication/225072608_Video_Games_Good_Bad_or_Other

Question Pro . (2021). Obtenido de https://www.questionpro.com/blog/es/investigacion-mixta/

QuestionPro. (2022). Obtenido de https://www.questionpro.com/blog/es/investigacion-descriptiva/

Rao, P. S. (March de 2019). *Research Gate.* Obtenido de https://www.researchgate.net/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS

Report, N., & Dr. N. Prathyusha. (2020). *Role of Gamification in Language Learning.* Hyderabad, India.

Richards, J. C. (May de 2013). *Professor Jack C. Richards*. Obtenido de https://www.professorjackrichards.com/difference-between-an-approach-and-a-method/

Rodriguez, R. (26 de May de 2017). *SCRIBD*. Obtenido de https://es.scribd.com/document/349478128/Oral-Production

Salen K, T. K. (s.f.). *Game design fundamentals.* Cambridge.

Techopedia. (04 de March de 2012). Obtenido de https://www.techopedia.com/definition/24261/mobile-games#:~:text=Mobile%20games%20are%20games%20designed,3D%20and%20augmented%20reality%20games).

Vince. (12 de April de 2018). *Id Tech*. Obtenido de https://www.idtech.com/blog/different-types-of-video-game-genres

Annex 1: Teachers' interview

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

The objective of this interview is to know the teachers' point of view regarding video games as an extracurricular material to improve oral production on students. All the information collected will be of great value for the development of the thesis work. Remember that it will be anonymous.

1. **How long have you been working as an English teacher?**

2. **How long have you been working in this Institution?**

3. **Taking into account the speaking skill, do you consider that it is challenging for students to improve the oral production? Yes, no, Why?**

4. **Do you consider it is important to apply extracurricular activities with the aim of improving students speaking skill? Yes, No Why?**

5. **From the following extra-curricular materials, which ones do you prefer use to improve your student's oral production? Why?**
   - **Video games**
   - **Virtual Reality**
   - **Musical Instruments**
   - **Create an application with fun English topics.**

6. **Would you be willing to use video games to develop your student's English oral production? Yes, No Why?**

Annex 2: Students survey

<div align="center">

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

</div>

The objective of this survey is to know the students experience regarding the use of video games as an extracurricular material to improve oral production. All the information collected will be of great value for the development of the thesis work. Remember that it will be anonymous.

Choose one option from the following questions

1)   Gender

a)   Male

b)   Female

c)   Other

2)   How old are you?

a)   15 years old

b)   16 years old

c)   17 years old

d)   18 years old or more

3)   Do you consider that learning English is important for your academic development?

a)   Very important

b)   Important

c)   Little important

d) Not important

4) **How often do you participate in your speaking english classes?**

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

5) **How often do you practice English outside the classroom?**

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

6) **Have you ever played online video games in English?**

a) Yes

b) No

7) **Do you think that playing online video games in English would help to improve your speaking skills?**

a) Yes

b) No

8) **If you have responded to question number six "YES", what kind of the following online video games do you like the most?**

a)   MMO (World of warcraft, Minecraft, Cyberpunk)

b)   Shooter (Fortnite, Valorant, Call of duty, Battlefield)

c)   MOBA (League of legends, DOTA2, Smite)

d)   Rpg (Skyrim, Final fantasy, Dark souls)

e)   Other

9) **Would you like to play online video games in English as an extracurricular activity for you to improve speaking skills?**

a)   Yes

b)   No