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"USE OF VIDEOGAMES AS RESOURCE FOR THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS IN UTN STUDENTS"

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Atentamente

MSc. José Obando

DOCENTE INGLÉS

DEDICATORY

I want to dedicate all the work done to my parents. Who supported me at all times and allowed me to achieve every goal I have had. Also to my friends, who guided me and helped me cope with every difficult moment, especially Isavela O.

"It's awesome to see all that you are capable of"

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ABSTRACT

The main objective of this thesis is to use video games to free the student from the stress that is generated within a conventional learning environment so that they can develop their language skills in a different. The central areas on which the development of this project is based are content-based learning, the audio-lingual method, and gamification. The information collection process has UTN professors and students as participants. For this, the qualitative methodology is used in this project since it provides more relevant information for the development of the proposal. The results of the interviews and surveys show the preference of the participants for shooting games. In addition, the teachers interviewed in this study share their experiences using gamification to improve the academic environment, the mood of the students, and the teacher-student relationship. Therefore, the development of the proposal leads to the creation of a guide of activities that can be carried out within the game as well as outside of it; state the advantages and disadvantages that these activities present in relation to the development of language skills in the player. Finally, a real example of the activities that a player performs while playing and extra activities that result in the improvement of skills such as speaking, and listening is presented.

Key words: gamification, language skills, listening, speaking, motivation, videogames.

RESUMEN

El principal objetivo de esta tesis es usar videojuegos para liberar al estudiante del estrés que se genera dentro de un ambiente convencional de aprendizaje para que pueda desarrollar sus habilidades de lenguaje de una forma distinta. Los ejes centrales en los cuales se basa el desarrollo de este proyecto son el aprendizaje basado en el contenido, el método audio lingual y la gamificación. El proceso de recolección de información tiene como participantes a profesores y estudiantes de la UTN. Para esto, la metodología cualitativa es usada en este proyecto ya que brinda una información más relevante para el desarrollo de la propuesta. Los resultados de las entrevistas y encuestan evidencian la preferencia de los participantes por juegos de disparos. Además, los profesores entrevistados en este estudio comparten sus experiencias usando la gamificación para la mejora del ambiente académico, el ánimo de los estudiantes y una mejora en la relación profesor-estudiante. Por lo tanto, el desarrollo de la propuesta da como lugar la creación de una guía de actividades que se pueden realizar dentro del juego como fuera de este; determinar las ventajas y desventajas que estas actividades presentan en relación con el desarrollo de destrezas de lenguaje en el jugador. Finalmente, se presenta un ejemplo real de las actividades que un jugador realiza mientras está jugando y actividades extra que dan como resultado la mejora de las destrezas como lo son el habla y el escucha.

Palabras clave: gamificación, habilidades de lenguaje, habla, escucha, motivación, videojuegos.

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INTRODUCTION

Problem

The development of basic English language skills is limited when English is learned in a context where that language is not spoken. Students are limited to practicing their skills only during the established time of class. However, the methodologies used do not motivate students to participate during this time, or even there is no space in the planification for this purpose. For this reason, students generally present difficulties while speaking by not having a good structure of what they want to say which leads to an unclear message (Mendoza, 2017).

The infrastructure in educational institutions is designed to house students, but not to facilitate the learning process of all the subjects taught. Therefore, the number of apprentices per classroom sometimes exceeds 35 students. Regarding to the English subject, a suitable number for a class should be around 10 to 15 people. Due to this, teachers must adapt with their own means an environment that contributes to the motivation of students to learn the language. Thus, teachers cannot provide personalized feedback on student participations when they speak. Moreover, teachers are forced to work with traditional material, which causes a lack of interest in students and, therefore, they do not pay attention to the class or find something that distracts them from learning this language. This is because the students of this era have grown up surrounded by new tendencies that catch more their attention.

On the other hand, some students may suffer from tension and insecurity when participating in class. In addition, this insecurity perpetuates the erroneous learning of pronunciation and grammatical organization of a language since students refuse to participate because they are afraid of what their classmates would say. This generates anxiety in students, which limits the development of oral production (Franco, 2017).

In short, the way in which classes are organized in such a traditional way causes students a feeling of stagnation as they do not see progress in their language skills, thus sabotaging the learning experience. Consequently, students begin to question the value of learning a second language and for this reason they become indifferent.

Justification

The development of listening and speaking skills is difficult due to the limitations that exist in our context. The present research importance lays among those who seek for language skills improvement through videogames. The use of video games in language skills development frees the process of its seriousness to be entertaining and fun. The current generations grew up surrounded by technological advances and that is why they are often skilled using electronic devices such as computers and smartphones.

The purpose of this project is to help young university students and people in general in an alternative and fun way to develop their English skills. For this, it is required the predisposition of the users to visualize videogames as a useful tool or object of study and practice a language and also to capture the interest of the students. At a social level, this

project aims to shed some of the rigor and seriousness that an education within the classroom supposes. This means that language is not the central purpose of learning. In this case, the English language will be used as a tool; and video games of different genres will help students develop their listening and speaking skills.

Impacts

The impacts of this research are academic and social. In the academic field, students would be able to develop their skills in a way that makes them feel confident. In general, the participants of this proposal could notice an improvement in their skills due to the exposure they will have to the second language. Developing this research topic will be beneficial for university students and people who play videogames because they can use them to take advantage and develop their language skills.

The indirect beneficiaries will be the parents. Because they will have the opportunity to support their children and at the same time, they will understand how education advances hand in hand with technology. Today videogames are not a total waste of time and will be the means for their children to learn and develop their skills in a better way, which is a complement to formal education in a classroom. Society also becomes an indirect beneficiary because online videogames are pointed out as a waste of time and when they become part of a strategy for the development of learning in students. There will be a change in society's perspective towards videogames and it will even reach a point where people with greater purposeful criteria will prevail, who will greatly contribute to the correct use of videogames for the development of second language skills.

General Objective

To implement videogames as means to develop speaking and listening skills in an environment free of academic stress in students of the Técnica del Norte university.

Specific Objectives

Research the advantages of videogames to develop speaking and listening skills in students of the Técnica del Norte university.

Identify the factors that videogames provide for students with an environment free of academic stress

Design a guide with activities and the main advantages of using popular videogames according to this research topic.

CHAPTER I: THEORETICAL FRAMEWORK

The present research project is partially based on the postulates of the behaviorism, which is characterized by imitation and reinforcement of behaviors, content-based language teaching methodology that sees language as a tool for achieving knowledge apart from language itself. Another is audiolingual method which uses multimedia to promote the correct oral production in learners. In addition, gamification which uses some characteristics of games. These three set the base concepts that will be used in the proposal design.

1.1. Language learning theories

1.1.1. Language learning Theory

The theories of language learning have an important role in the instruction of language. Through history, numerous theories have been an important element that determines the way a language is learned. According to an adaptation made from Malone (2012) in the paper of (Fifueroa, 2015), those theories are the behaviorism, language acquisition device, information processing, social interaction and sociocultural theories. All of them aimed to explain the way a language is better able to be learned.

1.1.2. Language learning methods

These methods are oriented to design the plan of what needs to be done during the process of teaching and learning. Those methods cope the activities and strategies needed to achieve certain learning outcomes. In this category, there are methods as the grammar translation method in which the principal objective is to use the mother tongue to learn the second language. The direct method is characterized because of the use of realia to stimulate the learners' response and the lessons are given in the target language. The audiolingual method intention was to present the learners input of the target language through multimedia. These are just some examples of the language learning methods (Mora, 2021).

1.1.3. Language teaching strategies

The strategies are the way in which the teacher stimulates the learner to achieve the objectives of the class. These aim to give the learner the environment in which they can feel relaxed and comfortable to achieve the goals. In this category, there are strategies such as the total physical response that aims the students to respond with actions instead of words. The cooperative learning in which the students are expected to help each other while they are interacting. Another one is the scaffolding in which the students with more expertise help the students with difficulties.

1.2. Behaviorism theory

The behaviorism theory was proposed by Frederic Skinner, a psychologist that conducted experiments in animals to observe their behavior to certain stimuli. He proposed that his findings can be related with the language acquisition process. Basically,

a child learns a language by listening and repeating what their parents say. The positive and negative reinforcement occur when the child receives the attention of the parents or receive what they want, it can be food, a toy or just attention (Dastpak, Behjat, & Taghinezhad, 2017).

The relevance of this theory regarding this study lands on the need for communication among the students who play videogames. These students are exposed to the native language, listening and repeating dialogues and phrases from the characters and other people playing the videogame. The reinforcement, positive or negative, comes from the need for communication with other players in the game. If the communication is meaningful, the positive reinforcement is victory. On the contrary, lack or no communication leads to defeat.

1.3. Audiolingual method

This method is known because of the importance of the oral production in the student. This aim is accomplished by the exposure of the students to grammatical sentence patterns. However, this exposure is not related with the learning or memorizing of grammar structures, but rather the internalization of patterns that the students listen from audios and from a native speaker teacher (Larsen-Freeman & Anderson, 2013).

In the audiolingual method, language is seen as a unique system of phonological, morphological, and syntactic structures. Nevertheless, despite the importance of culture influence in every language, the culture of the target language is put aside. However, there is a brief introduction of the culture of the target language just for the students to keep in mind, but it is not the aim of learning (Alshalan, 2019).

1.3.1. The syllabus

This syllabus is based in a linguistic approach. In order to follow this approach, the syllabus is structured with emphasis in phonology, morphology, syntax and vocabulary. A further analysis of the mother tongue and target language is presented to stablish their differences and avoid future problems that learners might have (Richards & Rodgers, 1999).

1.3.2. Teachers' role

In this method the teacher has a center role and must be active. They must control all the learning process modeling, monitoring and correcting the participations of the learners. The role of the teacher is important and wields a great responsibility since a wrong application of the method can cause its failure. Some of the activities that the teacher must do are the harmonization of the four skills, being proficient at the target language and use it during the whole class. The last important characteristic of the teacher's role is that they must discourage the use of the mother tongue in the activities and the whole class (Richards & Rodgers, 1999).

1.3.3. Learners' role

The role of the learner is viewed as reactions to stimuli because it is considered an external process of learning. Considering this, the students are exposed to stimuli and input of the target language, but no interaction is encouraged since it might generate mistakes in their further production of language. At the beginning they might not be able to understand all the input or instructions given but it will be developed with controlled tasks that the learners will respond to (Richards & Rodgers, 1999).

1.3.4. Procedure

The audiolingual language teaching method emphasizes the oral production most of all. To accomplish this purpose, the students must be exposed to the target language and imitate it the best possible since it aims to imitate how people learns the first language, that is by listening to the target language and trying to speak it, then by reading and writing in the target language. Consequently, the student will be able to create a habit when using similar structures which will eventually lead to an automatic use of the target language. In order to succeed in this method, the correction of mistakes must be important. The internalization of mistakes is a huge problem because as this method is based in habits formation, if a mistake is internalized it will be difficult to correct it (Larsen-Freeman & Anderson, 2013).

1.4. Content based instruction

The content-based instruction is characterized by the use of the target language to learn a specific subject. This means that the target language is the tool used to learn. It is important to remember that language and content are important to be learnt. However, the use of the target language motivates its learning on an indirect way. Consequently, the learning of vocabulary and grammar have a context and it is easier for the students to relate meanings with words and structures (Larsen-Freeman & Anderson, 2013).

In order to succeed with this method, it is important to develop the contents in order to catch the students' attention and interest. Consequently, the students' motivation will rise, and they will be better able to perform in the best way to learn contents and language (Bula, 2014).

1.4.1. The syllabus

The activities used in this method are always related with the main topic of the class and the target language. It employs material in the target language that gives the learners information about the central topic of the class. Consequently, the students must understand the information in the target language so they can interpret it. This understanding and analysis of information allows further activities to be effective, such as writing and sharing facts and ideas with the rest of the class (Kaveh & Atefeh, 2014).

1.4.2. Teachers' role

The teacher should always motivate the learner and create a good atmosphere for learning and language development to occur. Moreover, the teacher must have a proficient use of the target language and the subject matter. In addition, the teacher must choose the correct material for the learners, taking into count their level of use of the target language and the subject matter (Jaelani, 2017).

1.4.3. Learners' role

The role of the student in this method is to be engaged in the activities and topics of each learning session. To accomplish this, the use of realia, visuals and constant repeating of facts and examples will give the students context and meaning to build their learning in the subject of study and the target language as well. Furthermore, one of the vital characteristics of this method is that it keeps the students motivated and interested in both the target language and the subject of study (Larsen-Freeman & Anderson, 2013).

1.4.4. Procedure

The first step to take while using the content-based instruction method is to identify the level of the target language of the learners by applying a test. Then, the teacher will be able to find appropriate materials according to their level and the subject matter. The materials must be related to the real context of the students. Consequently, the learners will be able to use the information to generate their own ideas and concepts in the target language about the subject matter (Jaelani, 2017).

1.5. Language acquisition

Language acquisition is part of every person around the globe. The processes involved in language acquisition have been studied for years and have developed many theories and approaches. These theories and approaches have helped us to understand how learning, acquisition and skills development can be achieved. As (Delbio & Ilankumaran, 2018) explain in their research about language acquisition: "The theories are practices and used as a teaching method. The instructor can have a clear vision on theories to implement them in the classroom". Therefore, the way we use them determine how the students will learn, acquire, or develop skills.

1.6. Language intake

A quick notation of this concept is important. Language intake cannot be possible if the input is not processed correctly. Nowadays, people can access any kind of information in seconds just by clicking on a technological device. This is when input has a great relevance because there are countless different ways in which someone can have that input. However, there must be an adequate process so that input can become intake. The difference between these concepts is that input is the information we perceive from the world. It could be readings, audios, and videos. On the contrary, intake is how the brain processes the information and can use that information in different contexts (Utexas, 2010).

1.7. Gamification

The use of games has become popular inside the classroom to free the students from the stress that could be a class. In their article (Lee & Hammer, 2011) say "Gamification, defined as the use of game mechanics, dynamics, and frameworks to promote desired behaviors". This new current can be adapted to different areas, and it result useful for language learning.

The principal attractive of this method is that brings the environment of a game into a non-game environment. As (Rabah, Cassidy, & Beauchemin, 2018) state, contrary to what might be thought, gamification is not about playing in the hour of class, but rather using games which is different because a game has stablished objectives and play does not involve a clear objective because it is focused just on freedom and is considered an open-ended process.

Nowadays, learners are in constant use of different technological devices. Sometimes these devices can negatively affect the performance of learners in their academic life. However, if these devices are included in the academic process, they can turn to be useful. Experts say that gamification is an innovative learning strategy that can integrate digital and non-digital games to stimulate learners' language development in an environment where there was no space for games before. In addition, this strategy can successfully increase the intrinsic and extrinsic motivation, competitivity and interest of the students (Rahmani, 2020).

1.7.1. The syllabus

There are elements and principles stablished in the work of (Rabah, Cassidy, & Beauchemin, 2018). First, the visual status, it allows students and teachers to be aware of the progress make during the class. Second, social engagement, this one integrates how the students behave during the games in terms of collaboration and competition. Next, the freedom to fail, usually the classroom environment denies in a subtle way the students to make mistakes. This leads to an environment where the students are afraid to participate just because they are afraid to fail. Other principle is the rapid feedback, gamification allows a dynamic way of giving feedback to the students and a relaxed way for them to internalize it. Another principle is centered around goals and challenges, these determine the flow of the activity and the main objective the teacher wants the students to accomplish.

1.7.2. Teachers' role

Gamification has a wide variety of advantages so it can be used in class. The most remarkable is that gamification is customizable. That means that the teacher can set a specific activity and according to the main objective of the class the goal and the challenges change. Thus, the main role of the teacher is to encourage competition and co-working to accomplish the objectives of the class (Rabah, Cassidy, & Beauchemin, 2018).

1.7.3. Students' role

In this same research (Rabah, Cassidy, & Beauchemin, 2018) talk about the motivation and emotion. These aspects tend to be high in the classes where gamification is used to design a class. It is because the students get stimulated by games and dynamic activities which increases their interest in the class. Thus, the engagement of the students in the activities is more visible, their behavior and will to participate improve. In this case, the role of the student reduces to enjoy the experience of learning but knowing the importance of learning during the process.

1.7.4. Procedure

The aim of gamification is to become more attractive and effective for language learning students since it can integrate elements of technology nowadays. The use of a game allows them to enhance their learning since they can interact with one another while playing. In addition, the use of games in the right way allows the teacher to achieve learning objectives. In order to achieve these objectives gamification is organized into five steps. The first one is to understand the context and interests of the learners. The second one is to define the learner objectives that must be achieved during the process. During the third step, the teacher must identify the motivation factor that will allow all the students to be engaged in the process. In the fourth step, the teacher must identify the best resources that will catch the attention of the learners. The final step has to do with the aim of the class that the students have to follow according to the game, those could be cooperation, solo competition, integrating ranks or medals (Fifueroa, 2015).

1.8. Videogames

A videogame is defined as "a game in which the player controls moving pictures on a screen by pressing buttons" (Cambridge, 2021). The technological devices have developed in such a way that are present inside the classroom. From presentation in a computer to online web pages with lots of information and activities. These devices are a useful tool to considerate for learning a language or practicing skills. A special group in these activities are videogames.

As (Rudis & Postic , 2017) give a summary of the videogame's history. After the second war, videogames were not the fabulous games existing nowadays. But they have evolved over the years, and many were destined for language learning, some were even designed for this purpose. The success of videogames was due to their stories and engaging mechanics that allowed people to play for long periods of time. Moreover, the players were exposed to the language because of the instructions of each game, their lore, and different interactions integrated into the games to give the game its attractiveness. An important factor was that, as the videogames became more difficult, they pushed the players to communicate between them in order to pass levels or learn some tricks. At this point, online multiplayer games tend to facilitate a way of practicing speaking that is different from the speaking that happens inside the classroom. Since most online games have a focus on action, quick decision making, and specifically quick relay of

information, in online games, speed of communication is more important than form and sometimes correctness.

"Nowadays, computer games are being used for more than simply entertainment. Some even argue that it is time for games to deal with more serious matters. One of the oft-mentioned serious uses of games is educational games" (Chee & Zaphiris, 2008).

1.8.1. Narratives and videogames

With the continuous expansion of video game culture and the ways gaming integrates itself into everyday life, from entertainment and education to science and employee motivation. Videogames have evolved trough time have become more difficult to be more attractive among players. One of the important aspects some videogames have to be more attractive is their story. About this, (Zarzycki, 2015) says that "With the continuous expansion of video game culture and the ways gaming integrates itself into everyday life, from entertainment and education to science and employee motivation". He continues explaining that the current aim of videogames is not the exposition of content but rather the presentation of problems that need resolution. The graphics also have an important role to be attractive for gamers. However, there is a saying among the gamer culture which is A good game is defined by its gameplay not its graphics.

This world of videogames is a huge industry and there are three big industries that rule the market. Those platforms are console videogames, computer videogames and mobile videogames. "All platforms compete to win… all games platforms develop games that are more qualified. Those games will determine the quality of the platforms, so that the game developers of each platform develop their games maximally to compete" (Galehantomo, 2015). The three different platforms have their own unique way of gameplay that fits better according to their components such as screens, controls, mouse, and keyboard.

1.8.2. Console videogames

This platform had a huge representant at the beginning and it was Nintendo. However, as the time went through, enterprises as Sony and Microsoft got in the market, Nintendo had a decreased economy and nowadays those three consoles are the most important platforms to play videogames (Galehantomo, 2015).

1.8.3. Mobile videogames

At the beginning the principal representant of this platform was for a long time Tetris. But it was just matter of time until the cellphones stared to integrate videogames such as snake. Nowadays, the industry of mobile games is wide enough and everyone with a smartphone can download any kind of game designed for mobile devices (Galehantomo, 2015).

1.8.4. Computer videogames

This platform had a huge popularity since the beginning because of its versatility. Computers can be comfortable to play and are a good workstation which was the main

reason why were preferred, and also because of its better features (Galehantomo, 2015). However, nowadays the three platforms share similar characteristics such as internet connection and web searching,

1.8.5. Popular videogames genres

The videogames industry is huge. Enterprises such as Sony, Riot games, Ubisoft, Activision, Nintendo, Gameloft, Epic games and more are the developers of the most popular videogames nowadays (Dubin, 2020).

1.8.5.1. Shooters

This type of game allows the player to adopt a particular point of view where the virtual world in the game is entirely viewed from the perspective of a character holding a weapon, with a 360-degree viewpoint, absorbed in an action-packed 3-Dimensional rendered environment (Santokhee & Sharma , 2018). There are two sub genres which are first person shooter and third person shooter. The main difference between these two is perspective. An FPS simulates a typical human viewpoint, showing essentially what your character sees in-game. On the other hand, a TPS pulls the perspective back and showcases your entire character and surrounding environment (Dwight Pavlovic, 2020).

Popular titles

- Halo
- Gears of war
- Doom
- Call of Duty
- Borderlands
- Battlefield
- VALORANT

1.8.5.2. Role-Playing Games

This genre is based on the role-playing game which is recurrent in numerous games. The main characteristic is this genre is that it enables you to create or take control of a character that you can level up through experience points which are usually obtained in missions and combats. RPGs are a cornerstone of gaming, but there is no single game that can coupe all the characteristics that represent the genre because it has grown into numerous sub-genres being Massive Multiplayer Online (MMO) one of the most representative (Dwight Pavlovic, 2020).

Popular titles

- Fallout
- World of Warcraft
- Skyrim
- The Witcher

- Diablo
- Final Fantasy
- Dark Souls
- Eve Online

1.8.5.3. Action-Adventure

Action-adventure games are a combination of these genres that have a deep focus on combat through story involvement and tight gameplay mechanics. These characteristics provide an immersive environment in which the player enjoys the details of the game as animation and story but also has moments of action. It's worth noting that both genres are different, and this action-adventure is a hybrid genre (Dwight Pavlovic, 2020).

Popular titles

- Star Wars Jedi: Fallen Order
- Assassin's Creed
- Legend of Zelda
- God of War
- Super Metroid
- Castlevania

1.8.5.4. Survival horror

Survival horror is a sub-genre of the genre survival which storyline usually presents an overwhelmed protagonist, oppressive atmosphere based on Horror conventions and a need for careful management of resources such as ammo, health, etc. These games often share some basic features of the survival, but it brings new characteristics as developers add more FPS and conventional shooter features to certain horror and survival titles. The survival characteristics are that the game centers on resource management, also incorporating crafting or salvage systems you can use to help your character to survive. On the other hand, horror usually integrates stories related with zombies, a post-apocalyptic world, and the recurrent use of jump scare (Dwight Pavlovic, 2020).

Popular titles

- Resident Evil
- Don't Starve
- Silent Hill
- Outlast
- Until Down
- Dead space

1.8.5.5. Multiplayer Online Battle Arena

MOBA is a sub-genre of videogames that became very popular and now it has several titles played by millions of people around the world. In this genre, each player controls a single character. Each character has a specific role and set of abilities to combine with other characters. This genre also characterizes by the cooperation with other players usually 5 to fight against other 5 players (Linsey Knerl, 2019). During the game These players must level up their characters and obtain resources to buy improvements to their character statistics. This is achieved by destroying the enemies' structures, kill enemies and jungle creatures. The game finishes when the most important structure of the enemy is destroyed.

Popular titles

- League of Legends
- DOTA2
- Heroes of the Storm
- Smite
- Heroes of Newerth

1.9. Edutainment

According to (Aksakal, 2016) edutainment is the combination of education and entertainment. The purpose of this merge of words is to bring education to a whole new level, using multimedia in order to keep students entertained while learning. This allows students to create new experiences far away from the traditional white board and long lectures that had lots of information and distracted students. This term might seem new, but it has been used for a long time and has been changing through time.

The main approach of edutainment is to provide permanence of teaching by attracting the students' attention to all the process of learning. This involves different kinds of activities such as dramatizations, simulations, and use of technology. In the las field (Goktuna & Faruk, 2016) say that technology is transforming education since the first moment computers and education encountered in the same space. While there were efforts to design games specifically for language learning, research suggests that even commercial games have the potential to be valuable tools for learning without using any supplementary material for teaching purposes.

1.10. Language Skills
1.10.1. Speaking

This is an important skill that people develop when it comes to second language learning. This skill determines effective communication between people in daily life. In such a scenario, people must know the correct use of language and the correct pronunciation since they will not have time to think about what they want to say and then

translate it from their mother tongue. Therefore, a person with a lack of fluency in their second language might find it difficult to formulate a clear message. (Srinivas, 2019).

Speaking requires knowledge of the language. This implies the correct use of words and their accurate pronunciation. Also, knowing the context in which the language is intended to be used and the correct communication of the message (Hamidova & G'aniyeva, 2019). However, pronunciation is not the only characteristic that must be taken into account. In fact, fluency, accuracy, and intonation play an important role in the process of speaking.

1.10.1.1. Pronunciation

According to (Cambridge, 2021) pronunciation is the way in which a word is said. Even if it is the same language, it has a different way of pronunciation depending on the country and region. However, when we refer to second language learning, pronunciation faces several difficulties. For example, as (Lee, Kusey, & Sardegna , 2017) state in their paper, pronunciation in English as a foreign language classroom do not practice enough due to the low confidence of teachers about their pronunciation, insufficient training or lack of adequate materials for a correct pronunciation class. In addition, the insufficient practice inside the classroom makes this sub-kill have these troubles. But pronunciation is not the only concept that speaking involves.

1.10.1.2. Fluency

Fluency is another important factor of speaking. According to (Cambridge, 2021) fluency is "the ability to speak or write a language easily, well, and quickly". It demonstrates the ability or dominance that one has with a particular language. In the work of (Suzuki, 2020) determine that fluency has to do with cognitive processes, those oversee the storing of all kinds of examples and uses of grammatical forms in different contexts which is only possible after numerous hours of language use.

1.10.1.3. Accuracy

Another factor immerse in the speaking process is accuracy. (Cambridge, 2021) defines it as "the quality of being correct and without mistakes". This refers to the ability that someone has to use the language in a correct form, using the correct words depending on the context. In their paper, (Nasri, Namansiandost, & Akbari, 2019)states that accuracy must be developed, and some ways to accomplish that objective are through homeroom practice, language activities and discussions. Thus, it is important to practice the correct use of the vocabulary and the grammar forms to communicate a clear and well-structured message.

1.10.1.4. Intonation

The other factor to take on count is the intonation. The dictionary of (Cambridge, 2021) defines intonation as "the sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said". the intonation itself involves factors such as vibration, tone, articulation. This allows the

speaker to give the message certain characteristics for example, enthusiasm, friendliness, anger, questioning, excitement, depression and more. The intonation can give a message a completely different intention that is why learners of a second language must be exposed to real interaction so they will be able to identify the correct intonation for every situation (Nolan, 2020).

There are some other sub-speaking skills besides the ones exposed above. Those sub-skills are the following (Lackman, 2010).

Using functions, means using phrases for purposes such as giving advice and apologizing.

Turn-taking, means the speaker to know to interact correctly with each other respecting their times.

Responding and initiating, means the speaker know how to interact with each other asking for a response and introducing new topics.

Relevant length aims speakers to share a message with an appropriate length.

Repair and repetition, means the speakers can repeat the information to make sure the message is clear.

Range of words and grammar, means the speakers are able to use vocabulary and grammar structures depending on the topic and the context of the dialogue.

Discourse markers, means the speakers are able to use words and phrases to organize their discourse.

1.10.2. Listening

This skill is another key factor in language learning "Listening is an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words (Solak, 2016)". According to (Yurko & Styfanyshyn , 2020) listening is an "Efficient listening is an extremely important life skill and a key to effective communication". In this skill even motivation has important participation because it determines an effective listening since it will be necessary for the learners to respond if they are asked or to give opinions. In this skill there is a process in which all the information that is received must be interpreted and understood to use later.

1.10.2.1. Input and intake

The input and intake two concepts that explain how the information someone receives becomes into knowledge. In his research (Badger , 2018) says that "The distinction is important because language development does not result from the input to which learners are exposed but what the learners take in". He explains that the input is the information given to a learner and this information can be anything. What is important is that the learner can take in the real objective. On the other hand, intake is the process where the information is understood, and it can be used in different ways and not just in repetition of the exact words given. For example, by saying Mary had a lamb. Even though the input

may suggest that the main objective of the sentence is to inform the fact that Mary had a lamb, the further objective is for the learner to get familiar with the structure of the sentence.

1.10.2.2. Listening comprehension

Listening is a complex skill and factors like input and intake might not be enough to describe this process further the previous explanation. Nevertheless, a cognitive process of comprehension is always part of this skill. It is part of the activities that learners carry out. Understanding and memory storage are essential in the listening comprehension process. all the information received by the listener gets in this process and the brain is in charge of analyzing the information. that information is matched with previous knowledge in order to build new knowledge and use it in different contexts (Chen, 2020).

1.10.2.3. Listening sub-skills

Every language skill has a set of sub-skills that helps learners to understand each one of them. In the case of listening these are the most common used in language classrooms (Solak, 2016).

Listening for gist, means listening to get a general idea.

Listening for specific information, means listening just to get a specific piece of information.

Listening in detail, means listening to every detail, and try to understand as much as possible.

Listening to infer, means listening to understand how listeners feel.

Listening to questions, means listening and understand to answer questions.

Listening to descriptions, means listening for a specific description.

1.10.3. Skills development

Listening and speaking are important fundamental skills. The listening skills help learners to nurture their language with good models. When learners become aware of this process, they can improve their own learning and the way they learn better. The advantage of this learning awareness is that the students can learn from the models they pick and in the formats they choose. It is useful for them because they get familiar with grammar structures used in normal social contexts and expressions and formulas that are not part of a formal instruction. Thus, learners can adequate the information received, understand it and be capable of using the new knowledge in different scenarios. On the other hand, speaking is developed subconsciously helped by the listening skill. The improvement of speaking is related with listening. This is due to the intake and understanding of grammar, vocabulary, contexts, and pronunciation. Because of this, the motivation and self-confidence of the learner while producing spoken language are higher (Mart, 2020).

There are different ways in which these skills can be developed and stimulated. Inside the classroom there are several, for example the ones that (Srinivas, 2019) points out in his research as presentations, debates, speeches and more. all of them interactive and participative for the learners to develop their abilities and their own criteria. These activities help the students to practice speaking in the classroom and also develops their listening. Since the learners must listen to their peers' interventions and opinions, the rest of learners must be active listeners so they can elaborate an opinion and participate if required.

In this new era, technology is close to everyone and that is why numerous researchers have been involved in learning with technological devices. "Studies have addressed the usefulness of playing video games for fostering vocabulary development, listening skills as well as reading and speaking" (Parsayi, 2018).

CHAPTER II: METODOLOGY

2.1. Type of research

This research was done in Técnica del Norte University due to the facilities it has for the carry out of the research. This research used mixed methods research. The qualitative research aims to understand concepts and gather opinions and experiences about certain topics since it is characterized for being exploratory. In this study, it will be useful to know about the experiences of three teachers from the university. On the other hand, quantitative research aims to analyze numerical data and average information from a sample. For this reason, the quantitative research will provide information such as playing times, most played videogame and skills developed according to the participants (Posso, 2011).

For this reason, this type of research fits accordingly since the researcher will collect data from UTN students and teachers. Moreover, by using a non-probabilistic sample the participants of the research will be selected, which grants the relevance of the information in this specific research.

2.2. Research techniques and instruments

For the recollection of information, the technique used was survey and interview. The instruments were developed by the author, validated by the tutor and by two teachers from the "Pedagogía de los Idiomas Nacionales y Extranjeros" major. Those were aimed to gather relevant experiences and data regarding to language skills development and popular videogames. The surveys were applied to gather information from Técnica del Norte University to students from the major "Pedagogía de los Idiomas Nacionales y Extranjeros". The data gathered in this survey is related to playing times, most played videogames, and their experience regarding to language skills development. In this study, there is no need for a comparison between gender, age and ethnicity since the main objective is help students who like to play videogames a resource to help them develop their skills. On the other hand, the interviews were directed to teachers with experience using gamification and videogames. The information obtained in these interviews will be related to their knowledge about gamification; insights regarding motivation and relation between the student and the teacher; the way in which they manage the classroom while using gamification; the way that listening and speaking are practiced during this time and their experience using a videogame in their class.

These instruments were applied online using forms, a platform that allows the users to create a virtual survey. This was carried out in this way to keep the participants safe due to covid-19 restrictions. Moreover, both the three interviews and the surveys were applied in Spanish for the participants to understand the questions and facilitate the process. The universe of the study was 165 which participated in a survey that determined who play videogames. The result of that survey was 100 students who play videogames, and from which was taken a sample of 79 students using a sampling formula. On the other hand, 3 teachers were the participants for the interviews.

2.3. Research questions

Which are the main advantages that can be used in popular videogames to develop language listening and speaking skills?

Which are the main disadvantages that can be used in popular videogames to develop language listening and speaking skills?

What strategies can be used in popular videogames to develop language listening and speaking skills?

2.4. Variational Operationalization Matrix or Diagnostic Matrix

Table 1.

Variables

Variable	Concept definition	Dimension	Indicators
Videogames	A videogame is defined as "a game in which the player controls moving pictures on a screen by pressing buttons" (Cambridge, 2021). The technological devices have developed in such a way that are present inside the classroom. From presentation in a computer to online web pages with lots of information and activities.	The gamers work as a group to achieve goals.	Cooperation
		Motivation The videogame provides the sufficient motivation to make the gamer keep playing.	Motivation
		The gamers push themselves to be better in the game learning the mechanics of a game.	Competition
		The rewards of videogames make gamers want to achieve new goals and keep playing.	Experience
Language skills, listening & speaking	Speaking requires knowledge about the language. This implies the correct use of words and	Speak with logical flow without preparation, also the speaker is able	Fluency and Intonation

their accurate pronunciation. Also, knowing the context in which the language is intended to be used and the correct communication of the message (Hamidova & G'aniyeva, 2019).	to give intention to the message.	
	Correct use of words and pronunciation.	Accuracy and pronunciation
	Using phrases for purposes such as giving advice and apologizing.	Using functions
	The person is able to talk with other person, respecting times of interaction and opinion. They are able to understand and respond something related to the conversation.	Interaction
Listening is an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words. (Solak, 2016)	Listening for gist, specific information and details of a dialogue or conversation and understand it.	Listening for information
	Understands more than the information given about something that can be a description or fact.	Listening to descriptions and inferring
	Be able to understand questions and answer them.	Listening to questions

Note: Elaborated by the author 2021

2.5. Sampling

N= Known population. (100 students)

δ^2 = Varianza (0.25)

Z = Nivel de significancia 1.96

E = Margen de error 5%

N-1 = corrección para muestras

η = size of the sample that we want to know.

$$\eta = \frac{N * \delta^2 * Z^2}{(N-1)E^2 + \delta^2 * Z^2}$$

$$\eta = \frac{100 * 0.25 * 1.96^2}{(100-1)0.05^2 + 0.25 * 1.96^2}$$

$$\eta = \frac{96.04}{1.2079}$$

$$\eta = 79.5098932$$

$$\eta = 79$$

2.6. Procedure

To create the instruments, it was required the elaboration of a matrix of variables. After that, the variables were named, defined, and categorized. Once that was done a question was developed according to each indicator for its use in the survey. These questions were designed to the participants get a clear understanding. Then, the information collected from the participants was systematized for their further discussion with the use of graphics. Finally, with this data, a guide with advantages and strategies to improve English listening and speaking skills will be elaborated.

CHAPTER III: RESULTS AND DISCUSSION

In this chapter, it will be presented the analysis and discussion of the results obtained in the surveys through the use of graphics.

3.1. Students Survey Results

3.1.1. Videogame Players

In this part the results discussed are whether the participants of the survey like to play videogames or not. This is important because this study aims to gather experiences from those who like to play popular videogames.
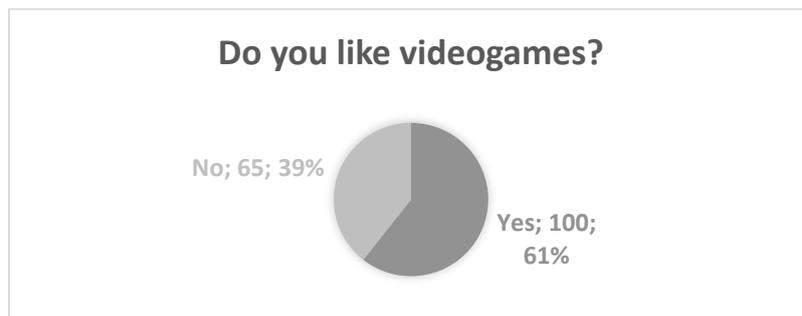
Figure 1. Videogame players

As is shown in Figure 1, from the 165 people that answered this question, 100 people like to play video games, and that will be the universe from which a sample will be extracted. In the end, the total number of people for this sample was 79. The purpose of this question is to find people's opinions on video games and, in this way, obtain relevant information for this study. Thus, from now on, the answers to the survey will be focused on the answers of the participants from the non-probabilistic sample.

3.1.2. Gender, ethnicity and age

In this part, it is shown the basic information about the participants of the sample, such as gender and age ranges. However, this information will not determine further data analysis comparing gender or age since the aim of the study is to develop a guide to help any student who plays videogames improve their language skills.

According to the surveys, in this sample there are more women that play videogames than men. Moreover, the range of age in the figure three shows that most of the participants are in the range from 21 to 23 years.
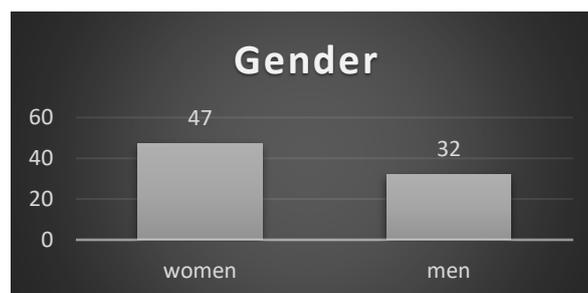
Figure 2. Gender
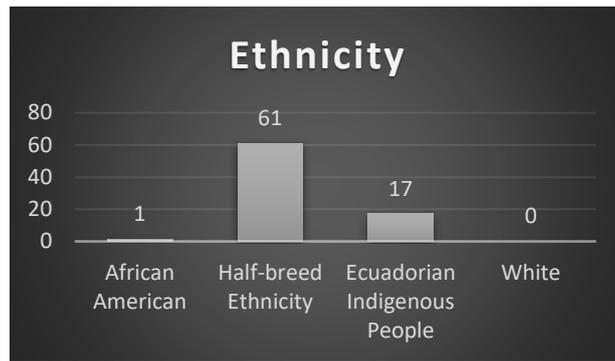
Figure 3 Ethnicity
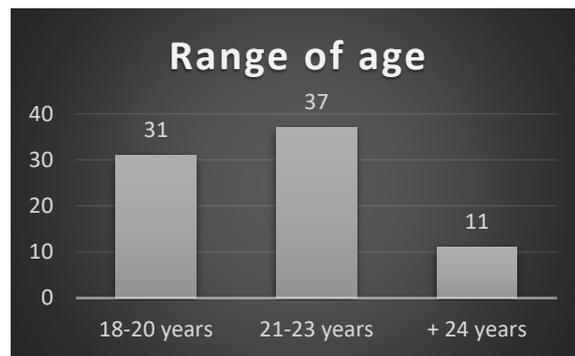
Figure 4 Range of age

3.1.3. Types of videogames

In this part the results discussed are, the participants' preferences referred to videogames.
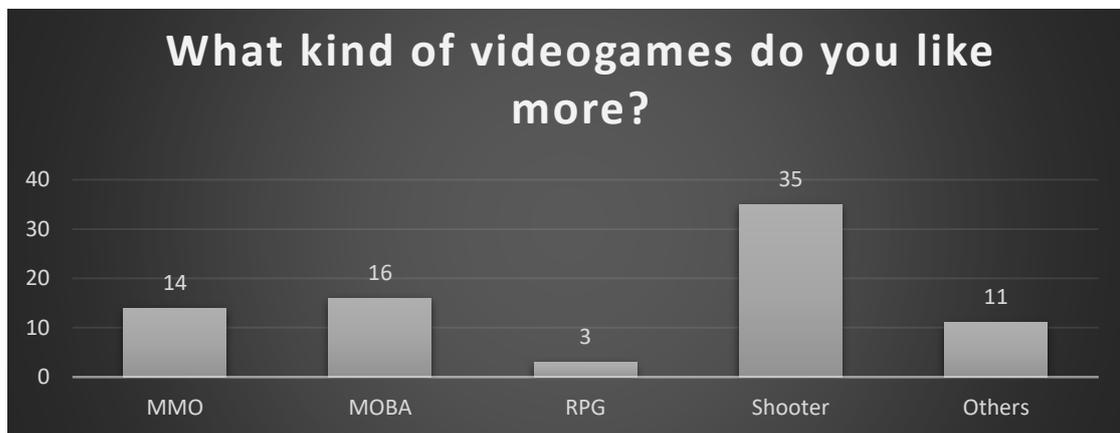
Figure 5. Types of videogames

As shown in figure 2, the most popular type of videogames are shooters. There is a wide variety of titles that follow the characteristics of a shooter game. Even though the main features and characteristics may vary, the essence of a shooter game is the same. People join a server online. Once in the game, the player can pick from a wide variety of weapons to help them achieve victory. There are different ways of achieving victory and it depends on each game the way it must be played. One of the main characteristics of this study is that most of these games require of a microphone to communicate with other

people in the game. Sharing information in the game is important to succeeding. As (Domas & Postic, 2018) state "Facilitation of communication is especially important in increasing the proficiency of a non-native English speaker. Most games tend to have either vast internal lore or a variety of systems interacting within the larger gameplay systems." In general, all the videogames share a characteristic that is relevant in recent years, that is the possibility of changing the language of the videogame. That allows to practice a language while playing and interacting with other players.

3.1.4. Playing time

In this section the results discussed are the number of hours that people spend playing videogames on a week.

Figure 6. Playing time

The majority of people play from 1 to 5 hours per week. This is relevant because it shows how important videogames are in the daily lives of people. In recent years, technology has been improving and being part of the new generations, which allows them to be skillful at using a smartphone, computer, or any other technological device. In consequence, videogames have been evolving and becoming more complex in their features. Moreover, some videogame characters have become popular cultural icons. Thus, as videogames evolve, those implement features that allow players to have more interactions and engage deeply thanks to the better graphics and story of each videogame (Domas & Postic, 2018).

3.1.5. Language improving and videogames

In this section, there is the result and discussion of language development through videogames.
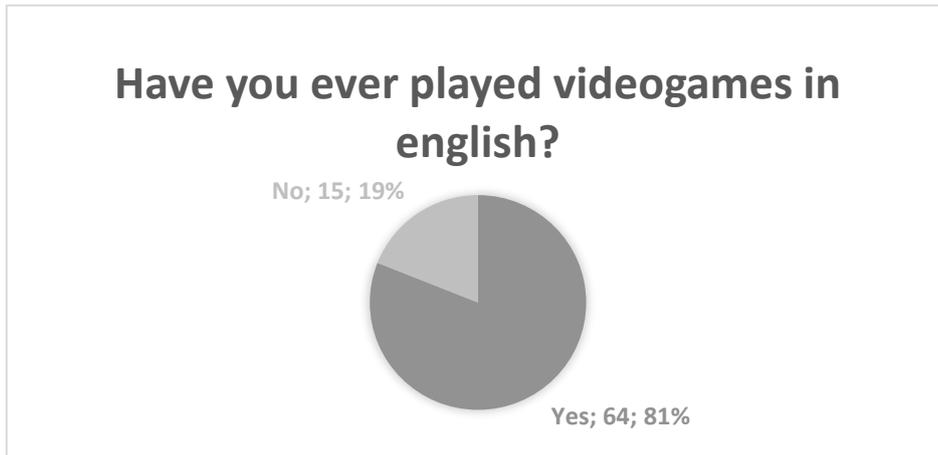
Figure 7. Videogames in English

This question allows the researcher to obtain information of their experiences with language development. As it is showed in the figure 64 people have played videogames in English. Those 64 answers will be considered for the discussion of the next three statements.
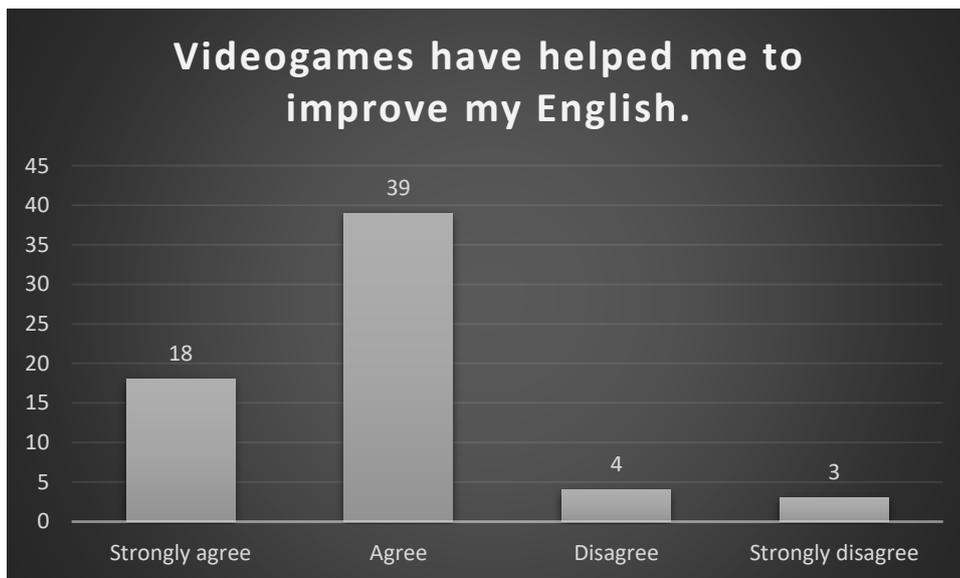
Figure 8. English level

Figure 9. English speaking
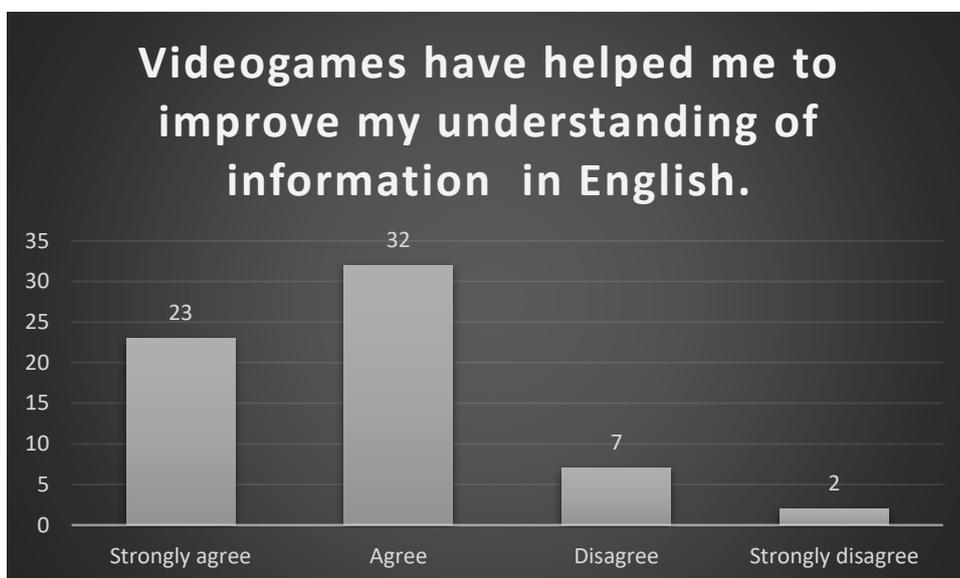
Figure 10. English listening

As the figures 5,6 & 7 show in a general view, most of the people agree that videogames have helped them to improve their level of English more specifically in their speaking production and listening. The complexity of new generation videogames allows players to be immersed in the world. Pop up messages and dialogues is certain types of videogames are helpful to continue the story of a videogame which enhances the language improving in the player (TNTESOL, 2008).

Many years ago, and even nowadays, some videogames were not translated into different languages and are available only in the language in which they were developed. In most cases, this language is English. For this reason, videogame players learn to play the videogame in English, and this forced interaction allows them to acquire some vocabulary. As time passes, this forced interaction becomes more natural for the player and they get familiarized with the concepts of the game and what needs to be done to

make progress in videogames. The dialogues that repeat multiple times are the ones that stick in the player's mind, which, because of the repetition, begins to associate words with their meaning. Examples of this are the instructions given to the players that are constantly appearing on the screens, and the dialogues of the characters every time they interact with the world. In the same way, videos help players develop their language skills. For example, regarding listening skills, the players listen to the characters and their dialogues. At first, it will make no sense until they listen to them multiple times, which allows them to build up meaning. Also, in other types of videogames, the players must communicate with their teammates, and for that, they will have to understand the information given by them through the voice chat. On the other hand, their speaking skills develop when the players repeat dialogues that appear on the screen or that were said by the main characters in the game. This has a positive effect on their fluency and pronunciation. In other types of videogames, players must communicate in order to provide necessary information to their teammate in order to win the game. (Kral, 2018).
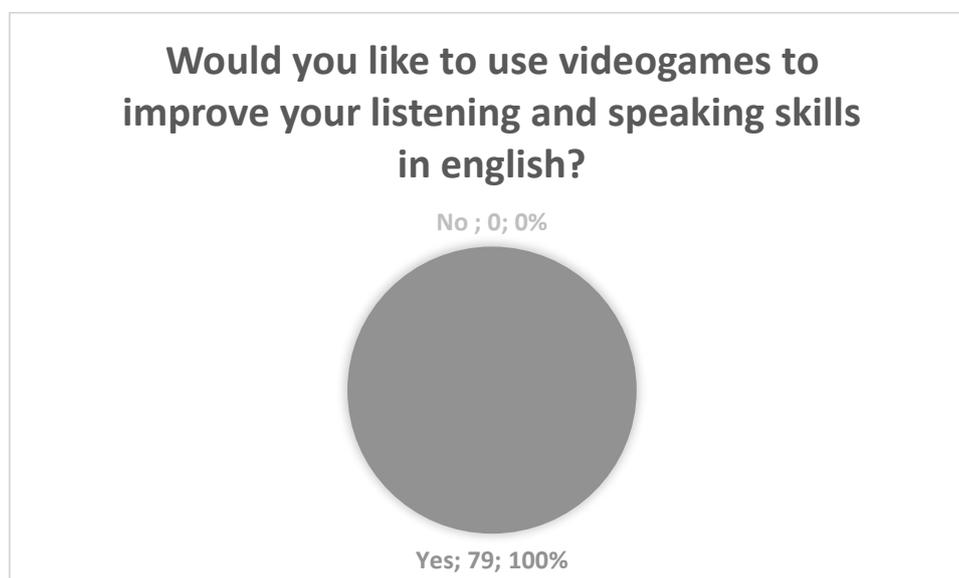
Figure 11. Videogames to improve English

The last question showed in the figure 8 aims to know whether the participants would like a sort of guide or way of improving their language listening and speaking skills while playing videogames. Al of them shared a positive answer towards this proposal. Videogames have the way of engaging people in their worlds, having a good time while doing it and without worrying about death lines.

3.2. Interviews Results
3.2.1. Information of the participants

Table 2

Participants Information

	Gender	Age	Studies	Years of teaching	Places of work
Participant 1	Male	49	Magister en lingüística aplicada a la enseñanza bilingüe. Licenciado en CC. EE. Idiomas	20	Universidad Técnica del Norte UTN Dostgrado UEmprende Unidades Educativas en Otavalo Pontificia universidad Católica del Ecuador sede Ibarra
Participant 2	Female	33	Licenciatura en Ciencias de la Educación Especialidad inglés Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés	13	Centro Infantil TernurAzul Escuela Fiscal Mixta Gonzalo Zaldumbide Instituto Tecnológico Otavalo Fundación Unidad Educativa Pensionado Mixto Atahualpa Unidad Educativa Víctor Manuel Guzmán

					Unidad Educativa Teodoro Gómez de la Torre
					Unidad Educativa Víctor Manuel Guzmán
					Unidad Educativa Gonzalo Zaldumbide
					Unidad Educativa Víctor Manuel Guzmán
Participant 3	Female	25	Licenciatura en inglés	2	Escuela Luis Leoro Franco
					Unidad Educativa Victor Manuel Guzman
					Centro Académico de Idiomas UTN

Note: Elaborated by the Author.

3.2.2. How can you define Gamification?

Interview 1

You have to know how to discern very well between what is gamification and what is game based learning. Gamification comes to be taking some aspects of what a game is and applying them within the class, some characteristics. It does not mean that we are going to play completely, no, certain things of what you use in games apply there. What could I tell you, there are activities in which it has been seen that you set a prize, right, and everyone goes for that. But here the award does not mean that everyone is fighting for it, no. It has to be a prize in which you give meaning to learning. The prize for example would be to improve a skill. So that would be what gamification is. Establish clear rules, establish instructions to get there. So, there is going to be a fun part, yes. That will also change the classroom environment, it will help.

Interpretation

According to the participant, there is a difference between Gamification and Game Based learning. However, there is no definition of the latter one given by the participant. To him, Gamification is no more than using some features of a game in favor of promoting learning. This definition, somehow, corresponds to what has been stated by (Lee &

Hammer, 2011) who define it as: "the use of game mechanics, dynamics, and frameworks to promote desired behaviors". From the answer given by the participant, it is also noticeable that the teacher participant has an experience using gamification as he discusses some important issues in the implementation of this strategy in the English classroom.

Interview 2

For me it would be the use of activities based on didactics, games, movement. The use of language through didactic games.

Interpretation

According to the interviewee, gamification enhances the use of language through didactic games and activities to keep the students active. As can be seen, the definition given by (Lee & Hammer, 2011) about gamification relates with the one of the participants in which its use promotes desired behaviors. Also, that gamification promotes the use of language.

Interview 3

I think it refers to online games where students can learn.

Interpretation

The answer of this participant differs from the one given by (Lee & Hammer, 2011) since gamification brings features from games to promote learning and not just games.

Discussion

3.2.3. How has been your experience using gamification?

Interview 1

Well, to tell you that one hundred percent I have used gamification, not as gamification because gamification is a resource that appeared recently. We are talking about exaggerated about 5 years ago no more but what I have used is game. I play in the classroom, and it has given me very good results. They are very good results because first the students love it, second it changes their mood.

Interpretation

According to the participant, he has used gamification in a small percentage for his class because it is a recent resource. However, in that small percentage of application he has seen good results due to the positive acceptance of the students. Additionally, the participant states that using gamification in class affects positively the mood in students.

Interview 2

As I have told you from the beginning, I have used strategies, training that I have had, and I have always looked for a way to learn new activities, games that allow me to solve problems that students have in terms of oral production. Games have always allowed me

that. Allow students to get out of their comfort zone, to get out of their own shyness, their fear of speaking, so using the language through games. In my experience it has been the basis of my actions as a teacher to be able to help my students to develop the language.

Interpretation

According to the second participant, the use of games in the classroom and her training in the use of these strategies allowed her to solve the needs of students in the area of oral production. Also, that it helps students to be more participative which has a positive effect in their language development.

Interview 3

As I mentioned before, I have not had much experience with the gamification part.

Interpretation

The participant explained her current position of experience using gamification since she has the knowledge about gamification but not the experience applying it.

3.2.4. How is the role of the teacher and the students defined during the process?

Interview 1

The role of the student logically becomes very active. The student does not have to sit down and it is over, definitely not. They must be active participatory, collaborative, in every sense of the class. The role of the teacher is not the center attention, because the teacher is the one who is going to give the instruction, clear rules, all that and that is it. Hence, who most moves in the activity are the students.

Interpretation

The teacher and student role according to the first participant can be define as active. He explains that the student becomes more participatory in the classroom. On the other hand, he says that the teacher role is not being the center of the class but being a guide during this process. This has a relation with the description of (Rabah, Cassidy, & Beauchemin, 2018) that says during gamification the students become more willing to participate and that the main objective of the teacher is to promote a collaborative environment.

Interview 2

It would be an active role for both parts, where neither is more or less than the other. It must be a shared role for both of them because both characters have the same importance. The teacher has to monitor for those things to go according to plan. But the student is the protagonist within the entire activity, and one cannot be the center of attention, but it would be a shared and active role I repeat for both parties so that things can go well within what one requires because sometimes the boys tend to get out of the activity. Sometimes for having fun or going out of that comfort zone because they tend to want to get out too much and there the teacher has to always actively return them to

the path you want to take them. Because in the same way they have to be active at all times, they are the protagonists so that is why it would be a shared role.

Interpretation

According to the second participant, the teacher and the student share an active role, and both are important during this process. She states that the teacher must monitor that the activities carry on according to the objectives. Also, the students tend to enjoy learning in this process because they become active participants in the class. Thus, as (Rabah, Cassidy, & Beauchemin, 2018) explain, the students learning is stimulated by the activities the teacher prepares for them. On the other hand, the teacher must choose the activities in order to be challenging enough to motivate the students to participate. Another thing that relates with the participant answer is that the teacher has the responsibility to guide the activities in a way that the main objective of such activity is reached.

Interview 3

I believe that the role of the teacher is to select games where they can contribute to student's learning. And the student can learn in a non-traditional way and thus also learn and be able to have some entertainment at the same time.

Interpretation

According to the third participant, the teacher provides an environment different from the traditional class where the student is a passive learner. This allows the students to enjoy during the process. In relation with the explanation of (Rabah, Cassidy, & Beauchemin, 2018) the students get to enjoy their learning since the teacher provides an environment that allows them to be active learners.

3.2.5. What are the advantages of using gamification?

Interview 1

There are a lot of advantages, one of the advantages is to get out of traditionalism, to get out of the typical class. The teacher comes to the front, writes on the board, repeats, memorizes and that is all. In other words, gamification has a sense that we are not going to have that monotony, but we are not going to abuse that either. We are going to spend all our time playing, no. Gamification gives you that incentive that in some parts or blocks of the class you will apply it a certain percentage. But there are also moments in which you have to take yourself out to analyze the cognitive part, the conceptual part. Another one is that a better relationship is created. There is a better student-teacher relationship. It does not mean that the student will lose respect for the teacher, no. In other words, its small hierarchical order is still maintained in a certain way. The teacher is the one that will help me in the organization of the activities. I say these would be the strong characteristics of what gamification is.

Interpretation

The first participant explains that one of the advantages of using gamification is that the class is no longer a place where the students just pay attention to a long lecture where the teacher is the principal character. Also, that using gamification does not involve playing all the time without an objective and when it is well structured it leads to an engaging environment. Another advantage according to the participant is that it develops a better relationship between the teacher and the student. This answer shares points stated by (Rabah, Cassidy, & Beauchemin, 2018) where they say that during gamification the main objective of the class is not playing since playing does not involve a learning outcome and gaming, if well-structured allows to achieve a learning goal.

Interview 2

There are several advantages. First and foremost, in my opinion is the development of oral production. Because when students see themselves wrapped in activities in the book, just filling in spaces or just grammar, they get bored easily and that does not allow them to develop precisely what we want, which is that they practice oral production in social situations. So, providing them with that social context as soon as they can develop oral skills through games helps them a lot. That would be the first, the development of oral ability and also to be able to provide moments for cooperative learning to develop since they help each other in an environment where they do not feel compared or pressured. Another advantage, giving them a trustful environment, an environment where they feel free to express themselves without being qualified for specific things but rather the development of their creativity and spontaneity. Being able to have fun is what lead many of the students to like English.

Interpretation

The oral production in real social contexts is the main advantage of using gamification according to the second participant. Also, that the environment during gamification allow the students to be more participative because they do not feel judged during the activities. Moreover, the students can help each other to improve their English while enjoying the activities. This has a relation with the explanation of (Rabah, Cassidy, & Beauchemin, 2018) because they say that during this process the students fell more motivate to participate and to collaborate with each other to achieve goals. Also, the students left aside the fear to talk and participate because gamification promotes an environment where they can share their ideas without being judged by the teacher. The participant also shares that this environment enhances the confidence of the students during the class and their participations which leads to the like for the subject.

Interview 3

From my point of view, I believe that students can learn something in a non-traditional environment.

Interpretation

The answer of the participant has a relation with the exposed by (Rabah, Cassidy, & Beauchemin, 2018) because the environment of gamification promotes the students to active learners contrarily to a traditional classroom.

3.2.6. What are the disadvantages of using gamification?

Interview 1

Inside the downsides of gamification. First the ignorance, by not having knowledge of what gamification is in itself. What could happen? That the teacher is going to be confused, that it is only to get to class to play and only play. No, every game must have its objective, it must have its reason. Why am I going to apply that, to see if this game is going to help me develop such ability. Well let's do it like that and structure it like that but if I don't have knowledge, it's over. Furthermore, time is a thing that has to be controlled. Sometimes a disadvantage of gamification is that we forget about time. We apply the activity, and we leave them just because they are having fun, because they are enjoying themselves. But we must also think from the other side, they have to learn something too. Through the game, yes, but they also must have their moments. There are times when some students are a bit shy and don't like to participate in certain activities. Also, you must analyze the level. Look, I don't know if gamification would be a good option for adult education or if it would be applied like that. It would be with a different level of activity. Hence for example I consider gamification a good option for young people and children but not for adults.

Interpretation

The first disadvantage state by this participant states that the lack of knowledge about gamification may lead to a misunderstanding of the process. Thinking that the students just play without a clear objective, and it is the same thing that (Rabah, Cassidy, & Beauchemin, 2018) warn when they say that "gamification is not about playing in the hour of class but rather using games which have a stablished objective. Another disadvantage stated by the participant is that sometimes the teacher does not measure the time of the activities and ends up letting the students do what they want because they are having a good time. Additionally, he says that gamification is good to be applied with children and young people, but it can be difficult to take out of their zones of comfort to shy students and grown adults.

Interview 2

Disadvantages is how I mentioned that students tend to drop out of the activity. So sometimes they feel too confident with their friends. Well, I tend to make my own groups when I do group activities with games. But even so there is always this too much confidence with certain members of each group that sometimes leads them to get out of the activity and sometimes to use too much Spanish which in my opinion is not bad. What I have learned the use of their first language within these activities but to a certain extent. But when Spanish becomes the first means to carry out these activities, that is when the

objective really gets out of hand and sometimes achieving that objective with all groups, especially when they are large groups like in my school that where about 30-40 students and sometimes you can't monitor all of them at the same time, so it's a bit difficult. That is where we get a bit out of hand to monitor everyone and that each group reach the same goal without departing from what we want from what we seek. So those would be the disadvantages or challenges that are usually found in these activities in my opinion and experience.

Interpretation

According to this participant, the students can drop out of the activity when they get to confident being with they close peers. This can, somehow, be related to what (Rabah, Cassidy, & Beauchemin, 2018) say about playing without an objective. If the students are not guided, they will end up playing without a learning outcome. Another thing that the participant points out as a disadvantage is the excessive use of the mother tongue. Additionally, that it can be difficult to monitor large groups of students and if that happens it can be difficult to reach a learning objective.

Interview 3

In my opinion I think that not having games or the necessary gamification so that students can reinforce the different aspects that need to be practiced and reinforced from what they saw in class.

Interpretation

According to the third participant, not analyze the students' needs and level can affect their learning outcomes.

3.2.7. How does gamification stimulate students to learn and how?

Interview 1

I have not applied it, but it looks a bit more motivating for both sides. In that case, the teacher is pushed a bit to get into the game. Also, there are times that some are not used to that, you understand me. Sometimes they consider that the subject is very serious and then they must take it that way. No, I see it that way, but it depends on how you approach it, face it and it can turn out very well and they would create a nice bond between teacher and student. Look, I believe that gamification existed for a long time in schools and pre-kindergarten in the kindergarten. What are they doing there? What does the teacher do, they play with the students and what results do they have? They have good results; I don't know why that idea changes when the levels go up. In the case of English, they make you paint, cut, play, jump, they do all that to you. Then they get to the school, and English has to be a very important subject and such things. Then they make it very serious and what happens with that? The boys end up hating English subject.

Interpretation

According to this participant, one way in which gamification stimulates the students to learn is that is not rigid. During this process, learning is important but is achieved in a way the student does not feel stressed or overwhelmed. Moreover, a better relation between the student and the teacher is developed. The participant also makes a notation in the fact that most children learn while playing and doing dun activities but that it changes as they grow. Consequently, the students end up in classrooms with too serious subjects that end up demotivating students.

Interview 2

Giving them a trustful environment, an environment where they feel free to express themselves without being qualified for specific things but rather the development of their creativity and spontaneity. Being able to have fun is what lead many of the students to like English. Also, to be able to have fun since many times they are not possible in other subjects and that thanks to our subject it is possible as teachers to implement different types of games.

Interpretation

For this participant, the reason why the students can get motivated is because of the environment. In gamification the teacher must provide an environment where the students feel safe to be themselves and to participate without being judged. Another important factor is that in the subject of English, the teacher can adapt activities that motivate the students to participate and enjoy while doing it.

Interview 3

In some cases, I think that students can be motivated to independent learning, and it can be a friendly environment for some and for other students it can be complex to have to use this.

Interpretation

According to the third participant, the students feel more motivated to learn because the teacher provides them more freedom and they have to be responsible for the improvement. However, the teacher must be a good guide of the learning process since it can be difficult for some students to feel comfortable and participatory.

3.2.8. How can you describe the environment of gamification?

Interview 1

Sometimes when I worked in the public company in the middle of the day, the environment is so heavy, you understand me. They come from lunch, or they are at the last hour of class. If we see it from the cognitive side like this, the results are not good but for example if you see it in a slightly funny way through a game here, a game there, no matter how tired they are, they react.

Interpretation

The first participant sees the use of games in class as a way to allow the students to be more active. It changes an unmotivating environment to a one where the students are more participative.

Interview 2

The environment is much safer for them. An environment of trust, more open for students becomes an environment without pressure where they feel more motivated to work then it is a better environment for them. Also, for the teacher because it gets out of the traditional and it is possible to work with better results.

Interpretation

According to this participant, the environment frees the students from their pressure because in gamification they can be more open about who they are. This participant also remarks that using games brings better results during the class since it is different to a traditional class.

Interview 3

In some cases, I think that students can be motivated to independent learning, and it can be a friendly environment for some and for other students it can be complex to have to use this.

Interpretation

According to the third participant gamification brings a friendly environment for the students which motivates them to be more independent learners.

3.2.9. Have you used popular videogames in gamification? If you have, how was the process to accomplish it?

Interview 1

When you talk to the boys and tell them what your favorite show is and they say is this, and when ask them, have you ever seen The Simpsons? Have you seen it in English? They say yes, I have seen it. Have you learned English there? If you look, these words and they give it, do you understand? Videogames, the boys are into it right now. Ask what kid is not into videogames. Street fighter I think it's called, Minecraft, and I don't remember the others that were in English. They are in there; do you understand me? So, it is their world right now. Why not take advantage of that to teach. I tell you the case of Minecraft, I have used Minecraft to teach, and it has given me very good results. I have taught the structure there be, there is, there are. And I have taught them that with parts of the city. I have told them, let's boys we are going to create our own house, they have done wonders and then we create a city, and they make the city and we put the places of the city and they have given me very good results. It is a very good tool, of course some of

us have a hard time because it is technology, we are not very immersed in technology, that is, we have to adapt. But very good, and they have learned, so you can see that there are results. In videogames, I know of a student who learned English only through games, such as game instructions, exclusive vocabulary in play. If you can take advantage of that. Well, that is my opinion.

Interpretation

According to this participant, he has heard about several videogames that popular around young people. In addition, he explains that he used the videogame Minecraft in class. He proceeded to talk about his experiences using this videogame. He used it to explain some grammar, the task of the students was to create their houses and the give a tour using the grammar structure of there be. Another thing that he taught wit this videogame was to give instructions and vocabulary for the city. Another thing that he shares is that it was difficult for him to learn how to play the videogame to use in the classroom but when he did it gave very good results. He adds that he had once a student who learned English through videogames.

Interview 2

I just started with virtuality this year and I use many virtual platforms of which some are logically based on the game, such as kahoot, quizlet, quizzes, educaplay, nearpod that have excellent activities to develop vocabulary. So, those were activities that have games and I made them do those activities. Many good things were achieved with those platforms rather than only use what we had in class. But I don't know if they are called video games.

Now, for example, I know that there are video games where students are immersed in interaction with people from all over the world and I have heard from high school students especially when I was working with them. They told me that they learn English through online videogames where through the Interaction with students from all over the world who mainly used English, and my students were very good at English without having had any courses; they told me it was due to the use of video games.

Interpretation

This participant explains that she has never used videogames in her classes; what she used were didactic online platforms that help students to practice what they learn and to participate more. However, when she was teaching in high school, some students told her that they have learned English mainly through playing videogames. It was evident because they had a good level of English. According to her answer, the students have told her that online videogames and interaction with people around the world helped them to achieve their level of English.

Interview 3

I have never used video games in the form of gamification.

Interpretation

The answer of the third participant is not valid for the study since she explains that she has never used videogames in her classes.

3.2.10. What language skills do you consider are developed using games?

Interview 1

Productive skills would be more focused. Within what are receptive, such as the game itself, it is more action, more participation, reading or writing perhaps would not enter much. But more productive ones like speaking or even writing when using the chat. when they are chatting in the videogame, they can be practicing writing. It could be done.

Interpretation

According to the first participant, the receptive skills will be in the first line of development. This is because games require more attention. The second pair of skills according to this answer are speaking and writing as the gamers could use the chat or voice chat to communicate with the other players.

Interview 2

First and foremost, in my opinion is the development of oral production. Because when students see themselves wrapped in activities in the book, just filling in spaces or just grammar, they get bored easily and that does not allow them to develop precisely what we want, which is that they practice oral production in social situations. So, providing them with that social context as soon as they can develop oral skills through games helps them a lot.

Interpretation

According to this participant, the first skill developed is speaking since they need to develop a certain level of social skills that are mainly oral.

Interview 3

I think it would depend on the game or gamification that we are using. I have heard that there are some who give oral instructions in what helps the student to develop the listening part. While others give instructions in written form. Consequently, students can develop perceptual skills of the language, and some may also be necessary for communication as the student can develop the speaking part.

Interpretation

According to the third participant, it depends on the type of game since there are different ones that help to develop specific skills. For example, some focus on listening, others in reading and some others help them to develop their speaking skills.

3.2.11. What are your suggestions to prepare or use gamification to teach?

Interview 1

First, to understand very well what gamification is. Its structure, its base and strategies that you use there as gamification and not to be confused thinking that it is only to go to play and it's over, no. To know how to understand that structure. To know how to select appropriate strategies to use within your class depending on the skill you want to develop. Knowing how to select the game too. Also, as a teacher you have to enroll, that is, get a little bit involved. In other words, you would have to play before class, and then go to play in class because perhaps that is the thing that we need. Not to be afraid of technology logically. Hence it can be a new and valid resource.

Interpretation

The first suggestion given by this participant is to know all the related with gamification to avoid misunderstandings of how to use it and what it is about. Another one is that the teacher must know how to adapt each activity to different levels and depending on the outcomes of each class. According to this participant it is very important for the teacher to involve in the activities with the students and not being just a monitor. Finally, the teacher must take advantage of the technology and not be afraid to use it in class.

Interview 2

First have a clear objective. If the objective is increasing vocabulary or work on grammar or work on the use or order of structures, as negatives or something like that. Because sometimes as teachers we want to work on some things and when we see that the students are not reaching different objectives, we despair and feel that the activity was a disappointment and went wrong and it is not. So, you just have to set the real goal that we can achieve with each group. It has to be somewhat realistic because we can't expect much at once. It must always be with the degree of difficulty defined for each group. So, defining the objective well is the main thing so that in the activity I focus only on that specific thing and the other problems and things that the children cannot use or handle yet do not frustrate me as a teacher. So first it would be that, fix the objective I want to achieve with the activity and logically, I think that is something that is learned with experience, choose the activity and complexity according to the level of the group, the number of students that I have, how many groups am I going to make in the class. Something that I would personally say that I know that many teachers may differ here, is that the teacher must be the one who should do the groups and that working in groups is in groups of 2 of 3 of 5 of 8 oneself puts the group. Although it is true, it is important to leave the student the independence or the freedom that they can choose. Many teachers say that this allows them to develop more, to be able to choose their own classmates, but I say that in order to have control of the activity and that it does not get out of hand, it is precisely to the teacher to choose strategically each member in each group. So, thinking about all that before launching a game is not just saying, well, let's play this and let's see how it turns out, no. You have to think well pedagogically how it will help us, what

challenges I may have, if I have already done it before what happened to me that now I have to improve with this group. And you can simply have fun with the boys, not become the policeman of do not talk, do not say, watch out, move, go away and not become that type of monitor, no, but an active monitor that moves in the activities. If you have to make jokes laugh with them and have fun with them in the activities that they do. If there is something funny that they say it, then laugh with them, not to punish everything that happens. Always with a clear objective. If my objective was vocabulary, I cannot punish them for misusing grammar. So, remove that condition from our minds that if you do not comply with everything; I already have to tell you that it is wrong, and I have to correct and I have to punish or discipline because otherwise they will speak badly. If we have a clear objective of the activity, then it will also allow us to be less stressed and calmer as to what is going to be achieved at the end of each game of each activity.

Interpretation

The suggestions of the second participant are setting clear objectives depending on the level and the skill to be developed. Another one is that the teacher must think about the challenges that might surge during the class and learn how to manage them if they do. The teacher must be part of the class and the activities, giving instructions and guiding the class also giving feedback. However, the teacher must give an environment where the students feel safe to participate and confident even though they make some mistakes. The teacher must get along with the students and laugh with the students if there is the opportunity. Finally, she states that the teacher must not act like a police force that makes the students afraid of using the language because they might make mistakes and once the teacher understands this the environment of the calls will be more adequate to promote the motivation of the students to participate in the activities.

Interview 3

I think that a good recommendation is that teachers can select games that attract students to practice different skills so that they can learn the language.

Interpretation

According to this participant, the selection of games and activities must be aimed to motivate the students to use the language by practicing the skills.

3.3. Discussion
3.3.1. Gamification

According to previous quotations in this research, gamification has been defined as (Lee & Hammer, 2011) "the use of game mechanics, dynamics, and frameworks to promote desired behaviors". Which makes gamification attractive is how it brings elements from games to a non-game environment and the way it is useful for language learning. This relates with the information given by the interviewees. They shared that gamification brings some characteristics of games to non-game environments. Moreover,

as (Rabah, Cassidy, & Beauchemin, 2018) state, contrary to what might be thought, gamification is not about playing in the hour of class. According to the interviewees, gamification brings variety to the class. However, the objectives of each class and activity must be stablished because it is not about playing without an objective. For this reason, the teacher must plan and adapt this concept and the activities in a way it enhances learning and motivates students.

The technological advances of this era allow some students to have technological devices that they use in their daily lives. Moreover, if these devices are included in the academic process, they can turn to be useful. According to the interviewees, gamification is an innovative learning strategy that can integrate digital and non-digital games to stimulate learners' language development in an environment where there was no space for games before. In addition, this strategy can successfully increase the intrinsic and extrinsic motivation, competition and interest of the students (Rahmani, 2020).

There are elements and principles stablished in the work of (Rabah, Cassidy, & Beauchemin, 2018). First, the visual status, it allows students and teachers to be aware of the progress make during the class. Second, social engagement, this one integrates how the students behave during the games in terms of collaboration and competition. Next, the freedom to fail, usually the classroom environment denies in a subtle way the students to make mistakes. According to the interviewees, gamification offers a safe environment where the students can participate and express themselves. That is what motivates students to be more participative and feel comfortable. It is precise to remember that the students get to do all the work during the activities and the teacher helps and guides during this process.

3.3.4. Videogames

"Nowadays, computer games are being used for more than simply entertainment. Some even argue that it is time for games to deal with more serious matters. One of the oft-mentioned serious uses of games is educational games" (Chee & Zaphiris, 2008).

Online multiplayer games tend to facilitate a way of practicing speaking that is different from the speaking that happens inside the classroom. Since most online games have a focus on action, quick decision making, and specifically quick relay of information, in online games, speed of communication is more important than form and sometimes correctness. The results of the surveys showed that the average amount of playing time is one to five hours per week. Depending on the videogame, the players can interact with people around the world. According to the interviewee that once used videogames to teach a class, they shared that using the videogame Minecraft had positive results on the motivation and mood of the students since they got creative in building their houses and decorating them. This video game was created to teach students about structures. On the other hand, the other interviewee has not used videogames to teach, but their students shared experiences related to videogames. This participant could witness how positive playing video games was for some students. They also said that they used

to chat with people from around the world, and that is why they were improving their skills.

3.3.2. Speaking

Speaking requires knowledge about the language. This implies the correct use of words and their accurate pronunciation. Also, knowing the context in which the language is intended to be used and the correct communication of the message (Hamidova & G'aniyeva, 2019). According to the participants, the development of each skill depends on the activity and the adaptations made for that activity. The main reason students develop speaking skills is because they have to talk with their classmates or other players to complete assignments. In videogames, this interaction is present depending on the type of videogame. Some videogames will require more oral communication among the players. This interaction is mostly with basic repeated commands that are useful during a game. Moreover, outside the game, they continue speaking with the other members of the things about things that are not necessarily related to the videogame.

3.3.3. Listening

This skill is another key factor in language learning. According to (Yurko & Styfanyshyn , 2020) listening is an " Efficient listening is an extremely important life skill and a key to effective communication". In this skill even motivation has important participation because it determines an effective listening since it will be necessary for the learners to respond if they are asked or to give opinions. In this skill there is a process in which all the information that is received must be interpreted and understood to use later. The interviewees did not share an explicit answer regarding listening. However, the relation of listening and speaking skills is close. Thus, whenever there is interaction between the students or between players, and as long as it is oral. These interactions depend on two parts, the one giving the message and the other receiving it. Understanding a language requires practice and the experts shared that one of the main objectives in their classes is giving the students the necessary knowledge so they can develop their own interactions even if they have some mistakes.

CHAPTER IV: PROPOSAL

The guide was created around the most popular genre of videogames according to the survey of the research project. It will be integrated with a general description of the videogame genre. Moreover, it includes a list of popular titles that represent the best of the genre. Regarding the skills development, there is a short explanation of which language skills will be more used depending on the genre, whether it be listening, speaking, or both. In addition, there is a chart in which are integrated the skill and activity related to that skill and the procedure to take the most advantage of the activity. Moreover, in the chart, there are the possible advantages and disadvantages that might be present while carrying out the activities. Finally, a particular videogame was used to develop activities that might be useful for the user-player to develop their skills in the best way possible.

Justification

This guide was made to explain the reasons why listening and speaking abilities are developed while playing videogames. The main genre of videogames used for this guide comes from the results obtained in the survey. This material is important because it allows players and gamer students to acknowledge the processes and activities that influence the development of language skills such as listening and speaking. Moreover, this guide will help them practice their skills in an environment different from a classroom by using activities designed to be applied inside the game or outside of it.

Title: Guide of English Listening and Speaking Skills Development Through Videogames

INTRODUCTION

The information displayed in this guide is the result of research, surveys, and interviews. The analysis and interpretation of the results are shared on an explicit way in this introduction.

Gamification

According to the research, gamification has been defined as (Lee & Hammer, 2011) "the use of game mechanics, dynamics, and frameworks to promote desired behaviors". Which makes gamification attractive is how it brings elements from games to a non-game environment and the way it is useful for language learning. This relates with the information given by the interviewees. They shared that gamification brings some characteristics of games to non-game environments. Moreover, as (Rabah, Cassidy, & Beauchemin, 2018) state, contrary to what might be thought, gamification is not about playing in the hour of class. According to the interviewees, gamification brings variety to the class. However, the objectives of each class and activity must be stablished because it is not about playing without an objective. For this reason, the teacher must plan and adapt this concept and the activities in a way it enhances learning and motivates students.

The technological advances of this era allow some students to have technological devices that they use in their daily lives. Moreover, if these devices are included in the academic process, they can turn to be useful. According to the interviewees, gamification is an innovative learning strategy that can integrate digital and non-digital games to stimulate learners' language development in an environment where there was no space for games before. In addition, this strategy can successfully increase the intrinsic and extrinsic motivation, competition and interest of the students (Rahmani, 2020).

There are elements and principles stablished in the work of (Rabah, Cassidy, & Beauchemin, 2018). First, the visual status, it allows students and teachers to be aware of the progress make during the class. Second, social engagement, this one integrates how the students behave during the games in terms of collaboration and competition. Next, the freedom to fail, usually the classroom environment denies in a subtle way the students to make mistakes. According to the interviewees, gamification offers a safe environment where the students can participate and express themselves. That is what motivates students to be more participative and feel comfortable. It is precise to remember that the students get to do all the work during the activities and the teacher helps and guides during this process.

Videogames

"Nowadays, computer games are being used for more than simply entertainment. Some even argue that it is time for games to deal with more serious matters. One of the oft-mentioned serious uses of games is educational games" (Chee & Zaphiris, 2008).

Online multiplayer games tend to facilitate a way of practicing speaking that is different from the speaking inside the classroom. Since most online games have a focus on action, quick decision making and specifically quick relay of information, in online games speed of communication is more important than form and sometimes correctness. The results of the surveys showed that the average time of playing time is one to five hours per week. Which depending on the videogame, the players can interact with people around the world. According to the interviewee that used once videogames to teach a class they shared that using the videogame Minecraft had positive results in the motivation and mood of the students since they got creative to build their houses and decorated them. This videogame was used with the purpose of teaching there be structures. On the other hand, the other interviewee has not used videogames to teach but their students shared experiences related with videogames. This participant could witness how positive was playing videogames for some students. They also said that they used to chat with people from around the world and that is why they were improving their skills.

Speaking

Speaking requires knowledge about the language. This implies the correct use of words and their accurate pronunciation. Also, knowing the context in which the language is intended to be used and the correct communication of the message (Hamidova & G'aniyeva, 2019). According to the experts, the development of each skill depends on the activity and the adaptation made for that activity. The main reason for students to develop speaking is because they have to talk with their classmates or other players to complete assignments. In videogames, this interaction is present depending on the type of videogame. Some videogames will require more oral communication among the players. This interaction is mostly with basic repeated commands that are useful during a game. Moreover, outside the game they continue speaking with the other members of the thing about things that are not necessarily related to the videogame.

Listening

This skill is another key factor in language learning. According to (Yurko & Styfanyshyn , 2020) listening is an " Efficient listening is an extremely important life skill and a key to effective communication". In this skill even motivation has important participation because it determines an effective listening since it will be necessary for the learners to respond if they are asked or to give opinions. In this skill there is a process in which all the information that is received must be interpreted and understood to use later. The interviewees did not share an explicit answer regarding listening. However, the relation of listening and speaking skills is close. Thus, whenever there is interaction between the students or between players, and as long as it is oral. These interactions depend on two parts, the one giving the message and the other receiving it. Understanding

a language requires practice and the experts shared that one of the main objectives in their classes is giving the students the necessary knowledge so they can develop their own interactions even if they have some mistakes.

General objective

Reinforce students' listening and speaking skills by practicing with the videogame VALORANT.

Specific objectives

Develop students' speaking skill through activities designed using the videogame VALORANT.

Develop students' listening skill through activities designed using the videogame VALORANT.

METHODOLOGY

For this guide the most important thing is to remember that you are playing for fun. That means that this guide does not intend to take away the fun will have while playing. However, there has to be a level of commitment in order to improve your language skills.

This guide is designed for players and/or students with a minimum level of English equivalent to A2. According to (Cambridge, 2022) the requirements this level states are the following:

- Understanding the basic phrases and expressions
- Understand simple written English
- Introduce yourself and answer basic questions about yourself
- Interact with English speakers at a basic level.

The guide was created around the most popular genre of videogames according to the survey of the research project. It will be integrated with a general description of the videogame genre. Moreover, it will include a list of popular titles that represent the best of the genre. Regarding skills development, there will be a short explanation of which language skills will be used more depending on the genre, whether it be listening, speaking, or both. In addition, there will be a chart in which are integrated the areas of skills development. Moreover, in the chart, there will be possible advantages and disadvantages that might be present while carrying out activities. Finally, a particular videogame will be used to develop activities for the user-player to help them improve their skills.

Scope and sequence

Table 3

Scope and sequence.

Unit	Areas	Skills	Advantages	Disadvantages
Shooters	Dialogues Communication Videogame Information	Speaking Listening	This type of videogames enables you to develop your skills through interaction with other players via voice chat.	It could be difficult at first to get to know all the vocabulary necessary for the game.
Role Playing Games	Dialogues Communication Videogame Information	Speaking Listening	Depending on the exact game you will be able to interact with many people at the same time.	
Adventure &Survival	Dialogues Videogame Information to Discussion	Speaking Listening	These videogames can catch you with gameplay and story which will help to pay attention to dialogues and improve your language skills.	Playing with other players might not be an option which means that You will only interact with the videogame itself.
Multiplayer Online Battle Arena	Dialogues Communication Videogame Information	Speaking Listening	Listening to all the dialogues of the characters might improve your listening and pronunciation.	The interaction with other players might not exist if you are not in the correct server.

Note: Elaborated by the Author.

SHOOTERS

This type of game allows the player to adopt a particular point of view where the virtual world in the game is entirely viewed from the perspective of a character holding a weapon, with a 360-degree viewpoint, absorbed in an action-packed 3-Dimensional rendered environment (Santokhee & Sharma , 2018). There are two sub genres which are first person shooter and third person shooter. The main difference between these two is perspective. An FPS simulates a typical human viewpoint, showing essentially what your character sees in game. On the other hand, a TPS pulls the perspective back and showcases your entire character and surrounding environment (Dwight Pavlovic, 2020).

Popular titles
- Halo
- Gears of war
- Doom
- Call of Duty
- Borderlands
- Battlefield
- **VALORANT**

Language skills

In this genre of videogames, both listening and speaking are used in order to communicate between the players. Giving information about what is happening in the match is of great importance when you play in a team. For example, telling the position of each member of the team and the enemies could be the difference between victory and defeat.

The following is a chart with the areas that can help you practice or/and develop your skills while playing that you should take on count.

Table 4

Shooters' Areas of Development.

Area	skills	Description	Advantages	Disadvantages
Dialogues	Listening Speaking	All videogames have voice lines and dialogues. Listen with attention to them and try to repeat them.	You will be able to recognize words since they will be recurrent in the voice lines of each character. The most you repeat the phrases, the most you will improve	Some dialogues might be difficult to understand and may lead to mispronunciations.

			pronunciation and fluency.	
Videogame's information	Speaking	Read the information given in the game, the name of the characters, names of guns and maps.	Your vocabulary will improve, and it is going to help you in the game and outside of it.	Some of the vocabulary you learn will only be useful inside the game for example: the names of the guns.
Communicating	Listening Speaking	To give and receive information with your teammates is really important. Try to give it even though at first you only use short phrases and pay attention to what they say.	The constant practice of basic commands will lead to a better use of those and giving more details as you get more experienced in the videogame and the language.	Sometimes people are not nice in the game nor with their words. In the end you will understand what they are saying even though it might not be positive.

Note: Elaborated by the Author.

VALORANT will be used in this part to explain with examples how to carry out the suggested activities. This explanation can be used in other videogames of this genre as convenient.

There have been phrases that have appeared since the videogame found a match. essentially means that the other nine people are ready to play. Before the actual match, there is a selection of agents from which the player can pick a character. Each character will say a unique phrase. Every ability and weapon have a name. There are codenames for specific locations in the different maps that are useful for giving information. Then there is the pre-match where the player can buy abilities, shields, and weapons. During this phase, some characters talk to each other, and the announcer indicates which phase the players are in. During the game, the players must give relevant information to kill enemies, such as their health, location, and use of abilities. Each character will say a word or a phrase while using an ability. When one team kills all the other enemies or disables the bomb, they win. This repeats until one team reaches 13 wins in a row. Each round has a duration of 2 minutes.

1. DIALOGUES

Videogames build up around narratives and gameplay. The combination of these allows a videogame to have features that the player can enjoy. The dialogues can help to the story development in general or a specific character. The interesting stories behind the characters and the plot itself can catch the attention of the player. The number of dialogues a character can have or say depends on the type of videogame. Furthermore, this is a feature that can be used to practice language skills.

Aims:

Sharp the ear of the player to catch different sounds and remember their pronunciation.

Develop pronunciation and fluency by repeating common dialogues.

Expose the player to the use of language structures.

Listening to dialogues

The important thing is for you to listen to the interactions of the characters and try to repeat phrases or words that you recognize.

If it is too difficult to understand some words, you can activate captions to read what the characters say. Some videogames have this feature available but not all of them.

This listening exercise helps the player to train their hearing and recognize more sounds of the language. Moreover, the recurrent dialogues and phrases will allow the player to have a constant practice.

Repeating dialogues

Once the player understands the sounds, words and phrases. The following step is to repeat what they listen to.

At the beginning it could be a word or two. There are usually words that mean strike, victory or defeat which can be a great set of words to begin with the repetition exercise.

Process using VALORANT

Listen to the sounds of the words and get familiar with the pronunciation. With practice you will be able to listen to the whole phrase and get all the words.

Repeat the sounds that you listen the most and add more until you can repeat whole words.

The interesting part about doing these activities with videogames is that since the player is enjoying the gameplay and story or the excitement of the strategy. The repetition of words and phrases will occur without extreme difficulty.

Practice time

Receiving: For the first activity, you can take 3 minutes to watch the YouTube video created by PopLoon without reading the captions and get familiar with all the phrases and the way the agents pronounce them: https://www.youtube.com/watch?v=IDxrZ8dEt7E

Understanding: Take another 3 minutes to listen the audio without reading the captions and underline the words you recognize.

a) <u>Jokes</u>   d) Duty   g) Hunter   j) Trail
b) Viper   e) Allies   h) Prepare   k) Word
c) Wash   f) Reyna   i) Phoenix   l) Hiding

Evaluating: Take 3 minutes to fill the gaps with the words in the box to complete the phrases. There are two extra options.

| Prepare, duty, jokes, seek, trail, know, way, begins |

- __Jokes__ over you're dead.
- I've got your _____.
- The hunt _____.
- Your _____ is not over.
- I _____ exactly where you are.
- Get out of my _____.

Responding: With a partner, take turns to repeat the phrases in the video. One says the allied phrases and the other says the enemy phrases.

Ally	Enemy
Open up the sky.	Prepare for hellfire.
Watch this.	Get out of my way.
Come on let's go,	Jokes over, you're dead.
Your duty is not over	You will not kill my allies.
I am the hunter.	Nowhere to run.
Let's go.	Off your feet.
Where is everyone hiding.	I know exactly where you are.
Watch them run.	Scatter.
Here comes the party.	Fire in the hole.
They will cower.	The hunt begins.
Don't get in my way.	Welcome to my world.

Initiated.	You should run.
Seek them out.	I've got your trail.
I'll handle this.	Who's next?

Pre-speaking: Take 3 minutes to watch the YouTube video created by PopLoon. There are voice lines that the agents say during the selection phase. While watching the video try to remember who says each phrase: https://www.youtube.com/watch?v=wU-km3uIpH4&t=95s

Match the following phrases with the correct agent.

Just take a seat, I got this.	Reyna
I am both shield and sword.	Breach
Wherever they run I will find them.	Sage
They have no idea how heartless I am.	Omen
Stand in my way I dare you.	Sova
I am the beginning; I am the end.	Phoenix

While-speaking:

Take 4 minutes to watch the video created by PopLoon about Brimstone: (https://www.youtube.com/watch?v=dfpXAr1kPvw). Who is he talking to in the phrases below? Fill the blanks with the names. Find mistakes in the sentences and the take turns with your partner to repeat the correct phrases. There are two mistakes in each sentence.

- __Sage__ if I die out there, you are not in charge. No one has to look after these knuckleheads.
- _____ remember that you can save everyone. We save who we can, that's not enough.
- It's season in the enemy _____. If you get a shot of that hard take it.
- Let's kill that _____. Our team lost soul: I want to keep it way.
- _____ watch those toxins this time. I am not breathing in that crap again.
- _____ we need rays on the enemy. Tell us where they hide.

Post-speaking: In pairs, compare your answers and take turns to repeat the sentences. Also, share which one was your favorite phrase from the whole video and why. Try to help your partner if they have difficulties.

2. VIDEOGAME'S INFORMATION

Videogames are usually created around a story that makes them catchy for players. Thus, the information of the background of the characters and other features tend to be interesting for the players. However, if you are not that kind of player you will have to read want it or not the information about the functions of abilities or weapons to win a game. One way or another, reading the information of the game will help the player to memorize important words and use them when necessary.

Aims:

Memorize important words and information relevant for the game.

Practice pronunciation of words.

Give meaning to words by context and experience

Reading out loud

Giving meaning to the memorized words can be complicated. But if you use those words constantly and see wat happens when that word is present will be very helpful.

Reading out loud the words will help you to develop fluency since it would get easier.

Process using VALORANT

If you are a beginner, you can try reading out loud important words such as the names of the maps, nick names of the agents and their abilities.

Some characters will say the names of their abilities. You can use this trick to know if you are pronouncing it right.

Reading out loud some words will help you to develop fluency because it is constantly present to you. That helps your memory to internalize the word, how it is written, its pronunciation and meaning.

Practice time

Pre-speaking: In the official web site of the videogame VALORANT there is the information of al the characters. You can check out the information there or in the game. For this activity the agent Neon will help but you change the agent and apply the instructions for this activity: https://playvalorant.com/en-us/agents/

Read the description of your agent.

"Filipino Agent Neon surges forward at shocking speeds, discharging bursts of bioelectric radiance as fast as her body generates it. She races ahead to catch enemies off guard, then strikes them down quicker than lightning".

Grammar

Simple Present

Simple present – affirmative		
Subject	**Verb**	**Complement**
I	am	
We You They	are	the hunter
He She It	is	
Negative			
Subject	**Verb**	**Not**	**Complement**
I	am		
We You They	are	not	the hunter
He She It	is		
Questions		
Verb	**Subject**	**Complement +?**
Am	I	
Are	we you they	the hunter?
Is	he she it	

Note: Elaborated by the Author.

While-speaking: In pairs, share what do you think about your agent based on the biography you read. You can use the words below to help you create sentences. For example. *Neon is fast*.

Vocabulary

- Awesome: extremely good
- Fast: moving quickly
- Smart: intelligent
- Lethal: can cause death
- Strong: having great force
- Cool: people admire it
- Kind: thinks about others' feelings
- Aggressive: violent with someone
- Precise: that is exact
- Fearless: that is not scared
- Charismatic: people like them
- Mysterious: something unknown

Post-speaking: Have a conversation with your partner about the agent you think is similar with them. Explain why you chose that agent. Help each other if someone has problems.

3. COMMUNICATION

A main feature that videogames have is the possibility of chatting and communicating with other people playing the same game. This communication happens through messages and game calls, being the las one the most important depending on the videogame. The information shared in the games is usually related to the gameplay or strategy to win. However, that is not a limitation for the players to share their opinions and thought with their teammates. For this reason, communication in videogames allow players to practice language skills such as speaking and listening.

Aims:

Exposure of the players to real verbal interactions with other people.

Share information relevant to the game and the personal life of the player.

Understand the information given by other players.

Sharing information

During the game the players will have to share important information that allows them to achieve victory.

Videogames are not just for playing without a purpose. For gamers is not just execute strategies and show their abilities. Videogames allow gamers to share with friends and make new ones in the process.

Share opinions and stories with friends is good to have a great time even though you use basic structure of a new language.

Receiving information

Understand the information given by your teammates during the game will help you to win and overthrow the enemy.

Videogames were made to enjoy and having friends to listen to their jokes and basically just listen what they have to say helps to the main purpose of videogames.

Pay attention to what your friend or teammates tell you, it might help you to win the game and a new friend.

Process using VALORANT

Give information of the position of the enemies. If they are alone or in groups. If you start just with a couple of words, it might be helpful for your teammates.

Understanding the meaning of words might seem difficult but with practice you can identify the names that other player uses to refer to all the parts of the map. Remember those names so the next time you hear those names you know what to do.

Try to be friendly and if no one greets at the beginning of the game be the first one to say hi.

The players using this guide will have a notion or level of expertise at playing their favorite game. The challenge of this guide is that the player uses a different language to play that game.

Practice time

Receiving: Watch the video created by FNATIC VALORANT about the callouts that are basically the names of specific locations in the map. Remember that you can use other map with these same activities: https://www.youtube.com/watch?v=IbZlm2ezyn4

For this activity, go to the minute 6:40, that part is about the map called Ascent.

Understanding: Underline the call outs that are not mentioned in the part of the video related to Ascent.

Triple box	Lamps	Tree
Green	Pizza	Flower
<u>Jungle</u>	Teleport	Screens
Jail	Bench	Garden
Market	Bike	Wine

Evaluating: Put the missing names in the map with the information you remember from the video. You can use the words from the previous activity too.

Figure 12. Ascent map. Taken from PlayVALORANT.

Responding: For this activity you have to get in the game with a partner and create a custom match. You and your partner are going to get in the game in the map of Ascent. One of you is going to say random locations of the map for example: Go to pizza; and the other person has to go to the location in the map. Change roles after each correct action performed. If you cannot practice in the game, one of you is going to say random locations of the map and the other must point it in the map from the previous activity without looking the map of the previous activity.

Figure 13. Ascent map empty. Taken from PlayValorant.

Pre-speaking: Take 10 minutes to check out the YouTube video create by Gameleap Valorant Pro Guides. It is about terms used during the game that will help you to understand to your team. https://www.youtube.com/watch?v=NlBNSwrSgMg

Order the letters to form words from the video and match them with their meaning.

To plant the spike in one on the sites.	oetart
To move from the position of one site to another.	antigbi
To kill an enemy with one bullet.	aptnl
To distract the enemy so an ally can kill them.	erlkur
The person who kills people when they rotate	eon hotso

While-speaking: In pairs, you have to tell your partner the definitions below and they have to answer what was the name for the definition. Take turns to answer.

- When you can shoot through walls to kill enemies. __Wallbang__
- When you buy cheap weapons to have credits the next round. _____
- When you don't buy anything to have credits the next round. _____
- When you predict where the enemies will go, and everyone is there. _____
- When you die but your teammate kills the enemy. _____
- When you or another player have more than one person ready to kill you. _____
- When you as an ally to buy you a weapon. _____
- When you shoot an angle before you see it. _____
- An upper surface where an enemy can be. _____
- An under surface where an enemy can be. _____
- When you defuse the bomb but immediately take out your gun to kill an enemy. _____
- When you let the enemy plat the bomb and your team try to go back and kill them. _____

Post-speaking: Get in the game with a partner and play a death match. You are going to communicate giving information using the terms that you learn in the previous activity. You can use the phrases below as guide to give information.

"There are two in mid" "I just killed one" "Someone in B" "Need healing, please" "Rushing B or A or C" "Someone kitchen" "Cover me, please" "Use flash" "Give information"

Non-videogame environment extension
- Repeating dialogues. The person can improve their speaking since constant exposure to English through listening and speaking will allow the person to remember words. Furthermore, remember the pronunciation, meaning, and context. This will also introduce the person to new language structures and make it easier to understand how they are used and in which situations.
- Communication. Once the person gets used to the names of the maps and how to make call outs on every map, it can be mechanized. This leads to a player that knows how to communicate in the game, but it also leads to a person that can interact with others, not just about the game but also about making comments with other players and even having short conversations. This boost in communication will allow the person to have more confidence while using the language in a non-videogame environment and also pay attention to their interlocutors.
- Reading out loud. The person will be able to learn new vocabulary and get familiar with new structures. The ones that are more recurrent will allow the person to use them and create complex interactions with other people.
- Exposure to English is important because it allows the person to practice the things that they know, learn some new ones and most of all not forgetting the basics of the language.

CONCLUSIONS

The information gathered for this research project was varied and helpful. There are numerous research papers related to language learning theories, methods, and strategies. Also, there are numerous research papers about using videogames in the process of learning a new language. This group of research papers has helped to develop this research project. However, it must be taken into consideration that the information related to language learning theories, methods, and strategies is from decades ago. There are recent studies that talk about these language learning processes, but they are based on the fundamental postulates of the authors of these processes.

The participants of the interview shared their experiences using gamification in their classrooms. They shared how this process can motivate the students and make them feel more comfortable while participating in class. Moreover, they explained that videogames can be helpful in connecting with the students' interests, which also generates a better relationship between teacher and student. Another important thing is that some students shared with these teachers that videogames helped them improve their English. The survey assisted in determining how much time these students spent playing video games and which genre was the most popular among them.

The result from the survey showed that shooters were the most popular videogames in this study. The guide was developed based on these findings. The importance of this guide lands on the need for some students to acknowledge the effect of the actions they take in the game that help them improve their skills. Also, the activities are useful for the students to push themselves a little and take their time practicing while enjoying the videogame.

RECOMMENDATIONS

It is recommended to research about the focus of different studies made based on videogames related to learning processes. Depending on the study it can be useful a different theory. Additionally, new studies that involve videogames could be useful in this era of technology to help people in general to learn a new language.

The participants for the interview had a long experience in teaching and the learning processes. However, if one of the main areas of the study is videogames it is recommended that the participants have some experience using videogames as part of the lessons in the classroom.

It is important to keep in mind that not everyone is a gamer, so it can be hard to use this guide as it is displayed inside a classroom. Additionally, the elements required to carry out the activities outlined in this guide cannot be found in all academic contexts. However, it is encouraged to make the necessary changes and adaptations in such a case.

GLOSSARY

Table 6

Glossary

Acknowledge	Verb	/əkˈnɒl.ɪdʒ/	To accept, admit, or recognize something, or the truth or existence of something.
Adaptation	Noun	/ˌæd.əpˈteɪ.ʃən/	Something produced to adjust to different conditions or uses, or to meet different situations.
Attractive	Adjective	/əˈtræk.tɪv/	Causing interest or pleasure.
Confidence	Noun	/ˈkɒn.fɪ.dəns/	The quality of being certain of your abilities or of having trust in people, plans, or the future.
Cooperation	Noun	/kəʊˌɒp.ərˈeɪ.ʃən/	The act of working together with someone or doing what they ask you.
Development	Noun	/dɪˈvel.əp.mənt/	The process in which someone or something grows or changes and becomes more advanced.
Environment	Noun	/ɪnˈvaɪ.rən.mənt/	The conditions that you live or work in and the way that they influence how you feel or how effectively you can work.
Exposure	Noun	/ɪkˈspəʊ.ʒər/	The conditions that make available an opportunity to learn or experience new things.
Feedback	Noun	/ˈfiːd.bæk/	Reaction to a process or activity, or the information obtained from such a reaction.
Fluency	Noun	/ˈfluː.ən.si/	The ability to speak or write a language easily, well, and quickly.
Gamer	Noun	/ˈgeɪm.ər/	Someone who likes playing computer games.
Interaction	Noun	/ˌɪn.təˈræk.ʃən/	An occasion when two or more people or things communicate with or react to each other.
Mechanics	Noun	/məˈkæn·ɪks/	The particular way something works or happens.
Motivation	Noun	/ˌməʊ.tɪˈveɪ.ʃən/	Enthusiasm for doing something.
Participate	Verb	/pɑːˈtɪs.ɪ.peɪt/	To take part in or become involved in an activity.

Performance	Noun	/pəˈfɔː.məns/	How well a person, machine, etc. does a piece of work or an activity.
Proficiency	Noun	/prəˈfɪʃ.ən.si/	The fact of having the skill and experience for doing something.
Shooter	Noun	/ˈʃuː.tər/	Videogame genre characterized by the use of weapons.
Stress	Noun	/stres/	Great worry caused by a difficult situation, or something that causes this condition.
Videogame	Noun	/ˈvɪd.i.əʊ ˌɡeɪm/	A game in which the player controls moving pictures on a screen by pressing buttons.

Note: Taken from (Cambridge Dictionary, 2022).

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ANNEXES

Annex A. Teachers interview

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS: INGLÉS

- This interview is directed to two experts in the field to gather information from their experiences using gamification

• Tell me about you what your name is?

• How old are you?

• Where did you study?

• How long have you been teaching?
• How long have you been involved in gamification process? What was your first encounter with gamification?

1. How can you define gamification?

2. How has been your experience using gamification?

3. How is the role of the teacher and the students defined during the process?

4. What are the advantages of using gamification?

5. What are the disadvantages of using gamification?

6. How does gamification stimulate students to learn and how?

7. How can you describe the environment of gamification?

8. Have you used popular videogames in gamification? If you have, how was the process to accomplish it?

9. About language skills, what do you consider are the key factors to enhance language skills development?

10. What do you consider are the most appropriate games and activities to develop listening and speaking?

11. What are your suggestions to prepare or use gamification to teach?

Annex B. Students survey

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS: INGLÉS

- This survey is directed to students with experiences dealing with English and videogames on a general way. Those students will be selected from another survey that will determine the sample.

Do you like videogames?

-Yes

-No

What kind of videogames do you like more?

-MMO (World of warcraft, Minecraft, Cyberpunk)

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

- MOBA (League of legends, DOTA2, Smite)

-Rpg (Skyrim, Final fantasy, Dark souls)

-Others (which ones)

How many hours per week do you spend playing videogames?

- 0 to 5

- 6 to 10

- 11 to 15

- more than 16

Have you ever played videogames in English?

-Yes

-no

Rate the following statements:

Videogames have helped me to improve my English.

-Strongly agree

-Agree

-Disagree

-Strongly disagree

Videogames have helped me to improve my fluency and pronunciation in English.

-Strongly agree

-Agree

-Disagree

-Strongly disagree

Videogames have helped me to improve my understanding of information in English.

-Strongly agree

-Agree

-Disagree

-Strongly disagree