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COMERCIAL VIDEOGAMES AS A TOOL OF AUTONOMOUS LEARNING FOR ENGLISH LANGUAGE ACQUISITION.

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4. Gamificación	Gamification
5. Teoría del Video Juego	Video game Theory
6. Ludología	Ludology

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RESUMEN DEL CONTENIDO EN ESPAÑOL E INGLÉS (Máximo 250 palabras – 1530 caracteres, aplica para resumen en español):

Summary

The research process was executed in the academic context from the 603 grade from the Public Educational Institution Policarpa Salavarrieta, main subsidiary from the city of Girardot, Cundinamarca. The main objective of the project was to determine the educative potential of commercial video games as a tool of autonomous learning in the English language acquisition as a foreign language in order to provide a more accurate approach towards its use and application in an educative environment, focusing its results in the Girardot region. The present objective sought to address the problem of low levels of: attention, interest and knowledge towards the English area; supposing that commercial video games are not considered as an educational tool given their implications of entertainment, therefore, the value of their impact is reduced, limited or blocked to exercise as a support factor in the processes of acquisition of a foreign language, for that reason, this work was performed with a qualitative approach and through applied research, determining that the implemented methodology corresponded to a ten weekly work, in sessions of four hours in which the students played freely and the pre-service teachers offered hints and guidance to the difficulties found in video games, being this process an autonomous work from the students due to them during their gameplay process they learn to their own pace.

Resumen

El proceso de investigación se realizó en el contexto académico del grado 603 de la Institución Educativa Pública Policarpa Salavarrieta, sede principal de la ciudad de Girardot, Cundinamarca. El objetivo principal del proyecto fue determinar el potencial educativo de los video juegos comerciales como una herramienta de aprendizaje autónomo en la adquisición del idioma inglés como idioma extranjero para brindar un enfoque más preciso de su uso y aplicación en un entorno educativo, enfocando sus resultados en la región de Girardot. El objetivo actual buscó abordar el problema de los bajos niveles de: atención, interés y conocimiento hacia el área de inglés; suponiendo que los videojuegos comerciales no se consideran una herramienta educativa debido a sus implicaciones de entretenimiento, por lo tanto, el valor de su impacto se reduce, limita o bloquea al ejercicio como un factor de apoyo en los procesos de adquisición de una lengua extranjera, por ese motivo, este trabajo se realizó con un enfoque cualitativo y mediante investigación aplicada, determinando que la metodología implementada correspondía a un trabajo de diez semanas, en sesiones de cuatro horas en las que los estudiantes jugaban libremente y los profesores en formación ofrecían sugerencias y orientación para las dificultades. que se encuentra en los videojuegos, siendo este proceso un trabajo autónomo de los estudiantes, debido a que durante su proceso de juego aprenden a su propio ritmo.

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**COMMERCIAL VIDEO GAMES AS A TOOL OF AUTONOMOUS LEARNING FOR
ENGLISH LANGUAGE ACQUISITION**

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FACULTY OF EDUCATION

**UNDERGRADUATE PROGRAM: BASIC EDUCATION WITH EMPHASIS IN
HUMANITIES: ENGLISH AND SPANISH**

GIRARDOT

2018

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Gratitude

Each and every one of the achievements always have highs and lows, the effort, dedication, commitment and responsibility with them sometimes demand sacrifices, some simple, some others difficult. Therefore, in the present gratitude, I will expand and mention each and every one of those who took part in the fulfillment of this achievement so longed for and so phenomenal.

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At the same measure, I thank my classmates, who also gave me their support, guidance and entertainment to continue with this process, in a more strongly way they gave me the confidence to never gave up on myself no matter how difficult the road was and above many things, to persist and persevere; I greatly appreciate the moments we have shared working or having fun, because they were wonderful.

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Miguel Ángel Zerrate Diaz

Gratitude

At first instance, I want to emphasize that this academic process to me has been completely extensive and exhausting; at some moments I thought that I could not fulfill my dream of completing such stage in my life; but, in the course of my long time studies, I have met many obstacles and sometimes I found myself in situations I could not take anymore and face them in order to finish them, but despite the time that I have spent in these harsh moments, I decided that this is the moment I need to complete this stage; my will, my dreams, my desire and a little bit of luck placed me in this moment of my life, but my most and intimate dream to see myself in future projects and finally fulfilling my most deep and desired wish: to leave the country and succeed on my own merits in faraway lands, away from critics and judgments of ungrateful people.

I would also like to thank my family for their extensive contributions, advice and words of motivation in their desires and their great will to finally see their son, brother, grandson and nephew, finally graduated and with my superior education process culminated, as it is important for us to see me finishing with university studies which started a long time ago, but I want to highlight my young sister Natalia, who during our brother/sister conversations, she mentioned the desire to see her older brother, finally graduated.

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Edgar Leonardo González Gutiérrez

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Summary

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Keywords: Commercial video games, autonomous learning, English language acquisition, gamification, video game theory, ludology

Sommaire

Le processus de recherche a été accompli dans le contexte académique du troisième groupe de la sixième année dans l'Institution Educative Publique Policarpa Salavarrieta, branche de la municipalité de Girardot, Cundinamarca. L'objectif principal du projet était de déterminer le potentiel éducatif des jeux vidéo commerciaux en tant qu'outil d'apprentissage autonome de l'acquisition de l'Anglais comme langue étrangère, afin de fournir une approche plus précise sur son utilisation et son application dans un environnement éducatif, concentrant ses résultats dans la région Girardot. L'objectif actuel vise à résoudre le problème des faibles niveaux d'attention, d'intérêt et de connaissance de la culture des pays anglophones. Étant donné que les jeux vidéo commerciaux ne sont pas considérés comme un outil éducatif en raison de leurs implications en termes de divertissement, la valeur de leur impact est donc réduite, limitée ou bloquée en tant que facteur de soutien dans les processus d'acquisition d'une langue étrangère. Pour cette raison, ce travail a été effectué avec une approche qualitative et par le biais de recherches appliquées, en déterminant que la méthodologie mise en oeuvre correspondait à un travail hebdomadaire par sessions de quatre heures, au cours desquelles les étudiants jouaient librement et les enseignants en formation offraient des conseils sur les zones recensées. Les jeux vidéo, étant ce processus un travail autonome de la part des étudiants qui en ont besoin pendant leur processus de jeu, ils apprennent à leur propre rythme. Les sondages, les tests et les entretiens ont mis en évidence l'impact positif de l'utilisation des jeux vidéo commerciaux. Ainsi, parmi les résultats les plus positifs, l'acquisition des expressions de la vie quotidienne, du vocabulaire ainsi que l'amélioration de la compréhension de la langue apprise.

Afin de donner un aspect positif aux jeux vidéo commerciaux et à leur application en éducation, ce projet illustre son utilisation et sa transcendance dans les contextes où ils sont immergés.

Mots clés: Jeux vidéo commerciaux, Apprentissage Autonome, Acquisition De La Langue Anglaise, Gamification, Théorie Des Jeux Vidéo, Ludologie.

Introduction

Knowledge is a common setting from human beings and the best way to access knowledge itself is through daring to know, searching and inquiring; the best method to further into knowledge is by recalling all of it that catches our attention, so much, when a challenge is faced, no obstacle is enough, even its access being in a foreign language. English language, by historical value, social, cultural and technological, has entailed to reinvent education, and these so called reinvents have dabbled through technological devices. Nowadays, technology plays a very important role and technological devices are a great tool from which video games can be highlighted, and let us not to forget video games have had a very important role in everydayness to students: through challenges, stories, overcoming situations, etc., in which students can identify and feel safe by themselves as they could improve their academic process due to every video game is a world full of possibilities that teaches something and it is as a great importance as a good quality book.

It is essential to start by clarifying that commercial video games are all of those video games distributed and commercialized in the market. There are some video games which are designed to be part of the educative context according to many researches, within these, are the programmed video games exclusively and only for academic purposes (the so-called serious games or educational games) however, commercial video games are not considered useful in the learning processes due to its main purpose is to entertain, on the other hand, autonomous learning is understood as the process that allows students to become the authors of their own educative development. Therefore, granting autonomy through a meaningful method (Little, 1991), even if it could, achieve the acquisition of English as a foreign language. Clearly, both concepts do not have a relation whatsoever. Although education should be meaningful with entertainment as one of its many requirements, commercial video games, in themselves do not have a strictly educative objective, which may be the cause of such separation.

Thus, to analyze this problem it was essential to mention some other causes such as the educational paradigm, interpreting paradigm as an example or model; considering commercial video games as examples of a teaching methodology, which leads to think that video games generate a bad, social and academic habits on students, as well as anti-values. Although, certain negative factors are alluded to video games, such as those presented in a research conducted by the

department of psychology at Yale University and the department of psychology at the University of Washington in 2003, in which 121 students worked with two classes of video games: **Doom** a violent video game about the annihilation of monsters and demons, and, **Mahjongg: clicks**, a videogame to match tokens, which determines (after multiple analyzes and through the Implicit Association Test) that:

In this study, participants who had played the bloody and violent video game **Doom** for 10 min subsequently associated the self-more with aggressive traits and actions on an IAT, but did not associate themselves with aggressive traits on a variety of self-report measures. These findings suggest that the short-term effects of game exposure on the self-concept, at least in this study, were strongest at an automatic level. (Uhlmann & Swanson, 2003)

Alluding to these negative factors which are given by an automatic conditioning and in most cases, do not remain as dominant factors, but despite this, within the same educational paradigm, professors type casted in rudimentary methods do not consider video games as an educative tool as well as the empirical knowledge acquired by students.

Thus, the use of commercial video games in academic contexts, for the sake of academic improvement in the English area, can lead to benefits of high educational value. In this sense, not only students are benefiting in this process, so that teachers and the institution in general are, as it provides a more systematic and autonomous approach to the acquisition of a foreign language. When there are tools, media resources and technologies to provide students with a methodology and a different way of acquiring a foreign language. It is important to keep in mind that all these technologies must be used appropriately and with an implicit objective, such objective must not be offered to students in a clear and concise way for its rapid solution but, to allow students to be able to discover it and explore how the process of acquisition of a foreign language can become more transcendental when it is not limited only to an obsolete learning paradigm and teaching.

In order to consolidate the contribution of commercial video games, the current research project was applied in the 603 grade at Policarpa Salavarrieta school which is a public school located in Girardot, Cundinamarca. The application of this project, helped to identify the students' acquisition process in a foreign language which is English; with the purpose that students improved their English level in an unconscious way; which allowed the project's objective which corresponds to determine the educative potential of commercial video games as a tool of autonomous learning in the English language acquisition; as a foreign language is developed in such a way that students

acquire a positive concept regarding the use of commercial video games in the school environment. Therefore, it was executed through two video games: *Parasite eve 2* and *Silent Hill*, those video games were worked weekly with two hours per session, requesting students to keep present the thematic mentioned by the pre-service teachers and conducting a weekly one hour to manage topics and achieve its more precise acquisition. Since video games focus on the search of important objects and the solving of puzzles that allow the progress of the story and with the attempt to conclude it and the student gets to know the aforementioned background of the video game, seized video games encourage to learn in an autonomous form recurring to the inquiry of the dialogues within the games.

1. Problem Statement

1.1 Problem Approach

Video games have been a social element, a tool for human and social teaching and a device for leisure and total detachment from socially determined educational environments.

What was summoned in this problem approach, corresponded to the factors that commercial video games presented as tools of total detachment from educative environments. It is argued according to the educational and social parameters that its objective is completely remove it from the academic task and it sought to integrate commercial video games into the academic context, it is not with an educative intention, but with the intention of entertainment. Therefore, the process of adapting commercial video games as a learning source is still far from being applied as a serious educational environment, and to be applied as an educational process. It must not be assumed that its application is generalized or disordered. Hays (as quoted in Baierschmidt, 2012) warns: “We should not generalize from research on the effectiveness of one game in one learning area for one group of learners to all games in all learning areas for all learners”.

Despite all the advances that have been made referring to the technological and social nature of commercial video games; these are still reduced to entertainment and worse, usually associated with social problems. Although they can occur, it does not fully allude to video games. Then, such mentioned problems are emphasized through media situations in which (if) a commercial video game is present it becomes a crucial factor to defame and degrade commercial video games in reference to everything that has been represented as: anti-values of society. Eco U. (as quoted in Vilanova, 1965, p.59) mentions that:

La industria editorial se distingue de la de dentífricos en lo siguiente: Se insertan en ellas hombres de cultura, para los que la finalidad primera (en los casos mejores) no es la producción de un libro para la venta, sino la producción de valores para la difusión de los cuales es el libro el instrumento más idóneo.

If video games are what they like, it does not serve them to learn, what demands educative needs, thus, it must be like culture men inserted into publishing industry. Therefore, video games have its commercial factor, but within its characteristics there are many factors of academic nature.

Students would never consider commercial video games as a learning tool, due to students see in video games ways of competing, demonstrating skills and improving gaming skills.

The project was executed at the educational institution Policarpa Salavarrieta from Girardot; it is a public educational institution and such population in which it was applied, corresponds to the 603 grade within this institution. It was performed in junior high school with students from the 603 grade who attended the premise, students find more enjoyable such activities involving games with electronic devices, while they are more likely to learn with activities that challenge their abilities. “Video games with their constant presentation of challenges to solve, cycles of interaction and feedback, and multiplayer/virtual community aspects clearly seem to fit into the constructivist paradigm of learning” (Baier Schmidt, 2012, p.3) Unfortunately, the English level is not present, even at a basic level students’ unbeknown concepts and themes that are not familiar to them, and they might be able to identify some animals, fruits, numbers and colors in general. Students’ unbeknown areas that allow them to execute a simple dialogue, sentence making or ideas connection. This was evidenced during the development of the diagnostic test, in which students stated that they could not adequately discern properly towards the questions.

The aforementioned and also due to social, cultural and educational factors, many of the students perceive English as a mere subject since it has not been implemented in a significant way and although they are able to relate the language with internationalization (they understand that if they travel abroad they must speak English). They do not conceive that this process is constant, with dedication and autonomy. Therefore, as a general factor students do not strengthen their knowledge in English because although they are entertained (through video games or surfing the Internet), they consider the English subject unattractive and irrelevant to be implemented with an emphasis on English.

1.2 Research Question

What is the educative potential of commercial video games in the English language acquisition as an autonomous learning tool in the 603 grade at Policarpa Salavarrieta School?

2. Objectives

2.1 General Objective

To determine the educative potential of commercial video games as a tool of autonomous learning in the English language acquisition as a foreign language.

2.2 Specific Objectives

- To identify the key features of commercial video games in order to use them as a tool to achieve meaningful learning in the English learning process.
- To support the English learning process in the students based on the use of commercial video games.
- To determine to what extent commercial video games' implementation impact in the English learning process in an autonomous way.

3. Justification

This research project comes from the motivation within the pre-service teachers to provide an alternative English learning way focused on commercial video games to provide an educational relation between an alternative methodology and the academic contributions that these could provide. Seeking to generate an ideal of critical and positive thinking regarding its use and importance in the academic and social context from the participants as well as focusing its projection reflected in both contexts. With the will of providing an appreciative idea of commercial video games. The project is justified from the purpose to generate an academic approach towards commercial video games and their application in the academic field with the motivation to encourage commercial video games and its relevance in education which, added to their results. It will greatly increase their chances of transcending the determined goal. Determining, as well, that the present project sought to provide teachers, students or stakeholders from Girardot city of the department of Cundinamarca, a bibliographic source regarding another ways of teaching, as well as, introducing a more positive and educational approach to commercial video games, thus contributing to strengthen the academic processes in the region.

Given this project's objective it is necessary to highlight that during the last few years, video games have taken a wide spread in the academic context. This spread can be evidenced according to researches that had been executed in an internationally and nationally field. One of the international researchers who has contributed to link video games and teaching process is Marone Rozzoni Massimiliana, in her thesis *"el uso de los videojuegos en la enseñanza de la lengua inglesa, creatividad y edutainment por una mejor excelencia de la didáctica"* (2012) executed in Italy, whose objective was to present a brief analysis with respect to the use of video games, as an educative super-technological instrument, as well as the research of Natalia Padilla Zea *"el uso educativo de los videojuegos"* executed in Spain, in which as a primer, presents examples of use of video games in educational centers in which among stands out: the teaching of mathematics and geography with PC Soccer 7, the promotion of values with NBA live 2007 and writing stories with Harry Potter and the Goblet of Fire.

To highlight in our national researches, the teaching degree work from Gina Paola Medina Gomez & Gina Alexandra Aragón Riaño: *"El videojuego online Neverwinter, una propuesta didáctica para contribuir en los procesos de enseñanza y el aprendizaje de inglés como lengua"*

extranjera” (2015) executed in the city of Bogotá, the research aimed to find dynamic and innovative methods that contribute to the teaching/learning process of English as a foreign language. But not all video games must have the online feature, we can highlight an investigation with a completely educational video game (totally commercial, given the platform where it was launched) developed by the Nintendo Company for the Nintendo DS handheld console. The research “*videojuegos como vehículo para el aprendizaje de vocabulario en inglés*” (2012) performed by José Alfredo Jiménez Quintero & Sebastián Ricaurte Pineda and the research developed by María Judith Rozo Cabra “*Videojuegos: una alternativa innovadora para el aprendizaje del inglés*” (2016). We can determine that these recent investigations provide a general aspect of the influence of video games in the educational context, as well as the objective, that video games can be applied in educational contexts.

This proposal is executed with the objective of encouraging an evaluative idea of commercial video games, which applied in academic contexts, it gave participants and readers a clear and argued idea of the advantages of commercial video games, therefore, the purpose and achievements to accomplish correspond to:

To identify the aspects of commercial video games that can be useful to design teaching strategies in order to achieve a meaningful learning in the English learning process. Due to traditional methodologies are proving to be ineffective for teaching and acquiring new knowledge, the use of technologies which allows the extent and acquisition of English as a foreign language from an electronic approach should be exploited. “The video game had gained recognition (if not respect) in academia and had acquired the status of nostalgia and a historical, cultural object”. (Mark & Bernard, 2003, p.11)

Executing the research with regards to determine the educative potential of commercial video games in educational contexts allows us to bring up the theories of Stephen Krashen (which demarcate and guide the present investigation) among which the treated theories are: the input hypothesis, the monitor model and the natural order, delimited as a theoretical guide, the most appropriate methodological process for the development, is to execute the process under the qualitative approach in conjunction with applied research. Thus, allowing the present process to lead to determinant results related to the objective of the project.

To achieve a meaningful learning in students based on commercial video games for English acquisition as a foreign language with the purpose to prepare them for a globalized context given

social, labor and personal future policies. To determine into what extent commercial video games implementation, impact the English learning process in students as they provide knowledge in an unconscious way, using entertainment as a broadcast medium. Which allows students to keep abreast of their apprehensive process and be able to critically identify their autonomous academic learning process:

Even as the video game is clearly a unique medium and worthy of attention and forms of theory that can address it specifically, narrative elements and conventions taken from other media are still present to a great degree in many games, and a spectrum of positions exist combining ideas and terminology from various movements, even as the terms and definitions are not always agreed upon (*ibid.*, p.12)

With the previously mentioned purposes and accomplishments, achieving the project contributes socially to present a different and unbiased idea of commercial video games into the academic sphere as well as allowing educational actors to increase their teaching and learning spectrum on which they are providing new ideas for new methodologies for those who wish to implement commercial video games into teaching even in learning. Having determined the social contribution, the academic contribution cannot be suppressed. For this reason, the academic contribution from the project is to present a theoretical research and applications that certify and endorse the advantages of using commercial video games in the autonomous learning process of the participants respecting to the acquisition of a foreign language in this case English.

4. Background

The issued section featured the investigative background of the current project. All the information presented previously, provides a reference towards the work executed and encourage, as well as promote academic and educational ideas regarding commercial video games and their application in academic contexts. In international references we have: ‘El uso de los videojuegos en la enseñanza de la lengua inglesa, creatividad y *Edutainment* por una mejor excelencia de la didáctica’ de Marone Rozzoni Massimiliana (2012). The previously mentioned background, introduces a brief analysis of video games as super technological educative instruments, determining their presence in the current market and their impact on education. Also, mentions that *edutainment* is a magic word that teachers from the future must keep in mind and, thus, unite new technologies, creativity and entertainment in order to achieve greater effectiveness in their teaching processes. She remarks that video games from adventure genre has proven to be a major motivator in terms of understanding spoken English and memorizing words. All of this presented under the new educational philosophies; being Marc Prensky, Ken Robinson and Shigeru Miyamoto, the educational guides innovators.

Also, in our country the project: ‘El videojuego online Neverwinter, una propuesta didáctica para contribuir en los procesos de enseñanza y el aprendizaje de inglés como lengua extranjera’, from Gina Paola Medina Gomez & Gina Alexandra Aragon Riaño (2015). Such project, executed in the educational institution Compartir Recuerdo, located in the municipality of Ciudad Bolívar in Bogotá, with the objective of determining the contribution from online video game "Neverwinter..." in the teaching/learning processes from 11th grade students. The project application sought to find a dynamic and innovative methods using ICT such as video games as a technological tool. Conducted as an intervention proposal for a social problem in determined context. Finally concluding that video games contribute to improve the teaching and learning processes by approaching the topics in a more interactive, attractive and enriching way, stimulating communication skills in English and linking them to their learning processes.

‘Aplicación de los videojuegos a la enseñanza de lengua extranjera en educación secundaria’ Aitor Hermoso Garnica (2014). With the firm objective of analyzing the possibilities and effectiveness of video games as a tool in the teaching/learning process, the project inquiry and

provides a positive view of them in the process of teaching English language. The so-called digital natives, offer to professors a new challenge since as students conceive technology and its use as a characteristic of their own, it is difficult for non-digital natives to achieve an adequate process with technologies that students are capable of manage easily but they hardly focus with an educative character. Thus, the project sought to significantly improve the learning of English language through video games. Concluding, that the use of video games significantly improved students' linguistic competence, as well as their oral comprehension and grammar. Also, demonstrating that their application increased the involvement in the subject from students with low grades, increasing motivation in terms of teaching and learning processes.

All of the previous investigations (demarcated in the use of videogames) would not have had its relevance, application and reference, if it had not been for the works of Espen Arseth and his colleagues from the journal *Computer Game Studies*, starting its serialization on July 2001, titled as: *Computer Games Studies, Year One.*, where it demarcates the great phenomenon of computer games and its importance in future research, academic, social and cultural conceptions; so much has been its popularity that the aforementioned magazine is still valid, being its last publication in April 2018. Likewise, Gonzalo Frasca in 1999, in his book *'Ludology meets narratology'* gave the first ideas regarding ludology, as well as the popularity that attributes to nowadays. Due to these works, many researches have chosen to apply video games as a teaching or learning tool, or as a teaching/learning tool, asserting that the focus is determined by each investigation.

All the investigative processes must have theoretical references of linguistic order, for that reason the present project ties in with the theory of language acquisition from Noam Chomsky with the theoretical postulates of Stephen Krashen, granting special attention to S. Krashen without underestimating N. Chomsky, converting one and another in a constant and unitary relation. Therefore, the text of: *'The input hypothesis. Issues and implications'* from 1985 by Krashen is an obligatory reference. In his text, Krashen postulates the hypothesis in relation to the acquisition of a second language, likewise, he mentions the characteristics of each one, its possibilities and limitations, as well as its implications, which clearly allows its execution to be versatile. Among his hypotheses (which are five) it is found: *The Acquisition-Learning Hypothesis, The Natural Order Hypothesis, The Monitor Hypothesis, The Input Hypothesis and The Affective Filter*

Hypothesis, possessing each and every one of them, is the objective of securing the acquisition of a second language.

As each research process has its theoretical referents, in equal conditions it is sought how to execute them in the most pleasant and viable way possible, among all these processes stand out the autonomous learning, which Little (1999) with his book: '*Learner Autonomy 1: Definitions, issues and problems*', where it introduces the areas that characterize autonomous learning, its misunderstandings and most accurate reasoning possible.

5. Theoretical Framework

Since their creation video games have been a debate and study cause, for this reason, the video games relation with the academic context has many variable results. Since discredit extreme results, until accredit extreme results.

The amalgam of approaches (academic, social, cultural, etc.) where video games have played a role have given them vast varieties and possibilities for their application. Given that, video games have increased their popularity in many instances and context. Unfortunately, some people still have the ideology that video games are just for entertainment and nothing can be learned from them. While this ideology persists, as well as “fill the notebook” in the classrooms, video games do not have a significant and transcendental progress in the academic context and they are always a faraway study experience.

When it becomes a faraway study experience, the learning turns into autonomous, and this kind of learning is very valuable in the academic context because it lets students to expand their knowledge with self-style and in a more efficient, versatile and adaptable way, etc. The autonomous learning plays a very important role in the academic context even it has been validated as a valuable learning style and sometimes autonomous learning is badly influenced because it grows from students' likes and concerns. It is hard to organize useful ways to apply video games in the educational field due to it depends directly from students which means they decide what or how they want to learn.

In order to have a general idea about the aspects that were handled in this project. First, it is going to give a concept of video games, their theory introduction and the theories that are supporting the autonomous learning which are related to the approach that were used in the project. In addition, the project it is going to mention about the autonomous learning and its relation with video games. Finally, it was introduced the advantages and benefits from this society.

5.1 Autonomous Learning

The concept of autonomous learning has been linked to misconceptions about it. Therefore, it is crucial to determine an objective in which autonomous learning has been closely linked from their initial conceptions which Little (1991) refers to “the capacity for autonomy will be displayed both in the way the learners learns and in the way he or she transfers what has been learned to wider context”. With this objective in mind, it is essential to mention that autonomous learning can be mediated and that such mediation it is not going to boost learning and how the student learns or wishes to learn.

Given the autonomy, learning lies in each student therefore it exempts the teachers from taking responsibility for their apprentices. Moreover, it influences the organization and the support of new ways of teaching each and every one of his students. Therefore Rogers (1994) asserts:

“The role of the education, if we are going to survive, is the facilitating change and learning. The only man who is educated is the man who has learned how to learn, the man who has learn to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security”.

Therefore, autonomous learning provides both, students and the teacher an approach that will benefit both sides. Students are capable to be aware of their learning process at their own pace and under their rules, even so, if they have a "subject" to learn students will seek to learn it based on their own interests without feeling the pressure to learn under an "established order" the acquired learning will be significant. For the teacher, they will provide an entirely new vision among the students which allows them to seek, develop and apply new ways of teaching that will fit the students' learning styles. Aforementioned, the students and the teacher will be able to be collaborative for the benefit of the same goal.

Students have their own ways of learning and each one of them is addressed according to the situations in which the student is and each way of learning must be performed; as far as possible, with strategies that allow what is learnt and meaningful. Burillo (as quoted in Carolina, 2012) mentions that: “Los investigadores en el campo de adquisición de lenguas, como los psicólogos cognitivos, coinciden en afirmar que un aprendizaje eficaz requiere determinadas estrategias de aprendizaje, incluso más: la transferencia de dichas estrategias a situaciones diferentes a aquellas

en la que se aprendieron, para así, poder resolver nuevos problemas” Autonomous learning is the academic process with a great versatility because it allows students to learn at their own pace and under their own parameters. “Essentially, *autonomy* is a capacity - for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning” (Little, 1991).

Therefore, the role and work of the teacher according to Burillo (as quoted in Carolina, 2012) affirms that: “consiste en ayudar a los estudiantes a aprender a aprender, y a convertirse en aprendices autónomos dado que, a mayor responsabilidad asumida en el proceso, mayor aprendizaje”. Thus, when the student assumes that the learning process is strengthened, due to professor’s position in front of the students is from total individual responsibility. Students’ academic focus also increases and provides a feeling of responsibility that is rewarded with each academic, social and solving process of situations that the learning itself helps to develop more effectively.

5.1.1 Central thread.

The current project corresponds to the theories from Krashen (1985) raised previously:

- The Acquisition-Learning Hypothesis
- The Input hypothesis
- Monitor Model Hypothesis
- Natural Order Hypothesis
- The Affective Filter Hypothesis

Each student learns differently and in different areas of language in a diversified way. Many students from who do not understand how they acquire them. Therefore, considering that theoretical factors allow us to understand how students learn and how they acquire a language. It determines to what extent their acquisition and the English language learning will be significant.

Given the nature of video games' subgenre to work. Firstly, it gives students a sense of intrigue and curiosity (this may or may not be the case with each student), in the sense that survival

horror video games present terror as the main factor, in this case the central story of the video game is the one that will provide the previously mentioned feelings. Students find themselves facing video games that will motivate them due to their story and development. In this sense, autonomous learning is motivated by the background and interest in knowing the story, and Krashen's input hypothesis will be given when the dialogues (audio and writing) are presented; identify and recognize words and structures within the video game which initially cause confusion or a general idea of the history of the game. Likewise, each of these first identifications and recognitions are connected as they advance in the video game.

Once the students have established relations, identifications and acknowledgment from words and structures, they are strongly motivated to carry a record from the activities in a way they consider the most suitable.

Given the record that each student is taking, Krashen's theory of the monitor model is evident throughout the application process of the project since the student will perform a constant process of evaluation and re-evaluation. It will keep track of the concepts and topics in which they found in video games and with the help of the master researcher will expand their knowledge in English. The knowledge acquired in this process allow students to develop not only their knowledge in English, but also to provide ideas to them regarding their learning processes.

When the students perform an order regarding their academic processes, Krashen's theory of natural order determines an important factor in these processes of acquisition, since the student will acquire ways of apprehending from self-own interests and the teacher is only a guide during their acquisition process. This command will not be governed under the premise of learning where the student must follow an established learning order from certain topics. The order will be governed by the premise of apprehending what you can grasp and how you like it or be able to apprehend it. Therefore, what is apprehended by the student does not correspond to established academic values (standard themes) but to the capacity, versatility and malleability on what the student learns and what is most appropriate to their abilities and interests. This process is tasked with evaluation rubrics that will give a real value to the capacity of adaptation and use of what was apprehended during the project process.

5.1.2 Gamification

It must be considered that the application of electronic devices in academic contexts not only includes an application of such for an apparent no reason, this application must be (as mentioned before) a clear objective, without neglecting autonomy and the educational intentionality of it.

Clearly, nowadays, each and every one of the actions that are performed (context independently) have a name that attributes characteristics, regarding its function or intention. Therefore, in education the term of the gamification must be considered at the moment of using electronic and technological devices in an academic context. At first instance, it should be understood that gamification according to Deterding, Sicart, Nacke, O'Hara & Dixon (2011) is "an umbrella term for the use of video game elements (rather than full-fledged games) to improve user experience and user engagement in non-game services and applications ". Therefore, the "gamification" applied into this project with commercial video games are providing the 603 grade from the Policarpa Salavarrieta institution with tools of an academic, social and personal nature in terms of learning a foreign language (English). The reason being that students during their gameplay, they will appropriate, they will know and they will use vocabulary and structures from English language which will be applied in everyday life and in their English classes.

Rodríguez & Galeano (2015) mention that “La gamificación se estructura sobre las mecánicas, las dinámicas y los componentes de juego, tres conceptos íntimamente relacionados que a menudo se utilizan de forma intercambiable”. Each component includes the following: Mechanics seek motivation and commitment through objectives for Cortizo (as quoted in Rodriguez & Galeano, 2011) “Dynamics allude to the needs and concerns that motivate students” The three aforementioned components are used in devices that allow to have a virtual record of them (system of achievements, awards, qualification, etc.) but not for it, they cannot be applied to a more analogous than virtual context; although, the intention of the project is to determine to what extent students can learn a foreign language using commercial video games, it does not mean that they are entirely linked to their virtual components, but that they are part of the everydayness and reality of the students. Therefore, gamification can be performed not only in an entirely virtual

context, but also can be combined with reality. In this order of ideas, gamification plays a very important role at the moment of its application in academic contexts.

On every gamification process, factors must be considered which allows it to be a viable, stable and especially a relevant process. For this reason, in the gamification process Burke and Gardner (ibid. p.69) mention that "la clave de una gamificación sostenible está en evitar conflictos potenciales que puedan surgir entre las partes involucradas. Por lo tanto, es importante analizar si los objetivos de la institución se encuentran alineados con los objetivos de los usuarios”

Once determined the processes for which the gamification contributes significantly it is possible to affirm the objective from the same, that it is for Herranz & Colombo-Palacios (ibid., p.70) which is: "Amplificar el deseo de compromiso y atracción con base en una serie de propensiones conductuales y psicológicas existentes en el ser humano". Therefore, gamification seeks to increase the level of acquisition, commitment, responsibility and understanding through processes that are included within the students' needs, tastes and interests; thus determining the importance of gamification in the processes that require it with the objective of encouraging through dynamics.

5.1.3 Autonomous Learning through Video Games

The concept and relevance of video games have been determined, as well as the concept and relevance of autonomous learning, including the concept and relevance of gamification. In that order of ideas, commercial video games given that their main function which is entertainment, provide students with an environment in which they develop their potential in pro and a careful look to their abilities, even though, they are video games with a specific topic (survival horror), it does not disprove that it is not striking. It considers an approach on which any human being feels identified in one way or another.

Each of the factors introduced, in terms of commercial video games, autonomous learning and gamification aforementioned and treated, provides a general idea of the relevance and importance of the use of electronic devices in academic environments. An example in which the

use of commercial video games for academic purposes in terms of learning a foreign language is mentioned as a difference in conventional learning by Corder (as quoted in Arús & Arancón, 2014):

Learners benefit more from listening to small amounts of language repeatedly, than from listening to large amounts once, and this is something that a video game can clearly offer. Therefore, technology cannot only increase the amount of language input that learners are exposed to [...]

5.2 Video Games

Video games comprehends a huge field of action in a large majority of children, youths, and even adults they find in video games masterpieces. Although, they do not surpass other areas such as cultural, social, artistic and literary; their influence on those areas have been important. The character Mario from the video game Super Mario Bros., a creation of Nintendo Company is a reference of this; he is an icon of popular culture as well as in his birth place country Japan and also in the rest to the world.

Certainly, video games have played a very important role in mankind, but to understand the magnitude of video games and how they have entered and remained prevailing since their creation, it introduces how the video game has achieved his prevail determining the game and video game concept. According to Huizinga (as quoted in Jiménez & Ricaurte, 2012) the game is “el hecho de adentrarnos en un espacio que es nuestro, en un momento libre, representa poner a prueba nuestras capacidades cognitivas, físicas, imaginarias y creativas. Por ende el juego estimula los sentidos”, but, clearly this definition represents a systematic and limited feeling towards game and its potentiality, the same as Caillois (quoted in Gómez, 2015) he refers to videogames as: “una actividad libre y separada de la vida ordinaria, donde la finalidad es el juego mismo[...] crea una conciencia específica de realidad secundaria o de franca irrealidad en comparación con la vida corriente”, likewise, it classifies the game in: Competition (*agon*), random (*alea*), simulacrum (*mimicry*) or vertigo (*ilinx*), as, two ways of playing the fun (*paidia*) and the reflexive and disciplined way (*ludus*) (Caillois, 1994, quoted in Gómez, 2015)

Games stimulate the senses, because they test them and also let people perform their senses in a more versatile way according to their skills. Despite, video games linked to statics platforms (consoles, laptops and cellphones) they have given the possibility to stimulate the senses in a more striking and challenging way considering the physicals and mental capacities from people; it must be emphasized that currently video games have entered in the physical field. An example is the video game console Wii who has an extended video games kinetic library.

The technology moves forward as video games do, that is why this project which determinates what video games are and their main characteristics. That is why, it is important to know that video games are “un programa informático interactivo destinado al entretenimiento que puede funcionar en diversos dispositivos: ordenadores, consolas, teléfonos móviles, etcétera; integra audio y vídeo, y permite disfrutar de experiencias que, en muchos casos, sería muy difícil de vivir en la realidad” (Medina & Riaño, 2015, p.32)

Thus, video games are interactive computer programs whereby through technological devices allow people to stand out in new worlds, challenge their skills and stimulate their senses in pursuit of entertainment, but with the advantage to acquire new skills and capacities in the reality field through imaginary worlds based on social and human field.

For this reason, video games are an experience that goes beyond the conventional and transcends, as well as impacts, on those who want to make part of their lives the experiences and the stories mentioned. Therefore, for Crawford (2013) “Jugar a videojuegos no es sólo el acto de jugar, sino también una fuente de memorias, sueños, conversaciones, identidades, amistades, trabajo artístico, narrativa y mucho más. A su vez, los videojuegos forman parte y están moldeados por la sociedad en que se insertan” (quoted in Gómez, 2015) and Merino (2015) also: "es un proceso de aprendizaje que posibilita una manera de percibir el mundo, que se guarda en la memoria, condiciona la inteligencia y delimita la imaginación [...] interrumpe la vida cotidiana para crear un tiempo y un espacio especial, en el cual el individuo se inserta y recrea para sí un mundo diferente, el mundo del juego, a través del cual desarrolla también su proceso de socialización" (quoted in Gómez, 2015).

5.2.1 Introduction to the Video Game Theory

Whilst video games have been developed further technologically and socially, similarly some people have decided to give a scientific, social and academic value to them although nowadays the videogame is considered as work also as it is considered in a playful way. It cannot release the fact that the videogame is considered as narration, simulation, remediation (one environment to another one) and art, an educational tool subject of study for the behavior psychology and social interaction.

At the outset, video games had not a scientific and academic rigor, video games were intended as entertainment object and they were just used by enthusiasts and experts about technologies, but in spite of the circumstances, there were those who gave to video games a transcendental and high value. Thus, to be resumed part of that history, it presents two people who will give a more scientific and academic value to the technology and their future impact on society.

First articles about video games were written by computer enthusiasts and fans. Those articles did not have any scientific and academic focus because the articles were just directed to other fans. For that matter, the expansion gap was too limited. It is emphasized from these beginnings that *Game Playing with Computers* (1968) from Donald D. Spencer and from Great Britain A. G. Bell with *Games Playing with Computers* (1972), provided the core for the future of video games (specifically computer games). With this core, programmers will see greater economic benefits in the creation of machines with a huge technologic value. So, when an inexperienced customer decided to establish the machine's potential, the best way to show such technologic value to them was through a chess game (because it is a challenging game).

By that time, thanks to A. G. Bell and Donald D. Spencer, the fact that they consider the video game as a toy was a futile conception because those video games will foray in a more transcendental way in the society. Unfortunately, at the moment, most people who wish to play with computers do not have the eminence of a Turing et al. Rather than convince the "reader", it has to convince the firm that such work is useful. A word of advice: do not say you wish to "play games". Much better is a wish to study "dynamic technique of search and evaluation in a multi-dimensional problem space incorporating information retrieval and realized in a Chomsky type 2 language. (Mark & Bernard, 2003, p.4)

According to Arseth E, (ibid., p.14) at the end of his first number article *game studies*, asserts:

Of course, games should also be studied within existing fields and departments, such as Media Studies, Sociology, and English, to name a few. But games are too important to be left to these fields. (And they did have thirty years in which they did nothing!) Like architecture, which contains but cannot be reduced to art history, games studies should contain media studies, aesthetics, sociology etc. But it should exist as an independent academic structure, because it cannot be reduced to any of the above.

Beyond that, including video games in the academic field allow to provide scientific contributions from experiential, creative and versatile fields.

5.2.2 Video game Theory

Since video games are an academic tool with a huge educative potential, it is not an inconsistent thinking that those could be used for the knowledge acquisition of an educational genre. Specifically, this project will determinate video games' commercial contribution in the acquisition of a foreign language (English in our investigative approach). For that purpose, it will take the theoretical approaches from Noam Chomsky about his linguistic knowledge in language learning. According to Chomsky (as quoted in Quintero & Pineda, 2012, p.49)

La facultad humana del lenguaje parece ser una verdadera propiedad de la especie, la cual varía en los seres humanos, pero como cualidad única en nuestro universo, ya que plantea que ningún otro ser viviente en el planeta diferente a nosotros puede siquiera imitar el don del lenguaje.

Although, most students would never consider video games as a didactical and learning tool because they find in video games ways to do competitions, demonstrate skills, attribute titles, improve abilities and acquire some news skills as well as other factors. Those ways do not determinate that video games as a learning tool cannot be inculcate in students. For that matter, a linguistic learning process corresponds with precise and concise objective. It is necessary to have

the previous context and knowledge that students possess about the foreign language (English language).

For students, being able to learn without the need of acknowledging that they are doing so, Stephen Krashen possesses mighty theoretical sources that corroborate the possibility of acquiring a language on the basis of previous knowledge and the concepts established in our mind through daily observation. This basic-language knowledge could be through autonomous means or through being in constant interaction with these concepts. An example is when children are capable of identifying the name of a product, television program, or video game character through a kind of symbolism, slogan, or a word that identifies those concepts (products, television programs, videogame characters, etc.). Students can identify Mario from Mario Bros by his characteristic moustache and red cap and his brother Luigi with his green color characteristic. Given the video game's presentation of both of them as brothers, students can also identify the word Bros. with "brothers". Many other examples can be identified and presented in which students almost instinctively identify and learn without trying or even acknowledging that they are doing so. The previous affirmation is referenced by Krashen (1985) as "*the input hypothesis*;" he claims:

That humans acquire language in only one way – by understanding messages, or by receiving 'comprehensible input'... we are able to understand language containing unacquired grammar with the help of context, which includes extra-linguistic information, our knowledge of the world, and previously acquired linguistic competence.

While interactions are a fundamental factor at the unconscious moment to acquire a foreign language it must be considered that this "unconscious way" is determined by the interests and self likes of those involved, and although these vary luckily in video games. The simple fact of being challenged to compete and achieve a macro objective encourages any student to prove and prove himself. Hence, video games play with the premise of the competition and the overcoming of objectives. For Dulay (as quoted in Hernández, 2004) "los factores de personalidad ayudan a un mejor ingreso del "input". Así, las personas con un alto nivel de confianza para cumplir objetivos y aprender, tienen una mejor recepción, desempeñándose y progresando con mayor fluidez". Referring to Krashen, he mentions and denominates it as the hypothesis of the "affective filter" (1985) "the 'affective filter' is a mental state that blocks its acquisition from fully utilizing the comprehensible input they receive for language acquisition"; it is evident when students feel unable

to assume their full potential of acquisition due to the barrier and idiomatic challenges. Furthermore, it would be useless for students to be able to acquire an infinity of knowledge if they do not have the confidence to demonstrate it, even if they are wrong in the process.

Although students have many factors (previously mentioned) to allow the acquisition of a foreign language they must be guided in a correct way. Clearly, this process is not easy and it does not have a determined methodology that accredits as such. Moreover, the student must interact, know and assume the basic parameters of the language in this case English. To the extent that the student interacts with the language to be apprehended, the existence of a clear and concise guide to learning can be determined by the theory of the “monitor model” from which Krashen (1985) determines how “our ability to produce utterances in another language comes from our acquired competence, from our subconscious knowledge” with the clear determination of Krashen (Ibid., p. 80) the involved one (student) must not only be aware of his own acquisition process, but also must be in constant evaluation, analysis, re-evaluation and improvement, strengthening their own learning from their interests and tastes.

As students accept their apprehended process, they can give and validate the value to their academic process, similarly they will give the importance to learn a foreign language as well as the academic and social implications. Factors that have been presented throughout this work have allowed us to understand and contextualize the acquisition of a foreign language through the fields of interests and preferences of those involved (students) and therefore provide a general idea in which commercial video games can become a versatile educational tool, adequate and determinant in the acquisition of a language. According to S. Krashen (Ibid., p. 79) and his ‘natural order hypothesis’:

We acquire the rules of language in a predictable order, some rules tending to come early and others late. The order does not appear to be determined solely by formal simplicity and there is evidence that it is independent of the order in which rules are taught in language classes.

The natural order is an underlying factor inside the acquisition process because this determinate the order but as Krashen (Ibid., p, 79) asserts this order is independent as the more it considers the likes and interests from students as well as the contact that they have with the language to learn (rules, grammar, etc.) with this the natural order it is a crucial factor, but is not the only one.

Each student learns differently, learns at different stages a language in different ways. Many of the students do not understand how they acquire them. Moreover, given that theoretical factors allow us to understand how students learn and how they acquire a language. It determines to what extent their acquisition and English language learning will be significant.

5.2.3 Ludology

Ludology concept, it may turn out new for some and known for others. Ludology or gaming studies are relatively new determining that its first mention was by Juul (1982) clearly with a purport and different intention; then, the first studies from Provenzo (1991) & Kinder (1991) who thanks to their contributions allowed the concept of game (and everything that comprises it) to start to have a theoretical relevance, references that Gonzalo Frasca (1999) in his work “*Ludology meets narratology*”, whose work was also followed by Juul (2000), giving a further value and relevance to ludology. The previously mentioned experienced by Gonzalo Frasca (2003), which he narrates it in his article “*Ludologists love stories, too: notes from a debate that never took place*”:

My article proposed using the term “ludology” to describe a yet non-existent discipline that would focus on the study of games in general and video games in particular. I was a call for a set of theoretical tools that would be for gaming what narratology was for narrative. This need was shared by a large number of researchers, so the word caught on.

Although, ludology or theory of the games includes the study of games in general in its majority it is recognized to be attributed directly to the study of the video game and its incidence in society.

Ludology centers its studies on areas that video games provide, which differ from other means of communication. Therefore, Nuñez (2011) infers: “Los videojuegos son muy diferentes a otros medios de comunicación, pues los elementos básicos de los videojuegos son la interactividad entre el individuo y la máquina y el componente exclusivamente lúdico, sujeto a unos objetivos, reglas y habilidades concretas” determining that this component of interactivity beyond the simple fact of playing. Video games are also narrations and these are inserted and immersed in specific sociocultural contexts which gives them social, cultural and academic as well as educative value.

Immersed at the previously mentioned, we can find that video games have relations of articulation and manipulation on which Motte (1995) quotes and highlights what was mentioned at Ehrmann's article delimiting the articulation in three factors: Player to player, player to game and game to world, as well as its manipulative relation which corresponds to: the temporal, casual, spatial and functional (quoted in Eskelinen, 2001). In this way, video games from the point of view of ludology includes articulation and manipulation as the whole that encompasses video game. Its relation between players, its relation with the game itself and its relation with the world. This, within the temporal parameters (time) casual (intention to play) spatial (context) and functional (extrapolation).

In this order of ideas, video games feat specific, but global characteristics which is why commercial video games do not prioritize but have it is only a question of defining those that embrace articulation and manipulation in order to guide an appropriate process from the student's autonomy. All those who wish to play are immersed in these characteristics and each genre or video game can highlight or characterize some more than others being in these characteristics the most important areas of video games.

5.2.4 Kinds of Commercial Video Games

The range of video games that exist is diversified they can range from educational or entertaining features in children's games to video games for adults with training purposes or labor specialization. Its genres are also very varied and distinctive from the best known and versatile genre (action, fights, adventures, shooting, etc.) to the least known and complicated genre (simulation, strategy, etc.). Each of these video games as mentioned have unique characteristics that make them very versatile and adaptable academic tools to provide a clear example in the academies of motorsport and aviation. The apprentices long before taking control of a vehicle in the real field pass through simulators which have the same characteristics as the object of which the future graduate will take command.

Although from this point of view, these simulators are no more than that, a simulation they do not lose any credit because given the conditions the simulators fulfill their objective. In any

case, the range and variety of existing video games allow you to consolidate and select those that adapt to the preferences of each user who likewise (as video games), they can vary according to their interests. In this regard, it resumes by Caillois (1994) & Crawford (2013) about the game, providing validity to the fact which delve into environments that challenge our capabilities and will provide us with tools to improve them in real world.

Therefore, in terms of the selection of a specific genre of video games that provide students with a wide variety of options on it. We have decided to choose the action genre within which are subgenres; for such subgenre of survival Horror which is the chosen one to develop the project working process. Two video games of this subgenre with different themes and development, each providing guidelines for the development of the project. But before mentioning them, the subgenre to which they belong is going to be introduced.

5.2.4.1 Sub-Genre Survival Horror

The survival horror subgenre which is part of the action genre, first as an approach to the genre, the game mechanics that characterize it, the emotional responses that they develop in the players and the immersion and empowerment in terms of gender, per se.

The genre itself is relatively new compared to the existence of video games in general its popularity began in 1996 with Shinji Mikami's video game "Resident Evil"; clarifying that, prior to this there were interactive visual games of fantastic character that sometimes provided atmospheres and scenarios of horrifying character. The interactive text-only fiction game *Zork* by Marc Blank and Dave Lebling from 1980, where a significant portion of the game involved players stumbling around in a dark cave system, hideously afraid of being eaten by a Grue (Richard, R. III, 2009)

Considering that video games from survival horror subgenre place the video games' avatar in situations that threaten its life, distinctly its game mechanics vary with respect to an action game, a platform or one of shoot'em up genre. Moreover, these mechanics of game comprise a common factor which Richard R. III mentions the game gives players some information about their surroundings while leaving a lot out. A clear example of the mentioned before is the 2001 video

game from Masashi Tsuboyoma titled Silent Hill 2 in which the player finds a radio that generates static whenever a creature is near (Richard, R. III, 2009) this video games' subgenre also uses darkness in their favor to generate scenarios that play with the gamer's senses.

Certainly within the survival horror videogames, the two emotions that are present in the player almost constantly are tension and fear, but these are not the only ones, pride is another emotion that is evoked thanks to these videogames which Richard, R, III (2009) quoted this way: "where the players are typically ill equipped and facing nearly-insurmountable and profoundly evil challenges surviving the situation is all the more meaningful". Also within the horror video games, there is a factor that has remained under "extreme care" by parents and society in general, this factor responds to the taboo topics that video games within this subgenre usually handle. These topics range from murders and everything that is part of them to visual aberrations and sexual issues.

5.3 Advantages from Video Games

The main reasons that stand out about video games as a multimedia and entertainment tool for methodological use of video games in the classroom given that their learning ways for which Arnold & Fonseca (as quoted in Hermoso, 2014 p.11) mention that:

Los docentes pueden tocar mejor las áreas de significación personal de estudiantes, dado que ellos reconocen las diferencias inherentes en los estudiantes y asignan a los individuos los distintos estilos de aprendizaje que les corresponden, en el centro del proceso de aprendizaje.

One of the reasons why the use of video games in the classroom is because they are:

Video games as multimedia materials: This reason is identified as the use of video games within the educational environment with the sole purpose of setting the student in the grammatical theme. There is no other reason to see video games with a pejorative character, but rather see the holistic aspect that exists in these, either as the grammatical character, the structure of orality, or simply new vocabulary for the student. According to Squire (ibid., p.8):

Aunque los videojuegos han sido comúnmente ignorados por los docentes, son un nuevo medio poderoso con implicaciones potenciales para la escuela. En los videojuegos el conocimiento constituye en una esencia un tipo de logro, ya que los aprendices aprenden haciendo [...] Prima la experiencia, la cual permite a los estudiantes desarrollar comprensiones localizadas, aprender a través del error y desarrollar identidades como expertos solucionadores de problemas.

Integration of the student in the digital world: It should be noted in this aspect that the students from their early childhood are completely immersed in this technological field, either with smartphones, tablets or the same computer in the family nucleus; however, the same globalization culture helps the student to be interested in learning a foreign language, whether is for motivational reasons, academic merit or simply the autonomy to learn a completely new language. It is at this moment that after all foreign media withhold, students decide to implement them in their daily speech the use of popular foreign words for their performance in the everydayness situations.

Thematic sequence in the game's plot: It is from this point which focuses the thematic thread of the grammatical implementation from the use of scripts in video games and highlight its thematically content as a methodological tool in the classroom. Due to, it can be approached in an implicitly way simply by reviewing the dialogue of the games in question.

Negativism from: parents and the teaching administrative circle: It is from this point that negativism or lack of acceptance for multimedia entertainment as an alternative teaching in English classrooms, has not made significant progress because teachers continue to use traditional methodologies or they do not see a relative pedagogical use from video games for its application inside classrooms, and because it also has the belief that video games have any academic value whatsoever or reference to reality and are prone to distract students.

On the other hand, parents see video games as a useless electronic device and time consumer since it prevents students from focusing their time on academic activities with a much greater relevance.

Methodological trajectory in students: It is worth mentioning that now-a-day students are not the same as 10-15 years ago, due to a modernize globalization that has emerged since the dawn of 2000 and also to the adaptation of more striking and interesting cultures from abroad

(rather than our own) with which English has emerged as a primary language not only for business, but also in the Tourism branch, Social Networking, communication with other people and in the technological field in recent years.

5.3.1 What You Can Learn

Previously mentioned, the fact in which technologies allow an approach and an ease in terms of apprehending, first it must be kept in mind that the easiness and versatility that technologies allow in terms of acquisition is that they stimulate the senses, providing a striking approach in terms of colors, viability, an approach in the field of information and social (social networks, news, interests, etc.). These factors also adding the fact that access to these contents can be performed in devices that are primordial and that over the years have become essential given the evolution in terms of information and the management of it clearly becoming a global phenomenon.

Clearly, the relevance of technology has been determined as well as its use in almost the vast majority of social areas which also determines that each and every one (some more than others) must have a basic level as regards to them. Unfortunately, the vast majority of the technology is from foreign origin which implies that they use the native language of their origin mentioning that many technological products are of US origin (since we are in the same continent). It is of vital importance that globalization is not an alien factor, but that it is a reference in terms of technological and social evolution in each and every one of the nations of the planet.

Technology is vital and primordial in each and every situation from society, and in the same extent that it is immersed in everything, the language is also present. Nevertheless, it is important to know about it and this responds to the social construct and the phenomenon of globalization, but more important is to respond to educational improvement goals, strengthening and knowledge acquisition that provide students with tools to face the future challenges that technology alludes to.

The approach to learn a foreign language requires that teachers constantly search ways to teach and what they are appropriate and relevant in all areas that require it (social, cultural, human, etc.). Therefore, technology plays an important role in these ways of teaching, thus Castro (as

quoted in Sánchez, Gómez, Polania, Clavijo & Váquiro, 2016) mentions that: “enseñanza y aprendizaje de una lengua extranjera se debe enfocar hacia la capacidad de entender los diversos eventos comunicativos, es decir a las reglas sociales, culturales y psicológicas que determinan el uso particular de la lengua en un momento dado”.

When new ways of teaching a foreign language are proposed, they must respond to social factors and imperatives in terms of education and its relevance in society. For this reason, Suarez & Fierro (as quoted in Sánchez et al., 2016) “sostienen que los juegos, especialmente para la enseñanza del inglés, generan motivación y altos niveles de interacción, lo que permite avances significativos en el aprendizaje del idioma” the previous corresponds to everything in which students are immersed, constantly (television, internet, video games, texts, academia, etc.) in situations in which a foreign language is present. Furthermore, unconsciously they come to acquire certain knowledge about it and this become significant they were acquired through a medium that caught their attention and they envisage its importance to remember.

Considering the previously mentioned, learning must always be the objective on which knowledge will become knowledge in the student, not only to have it but to know how to use it and the relevance of it in society and culture. In that order of ideas, commercial video games will play a crucial role in acquiring knowledge that will be very useful in the growing technological wave.

5.3.2 What Can Be Learned

Categories on commercial video games vary from children's themes and concepts, to more adult and sexual themes, as well as violence, horror, mystery and so on, technically all the themes that exist are covered in video games, some with higher incidence than others, but all are covered, clarifying the category in which it is framed according to the ESRB (Entertainment Software Rating Board) within the whole category of video games and their classification, access to commercial video games of adult classification is little regulated, given that classification is placed but not applied, a clear case of the above is the well-known case of the commercial video game: Grand Theft Auto. Since its appearance in consoles of 6th, 7th and 8th generation, Grand Theft Auto has been a cause of debate due to its violent, sexual, openly free criminal content, which is normal for

society, teachers and parents to be alarmed for a video game in which players have complete freedom to execute murders, drug trafficking, prostitution, organized crime, etc. All of the above is almost impossible to prevent in students from being forbidden, given the ease of access to them, for being something that is impossible to do in real life due to legal repercussions, students like to be able to carry them out even in a video game, hence video games are capable of achieving events that education ignores.

Clearly, Grand Theft Auto series of video games are not a clear example of a teaching tool, but given the fact that students cannot be prevented from playing it, it is vital to be aware of it, in order to guide students in situations that require it and direct their ideas and thoughts, as well as their acquisition from the academy in favor of providing them and to generate critical thinking; make them understand that commercial video games have a *raison d'être* and that themes and developments always have a background that can give them a broader spectrum of knowledge acquisition.

To determine how important video games have become in the current technological context Gros (as quoted in Hermoso, 2014) mentions that “Hay que destacar el papel que juegan los videojuegos en la integración de los niños en el mundo digital, siendo los videojuegos la entrada más directa a este mundo” therefore, what they can learn vary depending on the extent in which the students perceive what they can learn or want to learn, although Grand Theft Auto series of video games present themes of an adult nature and with which students can identify themselves due to their thoughts of rebelling against that which prohibits it (rules, impositions, social order, etc.), just because of this, video games like those are a danger to their persona; because if they are guided, understood and dealt in a critical manner, they provide the student with the tools that will allow to observe the "other side of the coin". In this order of ideas and taking as reference the previous example, the student can learn about: rules, laws, prohibitions, ethics and morals, religion, mathematics, engineering, professions, etc. The list is extensive, because video games, represent life itself, it has a huge range of possibilities.

All of the previously mentioned will allow us to focus on commercial video games that are going to be used in the project. Both games contain the premise of exploration, procurement of objects to advance and puzzles; likewise, this exploration, procurement and puzzles are subject to analysis and interpretation from what each area comprises, being all closely related. Thus in

Aplicación de los videojuegos a la enseñanza de lengua extranjera en educación secundaria (2014), a reference is given that always must be considered at the moment that seeks to teach a foreign language, therefore Koster (as quoted in Hermoso, 2014) determines that:

Cuando el jugador aprende la matriz de resolución de un problema, la aplicará satisfecho en la siguiente ocasión, pero si los problemas se vuelven repetitivos y por tanto, no requieren esfuerzo alguno para solucionarlo, dejara el juego y buscará otro.

Every single of these games have different themes, but each of these can be cross-disciplinary and interdisciplinary. Specifically, *Parasite Eve 2* makes references to genetic manipulation and human evolution, this prioritizing the mitochondria; this premise, would allow thematic areas of Biology, Ethics, Spanish, English and even mathematics to be handled, as well as these areas can be applied. Themes are transversal, in Biology, mitochondria can be treated, and then it is connected with Spanish when writing about it, with this an ethical analysis of the genetic manipulation can be made and because in specific of the mitochondria, and continuing with the ideas, it can be considered in an expositive way in English.

5.3.3 How Do You Learn

Multiple factors have been determined on which it is possible to learn through commercial video games, given that they are not of an educational nature, therefore, when they are applied with educative goals, the way in which students acquire the knowledge must always be considered. To teachers, the fact of knowing how their students acquire knowledge is a crucial factor, since it allows both the teacher and students to develop activities, methods and styles of acquisition that will favor academic training. Each student develops their own styles, ways and self-methods of acquisition, but all of them (to a lesser or greater extent) are prone to characteristics of the means on which the student is given the knowledge acquisition, being the theoretical references mentioned by Krashen (1985): the hypothesis of comprehensible input, the monitor's model theory and the theory of natural order, with each and every one of these acquisition factors in favor of a foreign language, students apprehend at their own pace but with factors that are always found in apprehending terms on what acquiring a foreign language refers; likewise, given the advantages of

video games to attract attention through entertainment, students are immersed in situations that may well generate liking as displeasure, as it must be aware that not all students enjoy the same video games genre, but it can be determine that video games are a very powerful medium of attraction.

Each student determines the way in which they learn, some may omit important information and go directly to what is called the test of intent, error and retry or attempt and success, within this way of apprehending, it can be identified that students who carry out and trust in their abilities and personality to develop actions without considering the factors that can be determinants to what Dulay (1982) mentions as an important factor to apprehend a second language, this denominated trust may well be a beneficial factor as counterproductive, for this must be guided in such a way that trust is always a beneficial factor. Considering other factors with which the students determine their own acquisition and relation with the theoretical field, the students too, after executing the previous actions of intent, error and retry and a successful attempt, during the moment of no accomplishment anything and with the objective to proceed (some students can simply quit) students develop the monitor's model theory on which they analyze, determine errors and reframe strategies, the monitor's model is executed in a unconsciously way, for that reason students will notice their mistakes and seek to omit them in order to ease their acquisition and academic development.

Once the students have executed a process, on a first instance by their own and then mediated through the analysis of their actions, finally the theory of natural order, is implicit in the two previous processes and the reason responds to the fact in which students achieve something, to have knowledge (high or low) of what they are doing, the pre-knowledge that students possess are, as Krashen's theory suggests a natural response to challenges that can come to face and that commercial videogames propose.

According to all of the previously mentioned, it can be determined that the use of commercial video games will provide to students with situations in which they will make use of everything they have previously experienced in academic, social and personal areas, this performed through their own actions, decisions and knowledge, and executed through entertainment by means of gameplay.

6. Methodological Framework

Investigations must be subject to a methodological framework that allows checking, analyzing and studying, the results that are obtained. The current research project has a qualitative approach, executed through applied research, as well as the population, the context, the techniques and data collection instruments.

6.1 Research Approach

Guiding the investigative process must include factors such as the focus and the kind of research that was developed, as the research work is focused on determining the educational potential of commercial video games, which, given their nature of entertainment, should be mediated during the course they are applied; in this order of idea, it'll be determined that autonomy is present in the development and participation of students in the project, mediation is framed into the guide that pre-service teachers grant to doubts, interests or students' concerns, therefore, autonomy is understood as the path and the video game as the medium. In conclusion, the qualitative approach and the applied research corresponds to the methodology of reaching the objective of the project and demonstrate if it was fulfilled.

6.1.1 Qualitative Approach

In order to guide the investigative process in order to determine the proposed objective, the qualitative approach within the research, Rodríguez, Gil & García (1996) they argue that:

Estudia la realidad en su contexto natural, tal y como sucede, intentando sacar sentido de, o interpretar los fenómenos de acuerdo con los significados que tienen para las personas implicadas [...]

Likewise, with the qualitative referent it is proper to say that the experiences are the motive of work from the same, determining that the processes that are performed seeking for an end of a social, existential character and experiential aspects, with the clear objective to offer the students a field of a much broader action in which allows their reality, thoughts and interests to be worked in favor of a greater good, which is and is defined by the students, who are aware of their own learning process.

While the students are aware of their own learning process, this does not mean that the pre-service teachers do not intervene in the process in question, on the contrary, the pre-service teachers face the fact of being in constant making decision, wherewith Pitwall & Maxwell (quoted in Rodríguez et al., 1996) they clarify that “Toda la investigación cualitativa, incluyendo la evaluación cualitativa, es y debe ser guiada por un proceso continuo de decisiones y elecciones del investigador”

6.1.2 Applied Research

Once the qualitative approach is determined, it is of vital importance to mention the kind of research that is guiding the research process and grant the bases that lead to the analysis of the processes and results that are obtained during the development of the project. Therefore, applied research to Murillo (quoted in Vargas, 2009) “busca la aplicación o utilización de los conocimientos adquiridos, a la vez que se adquieren otros después de sistematizar la práctica basada en investigación”. The video game as a medium and the means of data collection that is performed and executed in the methodology; which correspond to video games: Silent Hill and Parasite Eve 2 and (including) surveys, tests and journal field will provide a unique and personal sense of aforementioned worked experiences.

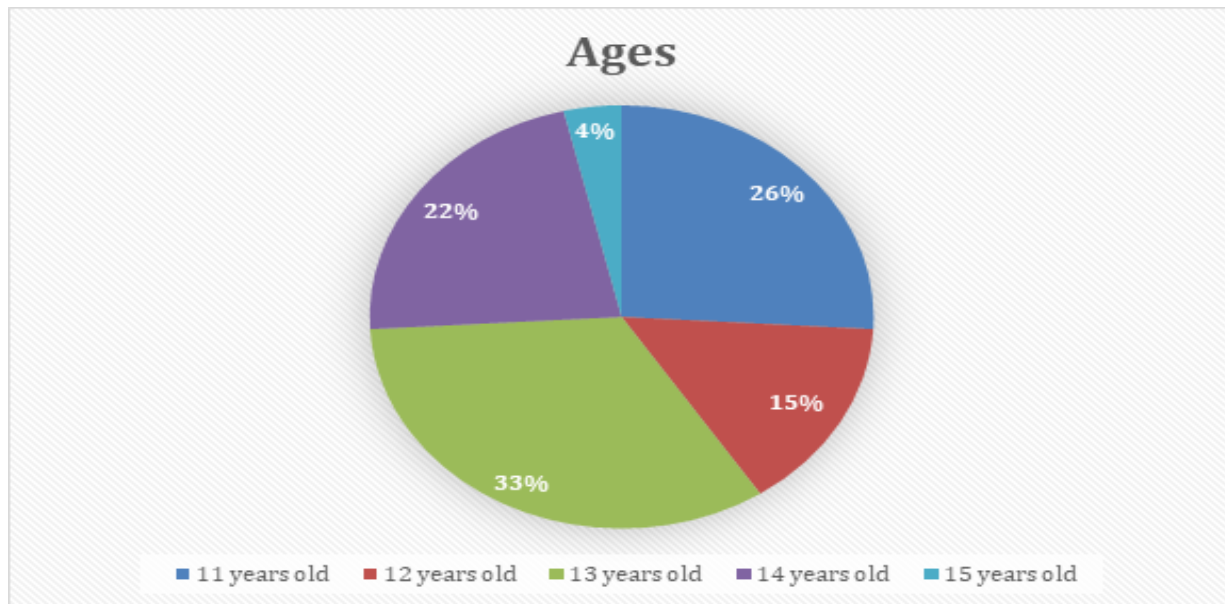
In order to delimit the fields of applied research as a reference for scientificity of qualitative and educational order process, Padrón (quoted in Vargas, 2009) mentions that applied research “incluye cualquier esfuerzo sistemático y socializado por resolver problemas o intervenir situaciones... concibiéndose como la innovación técnica, artesanal e industrial como la propiamente científica”. In this sense, applied research aims to process experiences in a scientific

manner, insofar as it is demonstrably that they are conceived in a scientific character, since they have firm epistemological and historical bases given their intention to work in social reality. (which is changing) and demands to understand and answer it.

Therefore, given the reality from the students of the project, which corresponds to video games in their daily lives, thus, applied research will determine the educative potential of video games, through students' autonomy to work with them in the acquisition of English as a foreign language, likewise provide the idea of change towards the acquisition and use of them in academic matters, although the student knows that playing is very fun, as well, likewise, to determine into what extent, the student that plays is able to learn consciously or unconsciously.

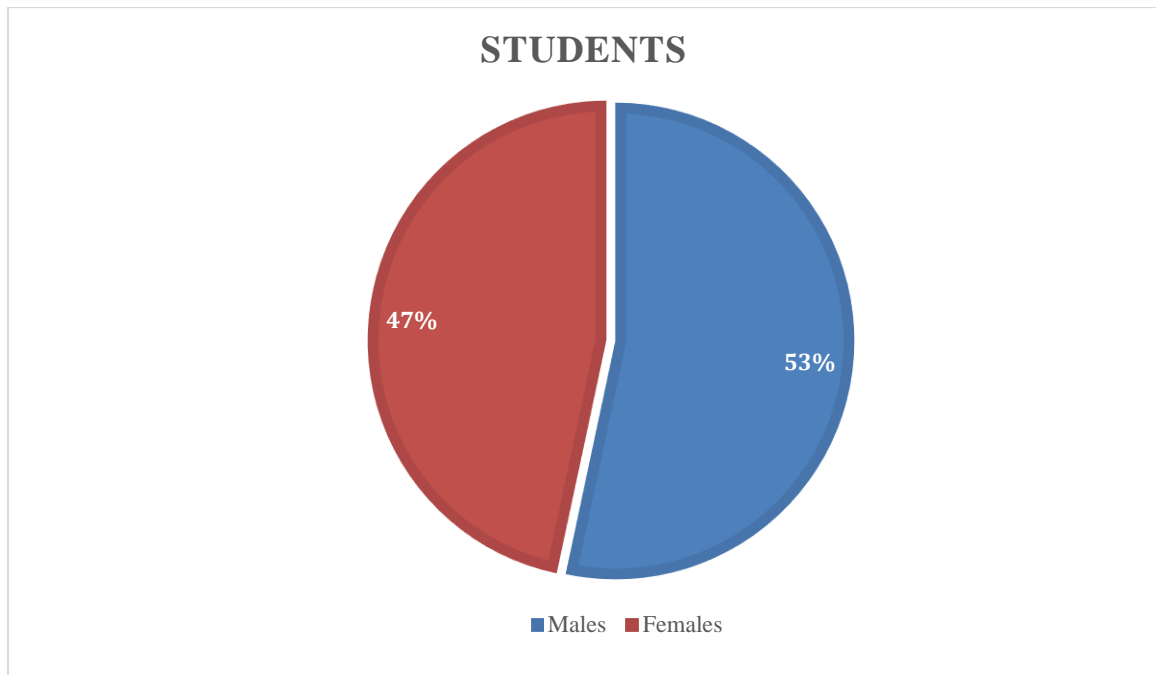
6.2 Population

The student population is understood as a population of strata 1 and 2; most of them, close to the institution and whose income comes from working in various jobs or as independent workers. It should be noted that the relatives are aware of their educational processes performed by the institution.



Graphic 1

Determining the sample population, the project was executed with the 603 grade, whose group was composed of a total of 30 students, 16 males and 14 females between ages 11 to 15 years old (see Graphic 1). Determining the predominate gender, it corresponds to a male gender. (see Graphic 2).



Graphic 2

6.3 Working Session Methodology

For the execution of the project (see annex 1), pre-service teachers worked in sessions of 4 hours per week, two hours on Tuesdays and two hours on Fridays (English schedule stipulated by the institution), being the Physical Education class taken for this session on Fridays, with the autonomy premise, on Fridays the pre-service teachers discussed with the students that the assistance was autonomous, which led to the group being reduced in attendance, thus demonstrating their autonomy, during the development of the working sessions, the pre-service teachers mentioned the working method and asked the students their total and complete attention to the aspects and referents in English that most interested them, then, the pre-service teachers

allowed the students to play freely, intervening only when the student presented a doubt or asked for assistance.

6.4 Context

The research was developed in the Policarpa Salavarrieta Educational Institution, the school in question is located in: Carrera 6 N° 40-25, Barrio Kennedy, within the municipality of Girardot, and the same work with the student population of primary, high school and academic media.

The institution serves students of mixed order and its academic day is diurnal, the most relevant feature is that the institution has a "Vive Digital" room which provides an academic support services by technological means to interested parents or relatives, as well as students from the same institution who want to use them when they require it.

Regarding the focus of the English teaching, the institution develops and executes the curricular guidelines from the national Ministry of Education. Its English class hourly intensity is two hours per week and there is no teaching material to run English classes with an adequate material for its development.

6.5 Techniques and Data Collection Tools

To specify the techniques and instruments of data collection, which make it possible to demonstrate in a more concrete way the work executed, the veracity and the accuracy of the data and experiences obtained during the development of the research.

6.5.1 Surveys

Records that were performed, correspond to the experiences from the point of view of the researchers, therefore, in a qualitative research, the intervention and evidence of the participants, it

is very crucial to demonstrate, from their individuality, the progress and development of the project. Determining in the first instance that the surveys, defined by García Fernando (quoted in Torres, Paz & Salazar, 2014) are “una investigación realizada sobre una muestra de sujetos representativa de un colectivo más amplio, utilizando procedimientos estandarizados de interrogación con el fin de obtener mediciones cuantitativas de una gran variedad de características objetivas y subjetivas de la población”, in equal conditions the surveys adapt and are capable of studying any social phenomenon for the following reasons, which are mentioned by Torrez et al, 2014:

1. Las encuestas son una de las escasas técnicas de que se dispone para el estudio de las actitudes, valores, creencias y motivos. Hay estudios experimentales en que no se conocen inicialmente las variables que intervienen y mediante la encuesta, bien por cuestionarios o por entrevista hacen posible determinar las variables de estudio.
2. Las técnicas de encuesta se adaptan a todo tipo de información y a cualquier población.
3. Las encuestas permiten recuperar información sobre sucesos acontecidos a los entrevistados.
4. Las encuestas permiten estandarizar los datos para un análisis posterior, obteniendo gran cantidad de datos a un precio bajo y en un corto periodo de tiempo.

The developed surveys correspond to a maximum of 10 questions (see Annex 2), among which their approach leads to delimit the appreciation of the area of English and English in general, as well as video games applied in an academic context. The development of the surveys was executed in three moments (starting, during and finishing of the project), at the start, the first survey, developed in English, being unsatisfactory due to the almost non-existent replies from the students, at the same students were unable to understand what was written at the survey, during the same, students said they did not understand any of the questions (except for a few words), for that reason, it was executed again, but this time in Spanish, this, in order to obtain a more concrete and real replies. A second time, in which the second survey presented a maximum of 10 questions (see Annex 3), they were focused on determining how much the appreciation of the students had changed and how students were at ease or found benefit in the application of the project in the period of its development. Finally, a third moment, in which the survey presented a maximum of 10 questions (see Annex 4) in which it was possible to conclude the final appreciation of the

students having learnt English with commercial video games in the academic context and if the execution of the project was achieved or not, encouraging them the autonomy of learning a foreign language (in this case English) through video games.

6.5.2 Tests

The tests corresponded a fundamental part of the investigative process, in such, pre-service teachers demonstrated that they could demand so much to the students and how much they could be able to extrapolate their knowledge into them. The tests, each one with a total of 10 questions, were performed in three moments: Pre-test (see Annex 5), Mid-test (see Annex 6) and Post-test (see Annex 7) of the project. Each one of the tests were executed using as a reference the interface of the worked video games, this in order to provide a familiar reference to the students. Each one of the questions were contextualized, pointing to determine the influence of the interface of video games in tests with situations of their reality, therefore within the tests, there were questions of situations in which the students have met (spontaneous dialogues with classmates, academic situations, family situations, social situations, etc.).

Executing these tests was complicated, because the students, despite having an idea towards the questions, they could not link the grammar structure with which it was written, so the visual reference of the video game interface helped in its conceptualization, as well as the assistance of the pre-service teachers, which guided the development of the questions, providing ideas to the students with a kinesics reference, as well as a theoretical, required at the time.

6.5.3 Interviews

In the field of interviews, it was conducted on a personal and non-directed basis, which corresponded to assigning a single question and allowing the students to answer spontaneously and without any pressure from the part of the teacher in formation, the answer obtained is more natural and proper at the moment of relating the process carried out with the most accurate response to demonstrate it personally. The interviews conducted were of a personal nature, given that the teacher in formation asked the question while doing the recording on a video camera, with the

teacher in formation directly in contact with the students, being not directed, insofar as the question was asked and the students answered from their own personal criteria, clarifying that when the student requested it, guidance was given.

Interviews were conducted in three moments: starting (see Annex 8), intermediate (see Annex 9) and ending (see Annex 10) from the project, each interview was conducted in a personally way and the following questions were asked at each moment of the project:

1. Start: What do they expect from the Project?
2. Intermediate: How much have they learnt with video games?
3. Final: Did they consider important, in their autonomy to learn English, the use of video games?

Each one of these questions sought to emphasize the objective of the project, seeking with the answers to determine whether the application of commercial video games as an educational tool in academic contexts under the students' autonomy, was effective or ineffective in the process of learning English as a foreign language.

6.5.4 Journal Field

The daily record of the processes, situations, experiences and results that arise within the development of the project, must be analyzed and determined in the overall result process, therefore, the end of a qualitative and applied type of research must have a reference that explicitly grants the experiences lived by the researcher, that they feature the evolution, adaptation and improvement (if required) of both, the researcher and those involved in the research process. In order to present the experiential process, the journal field is used, which “debe permitirle al investigador un monitoreo permanente del proceso de observación... en él se toma nota de aspectos que considere importantes para organizar, analizar e interpretar la información” (Bonilla y Rodríguez, 1997).

Given the qualitative nature of the project, the data obtained provided a greater relevance and veracity towards the executed process. The journal field corresponded to a total of 12 registers (see Annex 11), within which the researchers captured the experiences in the following way:

- First place: The experience of the session carried out on the day in question is related. Its execution, development and conclusion.
- Second place: The disadvantages and positive aspects are mentioned within the session.
- Third place: The possible causes of the inconveniences are mentioned and a possible solution is determined to avoid that it is repeated in future sessions. Likewise, the most relevant characteristics of the positive aspects in the worked sessions are mentioned.

Performed, as previously mentioned, it allowed the researchers to have a general idea of the process and the progress performed, that the investigation directed from its initial point to its final execution.

6.5.5 Evaluation Rubric

In order to determine the aspects that were worked with commercial video games, data analysis from all the techniques and tools previously introduced, corresponded to three aspects and their descriptors to be evaluated, each aspect was worked through a general rubric of evaluation, from such exists: global or holistic and analytical. Given the research executed, the global or holistic rubric was chosen, which Mertler (2001) determines as: “aquella que permite hacer una valoración de conjunto del desempeño del estudiante sin determinar o definir los aspectos fundamentales que corresponden al proceso o tema evaluado” (citado en Martinez, 2008). Evaluated aspects correspond to:

- Vocabulary (chart 1)
- Expressions (chart 2)
- Situations (chart 3)

Each aspect had its own evaluative rubric, analyzed with the obtained data.

Chart 1:

Commercial video games' key feature with its respective values and descriptors.

Points	Vocabulary	Description
0-2	Basic – Insufficient	Students acquired a very basic vocabulary which only allows them to say a few words
3-4	Basic/Advanced – deficient	Students acquired a basic vocabulary which allows them to say words with some fluency.
5-6	Intermedium – Acceptable	Students acquired a broad vocabulary which allows them to say words fluently.
7-8	Intermedium- Advanced – Outstanding	Students acquired a wider vocabulary which allows them to say words more fluently.
9-10	Advanced – Excellent	Students acquired a broad and sufficient vocabulary to say words fluently

Source: Inspired in Mertler (2001)

Chart 2:

Commercial video games' key feature with its respective values and descriptors.

Points	Expressions	Description
0-2	Basic – Insufficient	Students literally identified the expressions found in commercial video games
3-4	Basic/Advanced – deficient	Students identified the expressions found in commercial video games.
5-6	Intermedium – Acceptable	Students analyzed the expressions found in commercial video games.
7-8	Intermedium- Advanced – Outstanding	Students analyzed the expressions and understood connotatively.
9-10	Advanced – Excellent	Students fully understood the expressions found in video games.

Source: Inspired in Mertler (2001)

Chart 3:

Commercial video games' key feature with its respective values and descriptors.

Points	Situations	Description
0-2	Basic – Insufficient	Students do not identify the situations found in commercial video games
3-4	Basic/Advanced – deficient	Students identify with difficulty the situations found in videogames
5-6	Intermedium – Acceptable	Students identify with certain ease the situations found in videogames
7-8	Intermedium- Advanced – Outstanding	Students easily identify situations found in video games and understand their background
9-10	Advanced – Excellent	Students immediately identify the situations found in the videogames and understand in the totality the background of the same

Source: Inspired in Mertler (2001)

7. Results Analysis

The present analysis was performed in three stages:

1. Phase number one corresponds to citing the most relevant areas of the surveys, tests, interviews and journal field.
2. Phase number two corresponds to contrast the data found within the processes conducted in the first phase and analyzed through a global evaluation rubric.
3. Phase number three corresponds to mention the contributions of commercial video games applied in the educative context, in light of the results obtained in the analysis with the evaluation rubrics.

The previously phases presented, guide to determine and raise the characteristics to be considered in the application of certain commercial video games in educative contexts, also mentions its importance and raises the conclusions with the whole process previously worked.

7.1 Information analysis procedure from the surveys

Three surveys were executed, each with a maximum of 10 questions. In first instance it was done in English, but the results were not very satisfactory, because, students did not answer a single question, therefore, they did not understand any of the questions which caused that the survey process had to be performed again, but this time, with the questions in Spanish.

The previously mentioned above, determined a first view of the state in which students were in English and a formal encounter with it, also showed their ability to reply to situations of use and application of their knowledge in English. The survey was conducted again in Spanish, just to obtain more detailed information regarding the appreciation of commercial video games and their use in academic contexts. The second survey was also applied in Spanish, the objective of the second survey was to determine the appreciation from the application of commercial videogames had generated in the academic context. Finally, the last survey sought to obtain the final assessment regarding commercial video games and their application in academic contexts.

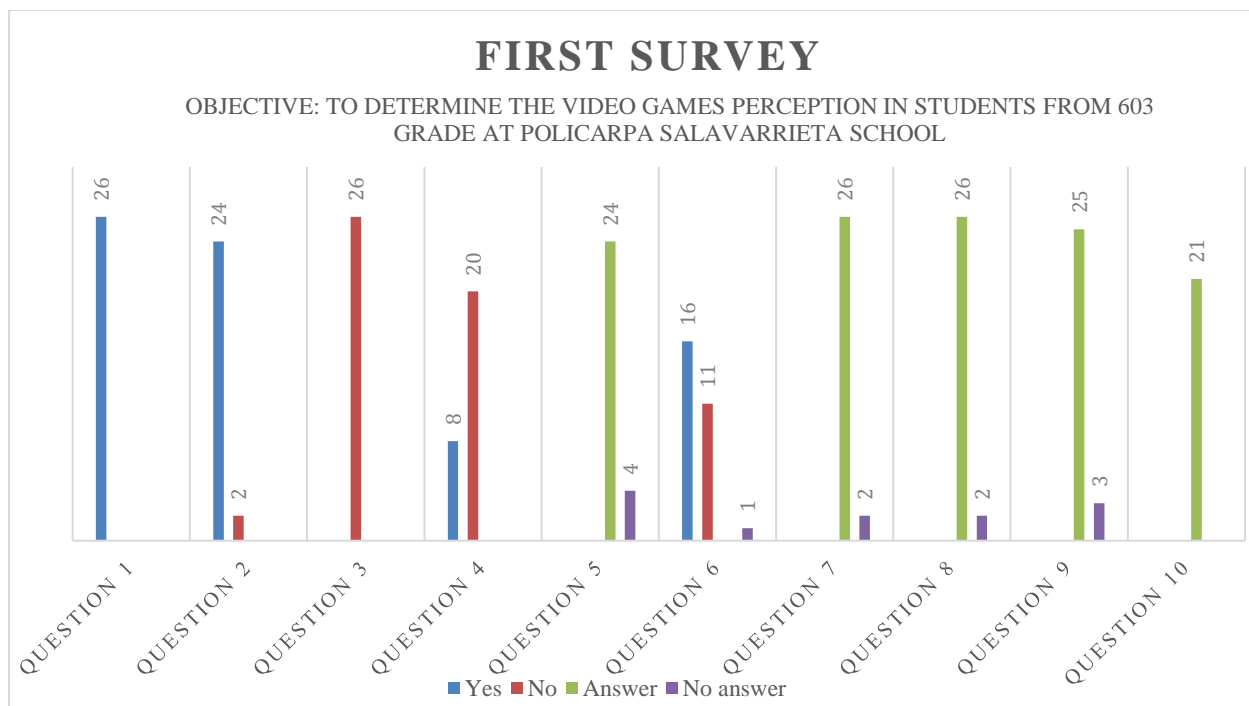
7.1.1 Survey Analysis

7.1.1.1 Analysis first survey

Each one of the answers obtained (see graphic 3) in the survey were analyzed, consequently the number of affirmative and negative responses, and the why of such were determined. The first survey was applied to 28 students. (See Annex 2) In **question 1**, from a total of 26 students stated that they like to learn English, highlighting the following answers: Student A: *“es un idioma Extranjero, y por que es muy util ese idioma en otros paises y es muy necesario para nosotros”*, Student B: *“porque me parece interesante y tambien porque me gusta aprender cada dia mas”*, Student C: *“porque me gusta y porque cuunodo valla a los estados unidos puedo ir porque ya aprendo ingles*. Only 2 students showed no response. In **question 2**, from a total of 26 students stated that English is an important area, evidenced in the answers below. Student A: *“Es un idioma extranjero super importante”*, Student B: *“porque nos enseña muchas cosas”*, Student C: *“si porque nos sirve para ir a otros paises”*, clarifying that only 2 students did not show a response, whatsoever. In **question 3**, from a total of 26 students described how they would like to learn English, some of the following answers being their ideal to learn English. Student A: *“por medio de libros, juegos, cartillas”*, Student B: *“en un sulon con aire acondicionado”*, Student C: *“con un profesor”*, consequently only 2 students did not show a response. In **question 4**, from a total of 20 students denied that learning English outside of school could be possible. Arguing their answers. Student A: *“en el colegio la profesora a uno le explica en cambio fuera del colegio a uno quien le explica ingles”*, Student B: *“casi no se consentra y se distraemucho”*, Student C: *“porque uno considera a el colegio”*, consequently, a total of 8 students affirmed that they could learn English outside of school, their answers being short but enriching, as evidenced below, Student A: *“porque le enseñan a uno cada día mas”*, Student B: *“porque uno esla aprendiendo y erbo es estudiar”*, Student C: *“mas en clase”*. In **question 5**, from a total of 24 students, they wrote an experience in which they learnt English outside of school, but what is written in the answers mostly corresponds to affirming that they have never learnt English outside of school. Student A: *“nunca me a pasado”*, Student B: *“no nunca”*, Student C: *“ninguna”*. Other answers, demarcate situations in which they have learned English outside of school. Student A: *“estudie virtual”*, Student B: *“ver estado unidences”*, Student C: *“con amigo de otros paises”*. In **question 6**, from a total of 16

students considered that they learn English better with video games. Student A: *“por como estar jugando uno se concentra mas”*, Student B: *“por que hay de pronto palabras y uno tiene que escribirlas en ingles”*, Student C: *“Si porque uno aprende cosas mejores con e so”*, likewise, a total of 11 students denied that it can be learnt English better with video games. Student A: *“No por que los videojuegos es para jugar”*, Student B: *“depende quel videojuego se trate de ingles”*, Student C: *“eso es una adicción”*, just in this question only one student did not manifest any answer whatsoever. In **question 7**, from a total of 26 students answered according to their interests and previous ideas regarding video games, some in favor and others against them. Student A: *Ganar “Ganar uno siente orgulloso de si mismo y feliz”*, Student B: los graficos *“porque se ven mas real y mejor diversion”*, Student C: no me gusta *“no me gusta porque uno no aprende nada en los videojuegos”*, Student D: nada *“porque es y son feas”*, finally only a total of 2 students did not reply. In **question 8**, from a total of 26 students wrote how they have overcome difficult situations in video games. Student A: *“practicando y ~~intentado~~ intentando superar el nivel hasta ganar”*, Student B: *“buscando en youtube”*, Student C: *“con mis papas,”*, clarifying that a total of 2 students did not respond. In **question 9**, from a total of 25 students wrote how they felt at the moment they have overcome a difficult video game level, in this case the answers are quite positive, although they do not show any connection with acquiring thematic references from the English area, it is gratifying to highlight very encouraging answers. Student A: *“uff como que chiva por fin pude jaja”*, Student B: *“muy orgulloso de mi”*, Student C: *“eso es facil si uno sabe jugar”*, unfortunately, only a total of 3 students did not reply. Finally, in **question 10**, from a total of 21 students answered, according to their previous knowledge, what corresponds to the survival horror genre in video games. Student A: *“jugar creo que cuando tieres encontrar su propia comida y puede morir”*, Student B: *“masculino”*, Student C: *“super para superrar tus miedos y meterte en una aventura”*

The responses from the first survey yielded a positive and negative results (see graphic 3), but, generally, students' appreciation of video games was positive, contrasting that they are not being applied in academic contexts, but are used as a mean of entertainment without emphasizing personal educational improvement.



Graphic 3

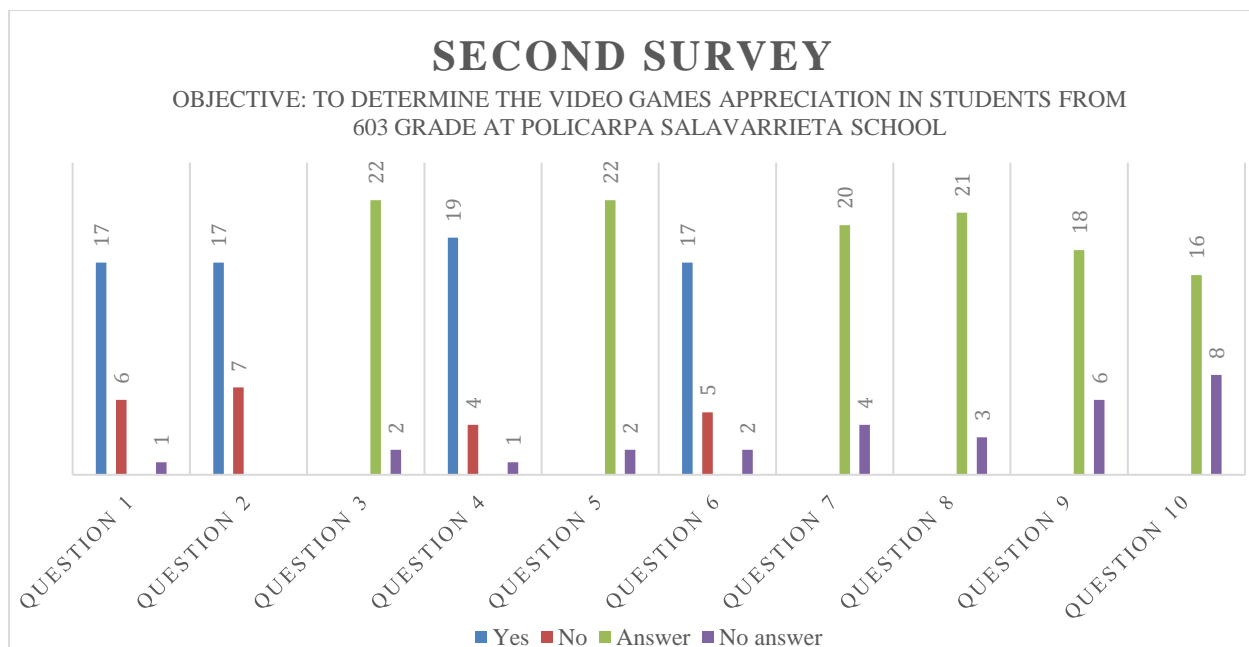
7.1.1.2 Analysis second survey

Each one of the answers gathered in the survey were analyzed, consequently the number of affirmative and negative responses were determined and the why of such responses. The second survey (see annex 3) was applied to 24 students. In **question 1**, from a total of 17 students considered it important to learn English through commercial video games, bearing in mind the emphasis from the worked commercial video games. Student A: *“por que necesitaba un aporte que me ayudaba a aprender ingles mas facil”*, Student B: *“aprendemos y los profesores nos explican y nos entretienen y me gusta”*, Student C: *“porque en algunos juegos que estan las mayorias de palabras en ingles y lo considero muy bien por aprender ingles”*. Contrasting that a total of 6 students did not consider it important to learn English through the worked commercial video games. Student A: *“por que no me gusta aprender ingles por medio de videojuegos”*, Student B: *“no porque yo no juego videojuegos y menos en ingles”*, Student C: *“porque no megustan los videojuegos”*. Only one student did not respond. In **question 2**, from a total of 17 students still consider English as an important area. Student A: *“si por que Aprendemos Ingles. y en todos los paises el ingles es el I#”*, Student B: *“porque el ingles nos enseña a poder conocer mas adentro*

el Idioma y nos enseña a aprender mas”, Student C: *“porque hantes no me sabia Los numeros y haora se pronunciarLos”*. In comparison with the first survey, during the development of the second survey, a total of 7 students stated that the English area is not relevant. Estudiante A: *“porque no enetrado a clase”*, Student B: *“hay mas areas importante”*, Student C: *“no me parece tan importante este area, para unas cosas si para otras no”*. In **question 3**, from a total of 22 students have written, from their own interests, what would be the best way to learn English. Student A: *“por expresisiones y videojuegos por los asertijos”*, Student B: *“uno puede aprender muy facil y uno practicando leyendo y estudiando uno puede aprender el ingles”*, Student C: *“por medio delo videojuegos porque podemos aberiguar las oraciones en diccionario”*. Curiously, the answers have changed, in this case, favoring video games, which is evident in two out of three responses. Only 2 students did not respond. In **question 4**, from a total of 19 students affirmed that the contributions from the pre-service teachers, to their autonomous learning process, have been relevant. Student A: *“Si por que hacia no se nos olvida lo que aprendemos en Ingles”*, Student B: *“por que se me hace mas facil aprende el ingles”*, Student C: *“porque uno resive un apoyo de losmaestros par facilitar y aprender ejor el Ingles”*, Being a total of 4 students, who affirm that the contributions from the teachers to their autonomous learning process, have not been relevant at all. Student A: *“no por que son solo videojuegos y no me gustan”*, Student B: *“por que solo son videojuegos”*, Student C: *“porque ellos deben de esforsarse mas”*. Only 1 student did not respond. In **question 5**, from a total of 22 students wrote their opinions regarding the fact of trying to learn English without any accompaniment, among the answers, the majority being negative, the following stand out: Student A: *“si por medio de una aplicaci3n de Internet”*, Student B: *“no porque no me gusta el ingles pero tambien me a burro”*, Student C: *“no porque en lo casa no presentan imporamiento por el ingles”*. In **question 6**, a total of 16 students affirmed that they can improve their English with commercial video games (bearing in mind those worked), some of the answers emphasized the use of videogames, while others were curious responses. Student A: *“si x cualquier medio se aprende ingles”*, Student B: *“si porque no enseña a pronunciar las palabras en ingles”*, Student C: *“porque si uno es adicto a los videojuegos se vuelve adicto al ingles”*. The contrast with previous questions is evident in the following, determining that 6 students affirmed that you cannot improve English with video games, mentioning that their answers correspond more to personal interests or ideals. Student A: *“no porque no juego videojuegos”*, Student B: *“no entiendo lo que dicen”*, Student C: *“por que es diferente ingles a juegos”*. Only 2 students showed

no response. In **question 7**, from a total of 20 students answered the relevant contributions that commercial video games have provided to their educational process in English. Among the answers there are some positive and others negative. Estudiante A: *“nada por que no me gustaron los videojuegos”*, Student B: *“a nada porque los juegos dados no nos an dado a aprender nada”*, Student C: *“nada, no los juego”*, Student D: *“el Ingles y enten dor parabras y vervos”*. Only 4 students showed no response. In **question 8**, from a total of 21 students responded, among the answers some correspond to the experience obtained with the worked commercial video games, while other responses correspond to external experiences with video games. Student A: *“la dificultad son los monsters yo la e superado intentando hasta ganar el nivel”*, Student B: *“es un poco dificil pero es chebre cuando ya tiene la practica”*, Student C: *“con instrucciones e investigando”*. Only a total of 3 students did not respond. In **question 9**, from a total of 18 students wrote how they exceeded or have overcome the language barrier, at the moment that language barrier prevents them from advancing in the video game. Student A: *“mal y triste”*, Student B: *“mal por que el idioma ingles es re dificil”*, Student C: *“es una porqueria es feo y abeces me da rabia”*. Likewise, it can be shown that in two out of three responses, students show difficulty and displeasure regarding English and its appearance in some situations. In this question a total of 6 students did not respond. In **question 10**, from a total of 16 students expressed the most important contributions acquired during the development of the project. Manifestations that turn out to be rewarding. Student A: *“verbs, nouns, profeccions, verbs To-Be”*, Student B: *“que el aprender ingles es mas facil pami”*, Student C: *“el abla de inges y el aprendisage de palabras”*. Unfortunately, a total of 8 students did not show any response.

The second survey process yielded a more varied results (see Graphic 4), this may well be due to non-writing factors in the development of the survey, as well as the influence of commercial video games, an influence that encourages students to be more critical and assertive in their answers.



Graphic 4

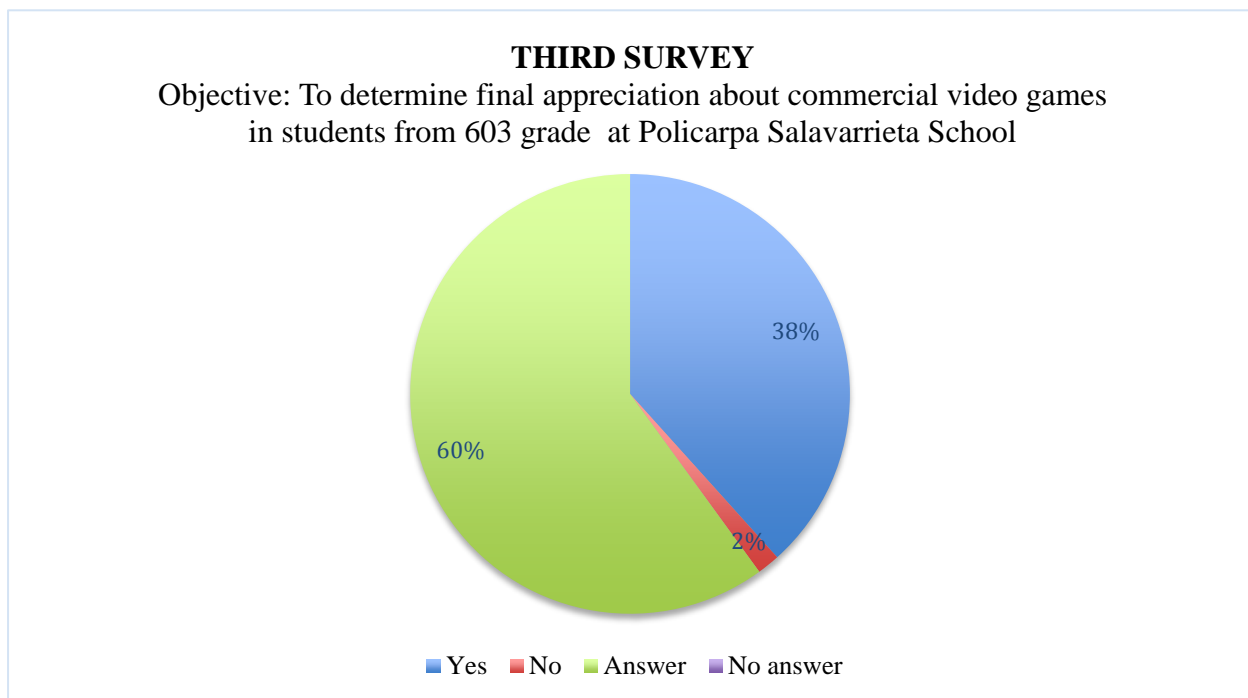
7.1.1.3 Analysis Third Survey

Each of the answers obtained in the survey were analyzed, consequently the number of affirmative and negative responses were determined and the why for such responses. The third survey (see Annex 4). In question 1. A 38% of the students determined and mentioned that commercial video games are a fun, easy, and meaningful way to learn a foreign language, in this case English. Student A: *“uno aprende mediante los Juegos A pronunciar palabras en ingles y verbos y Acciones en ingles”*. Student B: *“a unque nuno sufro es mas fácil y divertido”*. Student C: *“Si por que es una manera divertida y ecensial para aprende el ingles muy rápido”*. In question 2. A 38% of the students improved their concept towards the importance of English as a subject, although the second survey showed a favorable result, it did not move away from the unfavorable factor, an aspect that changed in the third survey Student A: *“si por que nos sirve el ingles para hablar conocer personas nuevas”*. Student B: *“por que es versátil para distintas situaciones que podamos presentar en el futuro”*. Student C: *“porque nos enseñaron y aprendimos mucho y nos explican”*. In question 3. A 60% of the students, from their final criteria towards the project considered learning English with commercial videogames a very versatile, significant and important way. Student A: *“si y cirve mucho mas por eso se que es mas efectivo y*

fácil” Student B: “*si por que es una forma muy útil de Aprender Actions y Verbs por medio de los Videojuegos*” Student C: “*Si por que se juega y se aprende al mismo tiempo*”. In question 4. A 38% of the students considered important the contributions from the pre-service teachers to develop an autonomous learning process in terms of learning English. Student A: “*por que nos ayudan a tener un ingles mas fluido*”. Student B: “*si por que con los apuntes podemos Aprender y repasar lo Aprendido en clase*”. Student C: “*porque nos enseñan cosas nuevas*”. In question 5. A 60% of students did not mention directly to the project a responsible factor for influencing the process of autonomy, but they did mention some cases in which the project was a reference. Student A: “*si atraves de libros en ingles*”. Student B: “*Si por medio de una aplicación de Internet*”. Student C: “*Si jugando tornite*”. In question 6. A 38% of students confirmed that their English level improved thanks to the worked commercial video games. Student A: “*Por que e aprendido muchos verbos acciones y palabras muy fáciles*”. Student B: “*Aprendi más cosas nuevas en ingles*”. Student C: “*porque nos practica cosa mejores y rápidamente*”. Only 2% of students manifested they have not improved their English level. Student A: “*porque no jugue y no entendí*”. In question 7. A 60% of students mentioned that the applied commercial video games, did offer contributions in terms of learning English, they also wrote and mentioned these contributions. Student A: “*hacer las cosas mas fáciles*”. Student B: “*mucho porque e podido abrar ingles con mi familia*”. Student C: “*que e aprendido mucho y es mas fácil el ingles*”. In question 8. A 60% of students found a high number of difficulties, but they also found and developed their own methods to overcome them. Student A: “*que me quede atrapado en la comisaria y es dificil salir y lo logre*”. Student B: “*Me quede en un parte y los supere muscando llaves*”. Student C: “*Partes del juego en donde palabras en ingles no entiendo, la supero con lo que he aprendido*”. In question 9. A 60% of the students were able to handle language difficulties, making use of the acquired knowledge, extrapolating the same in commercial videogames, as well as in everyday life, when looking for a solution to them”. Student A: “*los manejo con calma y recuerdo todo lo importante que aprendi*”. Student B: “*lo ago otra vez q lo intento par a poderlo aprender*”. Student C: “~~triste~~ *paraba y reflexionaba*”. In question 10. The 60% of students, mentioned topics that they saw and were mentioned by the pre-service teachers, but it does not support that all the experience has been based on the specific topics. Other students mentioned the most important contributions that the project offered to their academic and personal experience. Student A: “*que me ayudaron a mejorar y*

aprender mas rápido y sencillo". Student B: *"aprender cosas nuevas por los juegos"*. Student C: *"nos dimos cuenta que jugando juego aprendemos"*.

The analysis and presentation of the previously presented information, determined that the project was a very good incentive for the students in their English acquisition process, although, it is not a replacement towards the academic processes, it is an excellent option to teach a foreign language, considering the interests of students, it is clearly necessary to determine better the commercial video games that are used, clarifying that the process must be constant, continuous and significant.



Graphic 5

7.2 Test Information Analysis Procedure

The 10 questions that were in each of the pre-test and mid-test were reviewed, they were rated as correct, incorrect, resolved and unresolved, this, in order to define how students, relate their prior knowledge with the situations added in the tests, hence, in order to provide more help in the relation process, from the second and third tests images from the game interface were used.

Similarly, for the evaluation process to be applicable, the post-test was done orally, this, in order to provide the students with a different way of putting into practice what was acquired during the development of the sessions and the written tests. The post-test was analyzed from the ability of students to respond to the situations that are proposed and situations that correspond to everyday life, this, with the help from the game interface.

Each of these tests were analyzed in light of the evaluation rubrics previously mentioned, which have determined the parameters that were considered when analyzing the obtained data.

7.2.2 Test Analysis

Each of the three tests had ten questions, each question referenced a daily situation. The analysis was made based on: the acquisition, interpretation, structuring and contextualization acquired from the worked commercial video games and their application in the tests.

The pre-test sought to determine the acquired knowledge of English through the worked commercial video games, situations of academic, daily life, social and family were set.

The mid-test sought to determine the acquired knowledge of English through the worked commercial video games, likewise, as in the first test, situations of academic, daily life, social and family were set.

Post-test sought to determine the final knowledge acquired through the worked commercial video games, here students used all of the acquired knowledge in this project application, therefore, this post-test was executed orally, so that students could appeal and do use of their knowledge, extrapolating this way, their knowledge.

7.2.2.1 Pre-test Analysis

Acquisition: It showed a low level of comprehension, although students were able to identify vocabulary (teacher, ready, call, watch, etc.) many of them were limited to answer based on the translation they did from the word, and did not lend the adequate attention to the situation that was in the question. In this order of ideas, the most frequent mentions toward the test were: Student A: *“profe, yo no entiendo nada”*, Student B: *“profe, que dice aca, no entiendo”*, Student C: *“como yo no entiendo, yo no voy a responder nada”*, Student D: *“Yo aprendo es con Duolingo”*.

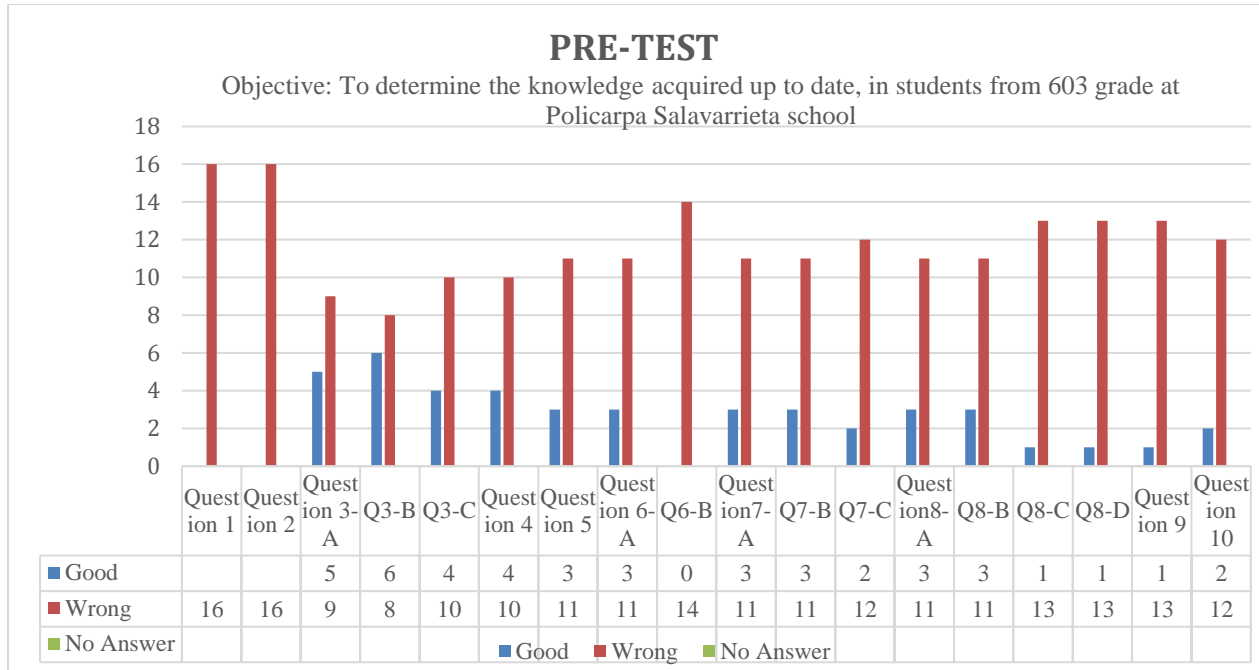
Interpretation: Some students did not develop the pre-test, because their level of understanding was low, therefore, the questions caused them frustration, and this, added to the low interests towards the class, prevented them from having an adequate development of it. As a result, the questions with the greatest margin of error corresponded to those in which they had to write the response of the previously proposed situation; on the other hand, the questions with the greatest margin of success corresponded to the multiple-choice questions. (See annex 12)

Structuring: Due to the lack of understanding and low comprehension from the questions placed in the pre-test, the level of structuring from responses was incoherent, we must mention, in addition, the absolute disinterest in trying to even respond properly. This is evidenced by not writing an answer or writing words in English at random. (See annex 13)

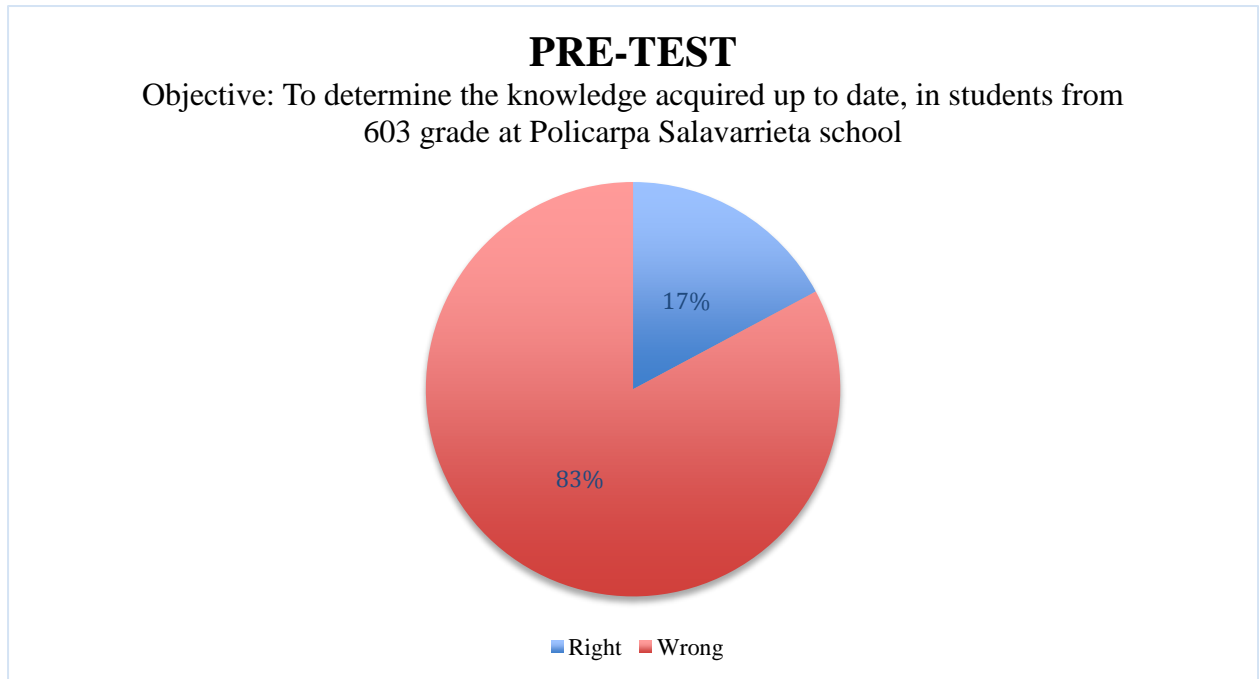
Contextualization: Many of the answers lacking any coherence, logically denoting that the students did not contextualize them, this, as previously mentioned, corresponded to the lack of understanding or low comprehension of the questions posed in the pre-test.

The analysis of the results from the pre-test, marks the level of knowledge of students, as well as their understanding of the pre-test itself, students have a very low level, consequently the number of incorrect questions exceeds the correct ones (see graphic 6) considering

the previously mentioned above, the overall percentage (see graphic 7) is able to delimit that the level of knowledge acquired in English, up to date, is well below the basic level.



Graphic 6



Graphic 7

7.2.2.2 Mid-test Analysis

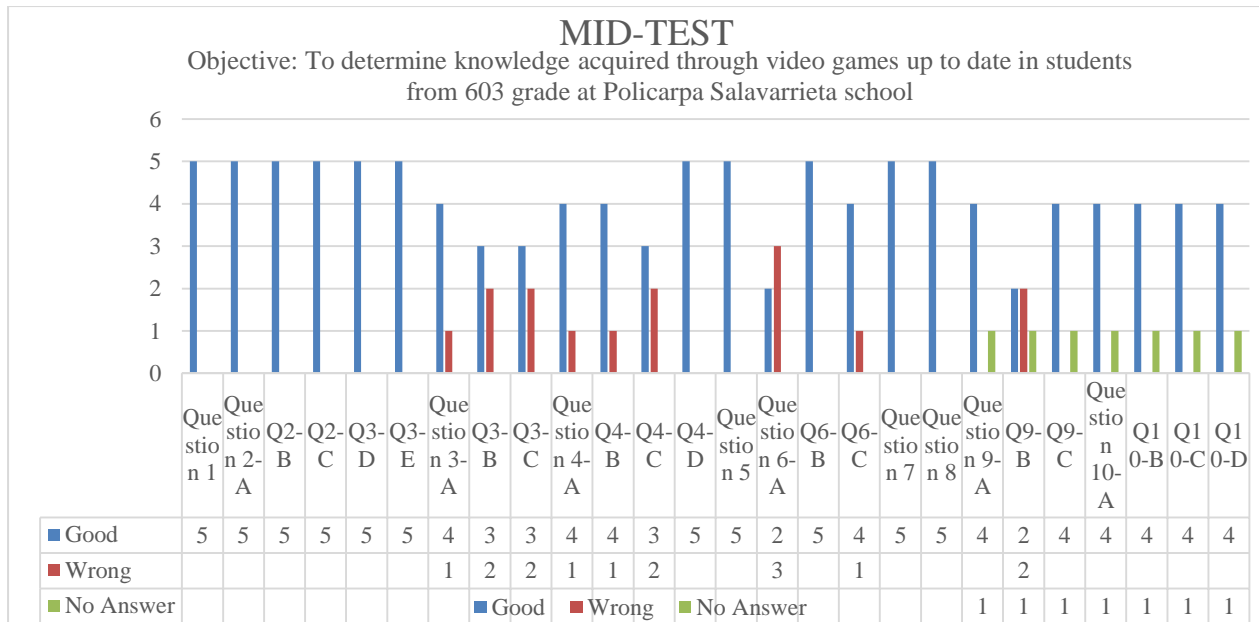
Acquisition: The mid-test presented a high degree of acquisition. The students were able to respond based on the knowledge acquired through the worked commercial video games, also, their acquisition process was strengthened thanks to the images used in the test, which corresponded to the game interface. In test number 1 (see Annex 2) the answers were correct, mostly (except one of question 4).

Interpretation: The students were able to identify the situations that the questions posed, which allowed them to respond adequately, although some of the answers were not correct, the development of them and their contributions at the time of developing the test allow students to guarantee that their interpretation improved. Some of the dialogues mentioned towards the questions were: Student A: *“profe, eso lo vimos en el juego”*, Student B: *“esa llave estaba donde habían unas ratas”*, Student C: *“ahí es cuando el policía le da la llave”*

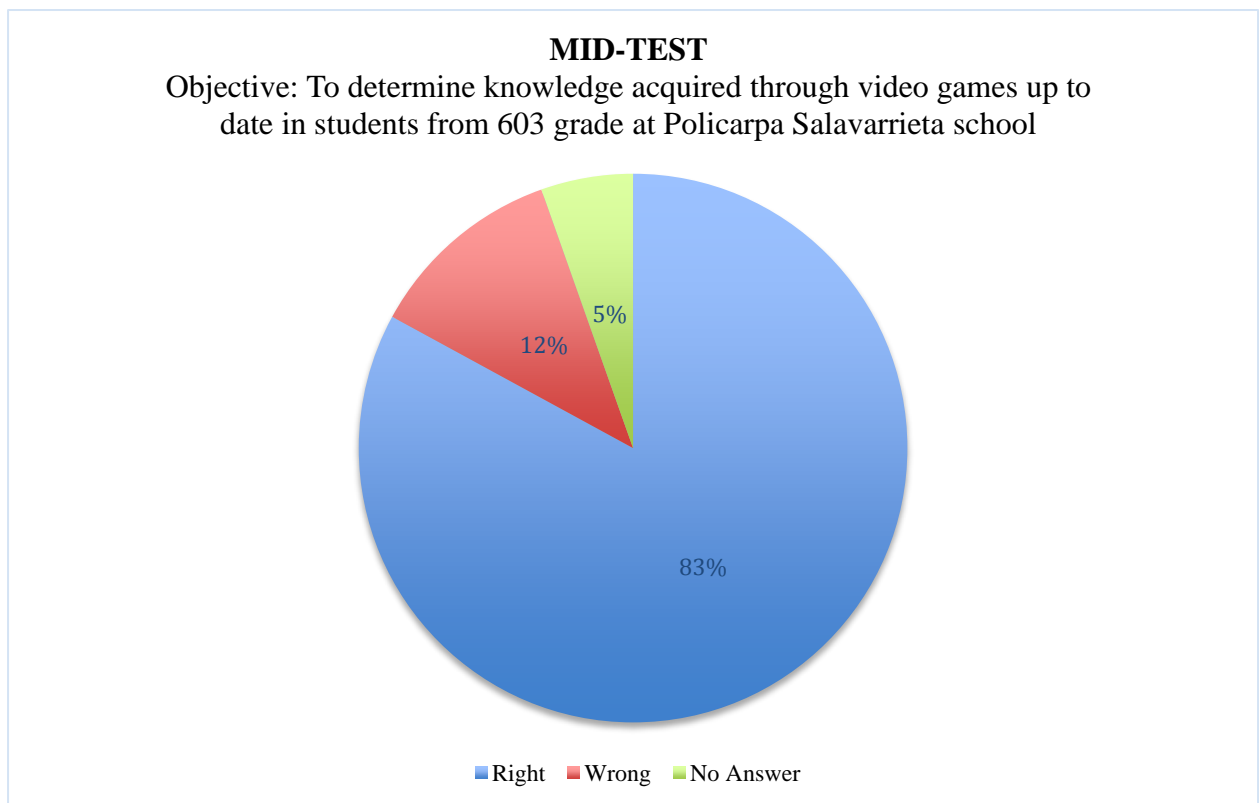
Structuring: The number of questions regarding structuring for a sentence, increase compared to the pre-test. In the mid-test, students were able to structure grammatically correct sentences, except for a few minor drafting errors. This is evidenced in test number 2 (see annex 3) in the sentences of questions 3 and 6.

Contextualization: The ambit of contextualization from the mid-test was equally rewarding, students were able to compare the situations from the questions in relation to what was seen in the video games and extrapolate this knowledge in the development of the questions. Among the most relevant dialogues, it was found: Student A: *“el green es el de las matas”*, Student B: *“Donde se leen las noticias”* (doing a reference to “newspaper” from the question 9 from the mid-test), Student C: *“Ah, evacuate es evacuar”*.

The mid-test presented a remarkable advance in the knowledge acquired (see graphic 8) towards the English acquisition, which showed that its application has been beneficial to the extent that students are ready to it and students were guided during its development. Therefore, the percentage of improvement was reversed compared to the pre-test. (See graphic 9)



Graphic 8



Graphic 9

7.2.2.3 Analysis Post-test

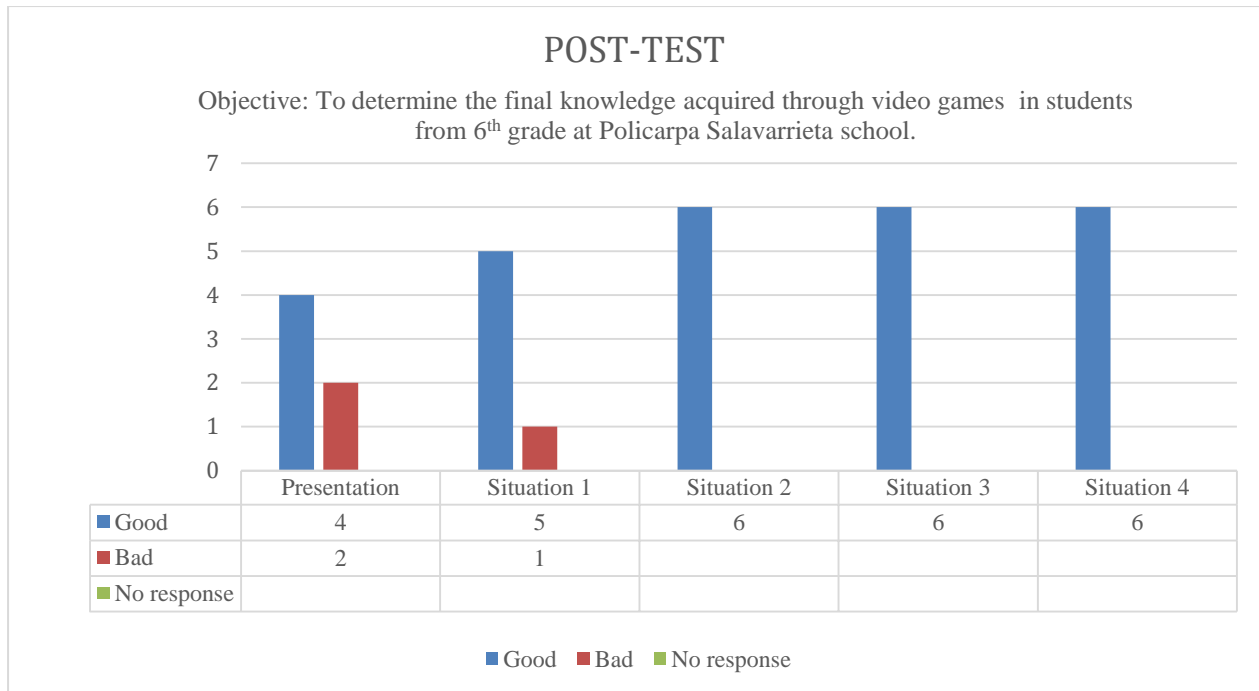
Acquisition: Students demonstrated to have acquired a basic level in terms of vocabulary, expressions, as well as a basic understanding with respect to situations that were raised to them. Some students managed to quickly identify the situation and gave the most appropriate response to it. A clear example was the situation raised by pre-service teachers, in which they had to apologize, some quickly responded "*ah, ahí uno dice sorry*", others were slow to respond, but they were able to analyze the situation and give a proper answer.

Interpretation: All the situations raised by the pre-service teachers were analyzed by the students, which allowed their answers to be correct according to the presented situation. Clear evidence of the analysis was presented when the students determined that "*that's enough*" was the most appropriate response when they heard the word "*tired*", likewise, when they heard a situation where they had to drink something, they differentiated between *drink* and *pick up*.

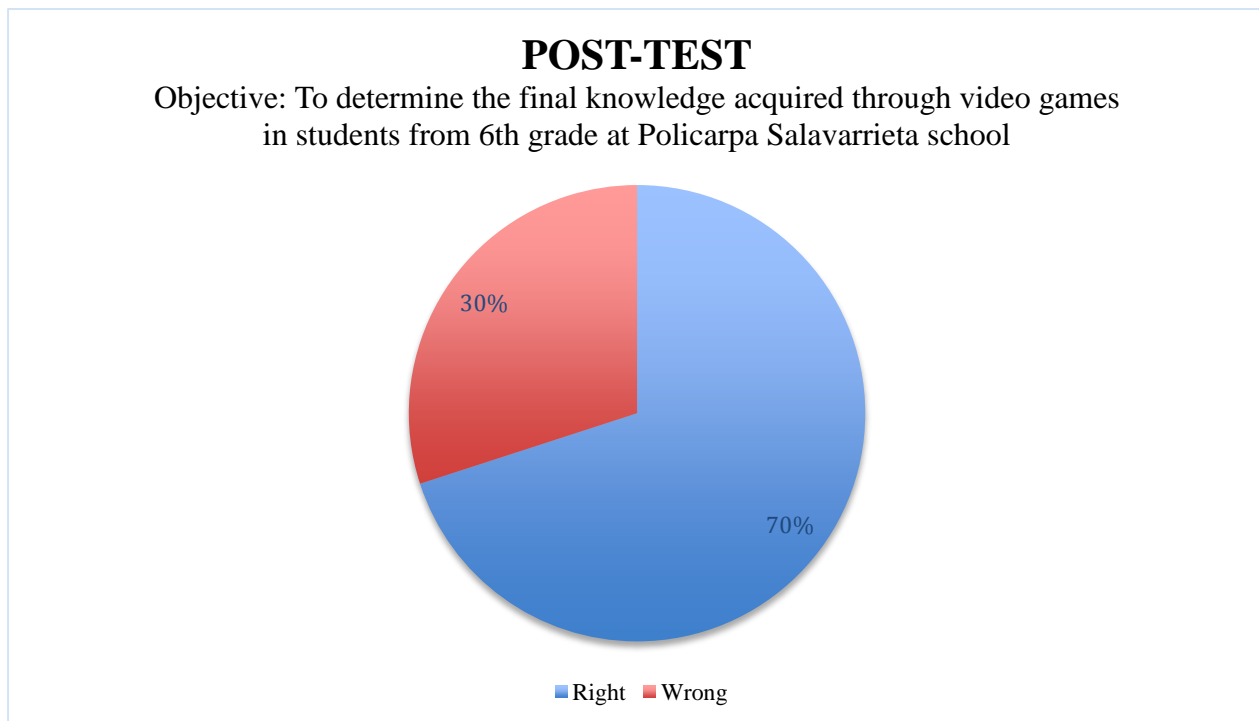
Structuring: The structuring of an adequate response was remarkable, although it was a single situation in which they had to structure a long answer, it contained positive and negative response at the same time. For a situational answer, students, took their time and determined their response, clearly there were certain failures during their time to respond, but it is worth to mention that the fact of executing on structuring process that was remarkable and appreciative.

Contextualization: The students were able to understand the situations posed, they were contrasted by the students themselves, some of their contrasts were "*como cuando uno está mamao de la clase de matemáticas*" or "*si, hay profesores que son más cansones*" they responded to a situation from the Physical Education class, a situation presented by the pre-service teachers, in such order, also contrasted the situations where there were objects on the floor and when they had to mention something from someone.

The presented post-test showed another notable change in terms from the mid-test (see graphic 10), although in the mid-test their response level was higher, this only determined what they could write, seeing strengths in their writing level and visual response, but when it was time to speak in English, the students showed some difficulty (see graphic 11), but they did not show any frustration, which allowed them to perform at their own pace.



Graphic 10



Graphic 11

7.3 Analysis Procedure Information from Interviews

7.3.1 Interviews Analysis

Three moments were taken during the interviews, before, during and after the project. The first interview before the project, which sought to determine what expectations students had regarding the project and the fact of using commercial video games to learn English. The second interview during the project, with the objective of determining how much and what they had acquired with the worked commercial video games and finally the last interview at the end of the project, which had as purpose to determine if they considered valuable and important the use and application of commercial videogames in their autonomy process for learning English as a foreign language.

7.3.1.1 Interview Analysis before Video Games Application

The answers from the students regarding what they expected from the project, were positive; many considered the use of commercial video games to learn English fun and important.

Student A: Buenos días, mi... me llamo Mateo. Eh [...] estudio en el colegio Policarpa Salavarrieta y [...] estoy en el grado seis tres.

Sobre el proyecto de inglés, pues me parece innovador, no sé, eh [...] pues para que la gente se despegue de solo estar estudiando, y [...] ya.

The other interviews (see Annex 8) presented similar responses to the previous one presented. The above mentioned corroborates that students had great expectations in the application of commercial video games as a tool to learn English as a foreign language.

7.3.1.2 Interview Analysis during the application of commercial video games

Students' answers regarding how much they had acquired, was evidenced in statements with specific topics that were worked on, in the sessions (see annex 8); students said they had acquired part of them and also argued that the themes were easier to learn thanks to the application of commercial video games.

Student A: Yo aprendí que, a los videojuegos, los verbos, los pronombres, los sujetos y aprendí... y aprendí a hacer oraciones cortas... ..correctamente, y... por medio de los videojuegos pues he aprendido cosas nuevas, sujetos nuevos y pronombres y verbos.

Clearly the previous answer, positively verified the appreciation and application of commercial video games as an acquisition tool to learn English as a foreign language, topics were mentioned, as a result of what was worked for the acquisition of specific aspects of English language.

7.3.1.3 Interview Analysis before the application of commercial video games

The last interview (see Annex 10) from the students was to determine if the project and the application of commercial video games were an important factor to encourage autonomous learning or to strengthen it. The answers obtained were gratifying, in them some students said that the project, as well as the worked commercial video games helped and, to stimulate the autonomous learning, it was also relevant that some answers contained experiences in which the students had already worked with commercial video games and these had contributed to them as far as English is concerned. Student A: *“My name is Andres Felipe Murillo Meneses... y yo he aprendido ingles en los videojuegos y diferentes formas viendo a YouTubers; por ejemplo, uno de ellos es “Nigahiga”, un YouTuber famoso que juega Fortnite. Las palabras, que pues... fácilmente he aprendido, eh... por ejemplo una de las tantas son: Headshot, spla... sprint y diferentes, pues entonces he aprendido mucho.* Student B: *“Buenos días, mi nombre es Junior Alexander Calderón Bastidas. Y yo he aprendido ingles por los videojuegos eh... Call of Duty, GTA, entre otros”*

Student C: *“Good morning, my name is Natalia Vargas Galvis. Hoy le quiero decir que por medio de una aplicación he aprendido inglés, he aprendido cosas nuevas y por medio de una aplicación por internet”*

Each experience and answer given by the students, allows to determine the advantage and the reach that commercial video games as an educational tool can get to obtain, always considering the management from the characteristics of vocabulary, expressions and situations. Specifically, students do not mention them, but the fact of having each one of them present at the moment of working and focusing on the immersion that commercial video games caused in the students, is reason enough to have them present in future applications and projects.

7.4 Information Procedure Analysis from Journal Field Information

7.4.1 Journal Field Analysis

Journal fields (see annex 11) correspond to the work done in the sessions, as well as to the way they were developed during the realization of the project. Therefore, the analysis corresponded to delimit with a blue stripe, situations in which the students presented advances and contributions both to their autonomous process of language acquisition, also in self-advances from the foreign language (in our case the English language).

7.5 Data Contrast

The data obtained in interviews, surveys, tests and journal field, corroborate that the factors that comprise the low level of English acquisition as a foreign language, are determined by the lack of knowledge regarding vocabulary as a first measure, which leads to a very minimal understanding of the situations that commercial video game (or any other situation, whether social, family, etc.) pose. When there is a minimum level of knowledge absent in terms of vocabulary or grammar, there is not a good understanding either, as the student must make up for the incomprehension with translation or suppression, aspects that were widely used, but not significant.

Although, students had a low level of knowledge in terms of vocabulary or grammar, commercial video games and its implementation as an educative tool, contributed in the processes of English acquisition of a foreign language, contributions that are validated in the mid-test and post-test, in where the students presented a higher level of knowledge, which, while not extremely high, was significant for the participants, since it allowed them to learn "in an easier and in a more fun way".

In order to determine more clearly the areas of the worked video games, the global rubric of evaluation used (see graphic 12) presented and demarcated the areas in which the students performed better, as well as the score towards their results and the evaluation according to each score.

Score	Assessment	Vocabulary Descriptor	Expressions Descriptor	Situations Descriptor	Average Vocabulary			Average Expressions			Average Situations		
					Pre-Test	Mid-Test	Post-Test	Pre-Test	Mid-Test	Post-Test	Pre-Test	Mid-Test	Post-Test
0-2	Insufficient	Students acquired a very basic vocabulary which only allows them to say a few words	Students literally identified the expressions found in commercial video games	Students do not identify the situations found in commercial video games	X						X		
3-4	Deficient	Students acquired a basic vocabulary which allows them to say words with some fluency	Students identified the expressions found in commercial video games	Students identify with difficulty the situations found in video games				X					
5-6	Acceptable	Students acquired a broad vocabulary which allows them to say words fluently	Students analyzed the expressions found in commercial video games	Students identify with certain ease the situations found in video games			X			X		X	
7-8	Outstanding	Students acquired a wider vocabulary which allows them to say words more fluently	Students analyzed the expressions and understood connotatively	Students easily identify situations found in video games and understand their background		X			X				X
9-10	Excellent	Students acquired a broad and sufficient vocabulary to say words fluently	Students fully understood the expressions found in video games	Students immediately identify the situations found in the video games and understand in the totality the background of the same									

Graphic Global Rubric of evaluation 12

The previous graphic allows to corroborate the educative potential of commercial videogames in educational contexts, this, under a regulated but not subjugating application and always considering the interests of the students. The results obtained corresponded to a constant work, therefore, the application of commercial video games as an educational tool and obtaining the educative potential in terms of autonomous student learning, must be continuous.

8. Conclusions

The following conclusions featured up next, allow to corroborate the project's impact in the executed context, which corresponded to the 603 grade at Policarpa Salavarrieta School. Each and every conclusions were raised insight from the objectives; likewise, every definitive aspect is delimited and punctuated according to the featured objective, implemented in every conclusion.

- ❖ According to the first specific objective, the survival horror genre offered great challenges to students, but also, offer great academic contributions. Due to the most relevant characteristic of the genre, students were constantly in situations that had to be completed considering the dialogues, which caused more immersion from the students to the commercial video games and encouraged the search, analysis and knowledge to complete the situation that the video games presented.
- ❖ According to the first specific objective, the most relevant characteristics of the worked commercial video games were identified. This, to some extent that was determined by the survival horror genre, since it shows situations that must be complemented with specific situations. Therefore, the most relevant characteristics of commercial video games correspond to vocabulary, expressions and situations.
- ❖ According to the first specific objective, the vocabulary, situations and expressions as one body. When students possess a basic knowledge regarding what they see; more specifically, the vocabulary. This allows them to understand the situations in which certain expressions are found. In this order of ideas, the most relevant characteristics of commercial video games correspond to always keep in mind in its application, the vocabulary that contains the expressions and a guide to understand such situations, featured during their gameplay.
- ❖ According to the second specific objective, the language acquisition was greatly benefited. Many students greatly improved their way of acquiring English as a foreign language, and acquisition was more enjoyable, simple, rewarding, meaningful and a valuable process; since commercial video games gave the student a comfortable feeling, with which to identify and more importantly, be themselves and learn at their own pace.
- ❖ According to the second specific objective, students found the use of commercial videogames beneficial in the academic context. The vast majority of students determined that video games are an excellent way to learn, of course, that they did not demerit

conventional academic processes, for them a teacher is fundamental at the time of teaching, but it highlights the fact in which the students endorsed the use of commercial video games as a mean of teaching and learning.

- ❖ According to the third specific objective, the commercial video games contributed to the students' autonomous learning process. The reason corresponds to multiple answers in which the students claimed to search through other means and through the same commercial video games another way of learning English, for them the experience was significant and contributed a valuable knowledge to their way and learning style.
- ❖ According to the third specific objective, commercial video games oriented students in the acquisition processes. To the extent that students were immersed in video games, indirectly and directly identified vocabulary with which they understood the situations of the commercial video game and concluded in the determined expression to identify it. They also managed to extrapolate these situations and expressions in situations of their daily life.
- ❖ Additionally it can be concluded, the management by the teacher in order to provide a fun way to teach and learn. When the teacher uses a tool, the teacher must understand that it contains the same, for that, the teacher must consider the most characteristic factors of commercial video games. The teacher can perform a process with the characteristics from vocabulary, expressions and situations and with them execute a process whose approach is versatile and multifaceted.
- ❖ Additionally it can be concluded, the project was pleasantly received by teachers and directors. Among the most relevant manifestations, the applications, development and impact that the project had on students was highlighted, as well as, students and teachers expressed support for the project's contributions in the way of teaching English, always considering the interests of the students.

Annex Board

Annex 1 Schedule project

ACTIVITY	DESCRIPTION	JUNE				JULY				AUGUST					SEPTEMBER				OCTOBER			
		Weeks				Weeks				Weeks					Weeks				Weeks			
		1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4
First Survey (english) Population - Age English Appreciation	To determine if there is an academic and commercial video games relationship by the student		12																			
Primera encuesta (spanish) Population – Age Thoughts regarding commercial video games	To determine the appreciation from students towards the use of commercial video games in education.						17															
Objectives & Contextualization	Project Introduction									3												
Emulators: ePSXe v1.8.0	Tutorial engaging emulator configurations (controllers, execution and saving of video games)									3												
Video games Introduction: Silent Hill – Parasite Eve II	Trailers presentation, Synopsis of each video game and Gameplays									3												
Pre-test	To determine the English knowledge up to date									3												
Initial Thoughts. Video recording	Students interviews: What do they expect from the Project?										10											
Game Session 1 (two hours)	Ten minutes of theoretical presentation: "irregular and regular verbs" Hour and fifty minutes of play											14										
Game Session 2 (two hours)	Ten minutes of theoretical presentation: "simple present" Hour and fifty minutes of play												21									
Game Session 3 (two hours)	Ten minutes of theoretical presentation: "present progressive" Hour and fifty minutes of play													28								
Thematic clarifications 1 (one hour)	Development of the aforementioned topics: "Regular and irregular verbs" and "simple present"												17									
Thematic clarifications 2 (one hour)	Development of the aforementioned topics: "simple present" and "present progressive"													24								
Intermediate Thoughts. Video recording	Students' Interview: How much have they learnt with video games?														28							
Second Survey	To determine the appreciation from students toward use of commercial videogames up to date														28							
Mid-test	To determine the topic and autonomous progress form students in the apprehension of English language														31							
Game Session 4 (two hours)	Ten minutes of theoretical presentation: "Simple past" (there was not any academic journal, due to the event "experiencias significativas") Hour and fifty minutes of play															4						
Game Session 5 (two hours)	Ten minutes of theoretical presentation: "Past progressive" Hour and fifty minutes of play																11					
Game Session 6 (two hours)	Ten minutes of theoretical presentation: "Time connectors" and "WH Questions" Hour and fifty minutes of play																	18				
Thematic clarifications 3 (one hour)	Development of the aforementioned topics: "Simple past"														7							
Thematic clarifications 4 (one hour)	Development of the aforementioned topics: "Past progressive"															14						
Thematic clarifications 5 (one hour)	Development of the aforementioned topics: "Time connectors" and "WH Questions"																21					
Final Test	To determine to what extent project's application contributes to the autonomous learning and apprehension of English as a foreign language																		28			
Final Thoughts. Video recording	Students' Interview: Did they consider important, in their autonomy to learn English, the use of video games?																				2/5	

The process of developing the investigation is evident in the chronogram. Starting with the pre-test, whose function was to determine if the students had experienced learning English through videogames, due to the difficulty of the students to discern with respect to the questions raised, they proceeded to do it in Spanish, with the purpose of obtaining more clear information regarding the experiences, as well as the assessment of the students with respect to the English language and the use of commercial videogames to apprehend it. The results obtained with respect to the assessment, were mostly positive, thus clarifying that there were students who emphasized that video games are for fun and not for learning, due to the difficulty of the language they did not choose to play in English or simply they did not like to play.

Bearing in mind the previously mentioned, the methodological process was segmented into working sessions, with a total of two weekly sessions that took place in three hours, two hours of game session on Tuesdays and two hours on Fridays (one hour of thematic session and one hour of game); it is clarified that the thematic session is not a class, it is a time in which the students explain their doubts, inconveniences or concerns regarding what is seen in video games session from Tuesday. In order to demonstrate the advances on behalf of the students, the schedule presents a video recording session and test session, being the first recording session carried out on August 10th of the current year, in that session a maximum of 7 students; they were asked if they thought they would learn English using commercial video games, once the students have developed the first three gaming session and the two thematic clarifications, the second recording of considerations is performed on August 28th; on the same, students used the knowledge they have acquired to answer if the process has positively or negatively impacted their academic process. A mid-test on August 31st is performed to corroborate the process executed to date.

On September during three game sessions and three sessions of thematic clarifications, such activities provided the final guidelines for the development of the research, therefore the final-test is executed on September 28th, determining if the application of the project was positive or negative. Finally, during the week of October 2nd to 5th, the last recording was made which provided the final considerations of the process.

Annex 2. First survey

FIRST-SURVEY

Nombre: _____

Fecha: _____

1. ¿Te gusta aprender inglés?

SI ___ NO ___

Porque

2. ¿Consideras el inglés un área importante?

SI___ NO___

Porque

3. Describe como te gustaría aprender inglés

4. ¿Crees que aprendes más inglés fuera del colegio que en las clases de inglés?

SI___ NO___

Porque

5. Escribe una experiencia en la cual hayas aprendido inglés fuera del colegio

6. ¿Crees que aprenderías mejor el inglés con videojuegos? SI___ NO___

7. ¿Qué es lo más importante para ti en un videojuego? _____

Porque

8. Cuando has tenido alguna dificultad con un videojuego ¿cómo la has superado?

9. ¿Cómo te has sentido al superar completamente un videojuego difícil?

10. ¿Qué crees que es el género survival horror en los videojuegos?

Annex 3. Second survey

SECOND SURVEY

Objective: To determine videogames appreciation in students from the 603 grade at Policarpa Salavarrieta school

Nombre: _____ **Fecha:** _____

1. ¿Ha considerado importante aprender inglés a través de los videojuegos trabajados en clase? SI ___ NO ___ ¿Por qué?

2. ¿Ha mejorado su concepto del área de inglés como una materia importante? SI ___ NO ___ ¿Por qué?

3. En su criterio: ¿Cuál sería la mejor forma de aprender inglés?

4. ¿Ha considerado usted importante los aportes de los maestros en formación para su proceso autónomo de aprendizaje en inglés?

SI ___ NO ___ ¿Por qué?

5. ¿Ha intentado aprender inglés sin acompañamiento?

6. ¿Cree que puede mejorar aprendiendo inglés con los videojuegos?

SI ___ NO ___ ¿Por qué?

7. ¿Qué aportes relevantes le ha brindado los videojuegos trabajados?

8. ¿Qué dificultades ha encontrado en los videojuegos trabajados? Y, ¿Cómo las ha superado?

9. ¿Cómo maneja las dificultades del idioma al no poder avanzar en los videojuegos?

10. ¿Cuáles han sido los aportes más importantes en el desarrollo del proyecto?

Annex 4. Third survey

THIRD SURVEY

Objective: To determine final appreciation about commercial video games in students from the 603 grade at Policarpa Salavarrieta school

Nombre: _____ **Fecha:** _____

- 1. ¿Considero importante aprender inglés a través de los videojuegos comerciales trabajados en clase? SI ___ NO ___ ¿Por qué?**

- 2. ¿Mejóro o no su concepto del área de inglés como una materia importante? SI ___ NO ___ ¿Por qué?**

- 3. En su criterio final: ¿Considera que aprender inglés con videojuegos comerciales es una forma muy versátil, significativa e importante?**

- 4. ¿Consideró importante los aportes de los maestros en formación en su proceso de aprendizaje autónomo del inglés? SI ___ NO ___ ¿Por qué?**

- 5. Por influencia del proyecto ¿Intento aprender inglés sin acompañamiento o de forma autónoma?**

6. ¿Cree que mejoró su nivel de inglés con la ayuda de los videojuegos comerciales trabajados?

SI ___ NO ___

¿Por qué?

7. ¿Qué aportes importantes le brindaron los videojuegos comerciales trabajados?

8. ¿Cuál fue la mayor dificultad encontrada en los videojuegos comerciales trabajados? y, ¿Cómo la superó?

9. ¿Cómo manejó las dificultades del idioma al no poder avanzar en los videojuegos comerciales?

10. En su opinión ¿Cuáles fueron los aportes más importantes del proyecto a su experiencia académica y personal?

Annex 5. Pre-test

PRE-TEST VIDEO GAMES

NAME: _____ DATE: _____

Objective: To determine the knowledge acquired up to date, in students from 6th grade at Policarpa Salavarrieta School.

1. You are tired after physical education (P.E.) class, but the teacher asks to do some more exercises. Which is the best option to tell the teacher that's it for today?

I'm ready for more!
That's enough

Write an appropriate option for the following sentence

Teacher, _____

2. You come inside a clothing store; without intending to buy anything, while observing the clothes, a worker offers help.

Can I see a list?
What are BP?
Nothing, thanks

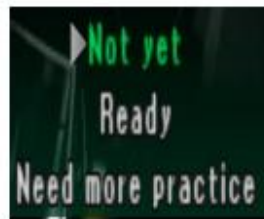
Select and write the appropriate option to tell the worker that you do not want to buy anything, but you are grateful for her help.

T: What can I do to help you today?

Y: _____

3. Match the right answer for each student situation.
English professor is going to do a workshop and it happens that:

- You are ready.
- Your partner needs more practice.
- Your partner is not ready.



4. Landline telephones only allow the choice to...



- A SAVE B CALL
 C TEXT D WATCH

5. Accidentally you stumble with a partner. What is the proper expression to apologize for what just happened?

- A GO! HURRY B I'LL GO CALL
 C I'M SORRY D NO GOOD

6. Select the most appropriate option for the following situation

A) On my way home I found a \$ 10,000 bill, so I PICK UP/GET UP

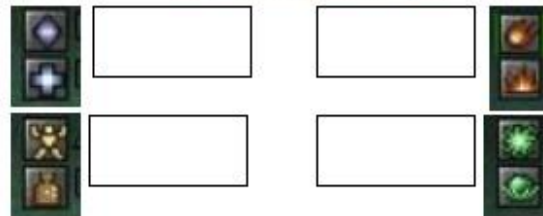
B) You decide to TELL/WRITE what happened to your family

7. Complete the following sentences with the most appropriate option for each one of them

All
Select
Discard

- A) You _____ the best option
B) I choose _____ the best food
C) Please, _____ a book

8. You find the following symbols on a billboard. Write in English the elements to which each image belongs:
FIRE – WATER – EARTH – WIND



9. At school is not allowed to go in a hurry while you are in the halls of the school. Circle the correct verb corresponding to the allowed action.

Movement Walk Run

10. The speakers have a very high volume level. What is the option to completely mute the volume? Circle the correct answer

Music 3 2 1 Off

Annex 6. Mid-test

MID-TEST VIDEO GAMES

NAME: _____ DATE: _____

Objective: To determine knowledge acquired through video games up to date in students from 6th grade at Policarpa Salavarrieta school

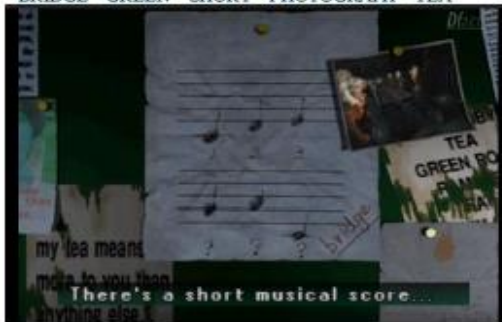
1. Observe the following image in an English book. Select the correct option to the planned sentence in the image



- A STAYING B FLOATING
C HANGING D WAITING

2. Circle the following words:

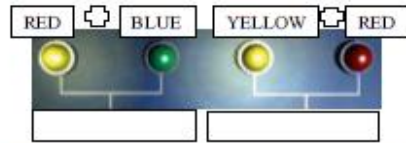
BRIDGE – GREEN – SHORT – PHOTOGRAPH – TEA



3. Describe what you see in the following image



4. A classmate ask you to write the color that comes up from the mixing from the following colors



Then, a partner says that he likes the purple color and does not like orange color. Select the correct option in the following sentences

Juan likes/doesn't like the Orange color

Juan doesn't like/likes the Purple color

5. A teacher orders you to bring a bottle antiseptic from the first aid kit, but it's a foreign first aid kit, everything is written in English. What words would you look for to identify the antibacterial?



6. Write in three or five sentences what you suppose is happening in the next image



7. What is the best option to compliment a fellow student for a well given information

A I SEE, THANK YOU B AMAZING

C WATCH OUT D SO BAD

8. In case of an emergency (fire, earthquake, etc.) the first thing to do is...

evacuate

A CALMLY B CALMLESS

9. Complete the sentences with the object that requires it

A) To open a door, you're going to need _____



B) News can be read in a _____



C) An illness can be cured with _____



10. Complete the following dialogue with the next words

Working – Studying – Playing – Learning

I am _____ in the Policarpa Salavarrieta school, right

now, two training teachers are _____ with us in a

Project in where we are _____ English with video

games, because we can learn _____

1. You are tired after physical education (P.E.) class, but the teacher asks to do some more exercises. Which is the best option to tell the teacher that's it for today
2. Accidentally you stumble with a partner. What is the proper expression to apologize for what just happened?
3. On my way home I found \$1.000 (one thousand) bill, so I...
4. Talk me about Jhon

Annex 8. First interview

- *Buenos días.*

Mi nombre es Juan esteban Castillo Quevedo, y estudio en el grado seis tres y estudio en la Policarpa Salavarrieta.

Y me parece mucho y muy divertido la [...] el proyecto de inglés, porque nos enseña [...] ah [...] inglés y más fácil y más rápido.

- *Buenos días, mi... me llamo Mateo. Eh [...] estudio en el colegio Policarpa Salavarrieta y [...] estoy en el grado seis tres.*

Sobre el proyecto de inglés, pues me parece innovador, no sé, eh [...] pues para que la gente se despegue de solo estar estudiando, y [...] ya.

- *Buenas tardes, mi nombre es Juan Felipe Mongui Leon. Vengo de Policarpa Salavarrieta, grado seis tres.*

Y, pues quiero comentar que el proyecto que estamos haciendo es muy interesante y bueno, por... que podemos aprender de inglés al tiempo que nos divertimos, que es el... el punto de este trabajo.

- *Buenos días, mi nombre es Brigithe Natalia Vargas Galvis, del colegio Policarpa Salavarrieta, estoy en grado seis tres.*

Hoy vengo a comentar que el proyecto que estamos haciendo sobre los videojuegos, es muy interesante porque aprendemos ingles por medio de los videojuegos y aprendemos a jugarlo, y ya.

- *Hola [...] muy buenos días, mi nombre es Yumalai Caicedo Palomino Rojas, vengo del colegio Policarpa, um [...] estoy en el grado seis tres.*

El proyecto que nos están enseñando es muy chévere, porque nos enseña a hablar inglés y [...] nos enseña a escribir también inglés, porque cuando uno quiere ir a los demás países uno puede hablar inglés y puede uno jugar

Annex 9. Second interview

- *Yo aprendí que, a los videojuegos, los verbos, los pronombres, los sujetos y aprendí... y aprendí a hacer oraciones cortas... ..correctamente, y... por medio de los videojuegos pues he aprendido cosas nuevas, sujetos nuevos y pronombres y verbos.*
- *Buenos días, mi nombre Carlos Andrés Viuche Ballesteros, vengo del grado seiscientos tres, de la Policarpa Salavarrieta, y yo he aprendido mucho sobre los videojuegos, a través... de por medio del inglés, y eso nos ha enseñado muchos verbos y nos enseña a poder practicar un mejor futuro.*
- *Yo, Andrés Felipe Murillo, eh, del grado seis tres. Policarpa Salavarrieta, del colegio Policarpa Salavarrieta, he aprendido con los videojuegos una dinámica muy fácil que es enseñarnos fácilmente los pronombres, los verbos y en lo cual se puede aprender mientras se juega.*
- *Buenos días, mi nombre es Andrés Felipe Murillo Meneses, del grado seis tres, del colegio Policarpa Salavarrieta y vengo a decir lo que [...] videojuegos; con los videojuegos he aprendido muchos verbos, pronombres, también, eh [...] lo que es aprendido, um [...] frases cortas y una dinámica muy fácil.
Con los videojuegos, se [...] se puede al mismo tiempo jugar y aprender y lo cual me ha gustado.*
- *Buenos días, por medio de los videojuegos he aprendido palabras nuevas, esto... unas palabras. [...] Artículos, pronombres, eh [...] oraciones. Ya.*

Annex 10. Third interview

- *My name is Andres Felipe Murillo Meneses... y yo he aprendido ingles en los videojuegos y diferentes formas viendo a YouTubers; por ejemplo, uno de ellos es “Nigahiga”, un YouTuber famoso que juega Fortnite. Las palabras, que pues... fácilmente he aprendido, eh... por ejemplo una de las tantas son: Headshot, spla... sprint y diferentes, pues entonces he aprendido mucho.*
- *Buenos días, Carlos Andrés Viuche Ballesteros. He aprendido ingles estudiando por mi propia cuenta en mi casa.*
- *Buenos días, *ininteligible*. Si lo considere importante pues ya había jugado juegos.*
- *Buenos días, mi nombre es Junior Alexander Calderón Bastidas. Y yo he aprendido ingles por los videojuegos eh... Call of Duty, GTA, entre otros.*
- *Good morning, my names is Natalia Vargas Galvis. Hoy le quiero decir que por medio de una aplicación he aprendido inglés, he aprendido cosas nuevas y por medio de una aplicación por internet.*

Annex 11. Journal fields

Journal Field

Pre-service teachers: Miguel Ángel Zerrate Diaz – Edgar Leonardo González Gutiérrez

Place: Educational Institution Policarpa Salavarrieta – Headquarter.

Grade: 603

Date: August – 3rd – 2018

Objective: Project's general considerations and video games and emulator introduction

The process of presentation of the project was performed, as well as the objective from the same and what would be the advantages of participating in it. Also, the methodology, the video games to be worked on, the rules of participation and what would be taken into account to be part of the project were discussed.

Students took a place in each laptop in the Vive Digital room, previously the pre-service teachers had organized the emulators to execute the video games that we were working on, determining in the first place how the session would be performed.

First task corresponded to teaching and introduce to the students the emulator, the components and its general use, given that the entire emulator was in English, the first challenge that students faced was to identify each aspect of what was mentioned by the pre-service teachers, despite this, some managed to identify them by assimilating the images presented by the emulator, as well as keywords, among which were: game pad, options, buttons, file and run-ISO.

In the "gamepad" configuration, students immediately identified the image of the control, thus, at the time of configuring the same, there was no greater difficulty. Some students expressed: "profe, yo conozco ese control" or "estos son el boton de start y select", thanks to this it was possible to identify that students previously had contact with commercial video games.

The rest of the session passed without any problem, students requested the help of the pre-service teachers when they did not know a word or wanted to specify something from the emulator or the configuration of the control. When the teacher in formation explained about any given word, the student repeated it immediately, likewise, at the moment of requesting the help, the teacher in

training pronounced the word, which caused the request, textually and once the student listened to it he repeated it.

Journal Field

Pre-service teachers: Miguel Ángel Zerrate Diaz – Edgar Leonardo González Gutiérrez

Place: Educational Institution Policarpa Salavarrieta – Headquarter.

Grade: 603

Date: August – 10th – 2018

Objective: Project presentation and first impressions about commercial video games

The first day of induction at the classroom from the Vive Digital room, in the educative institution Policarpa Salavarrieta (Main Headquarters); it was performed a presentation from the emulator with students are going to work, as well as the games arranged for it, for the development of this ludic/pedagogical sequence. In the course of the intervention, students were explained about the purpose for the induction of the English program and the importance of the project was also emphasized, which are:

- Improving for reading comprehension;
- Capability to produce new vocabulary;
- Emphasis on the sequence of simple or compound grammatical structures;
- And, reading comprehension.

All of the previously mentioned was defined as a reach that students in their autonomous process will achieve with the development of the project, therefore, they were introduced, so, that students will find the implementation interesting, as well as the participation of the project.

During the course of the activity, the configuration for the emulator's controller was explained to students and a featuring of game trailers was made about the theme of the video games in question.

The rest of the session was spent on the installation of the software for the ludic practices on Tuesdays and it finishes with the interview of 5 students (3 boys and 2 girls) about the comprehension, understanding and expectations from them towards the project.

Journal Field

Pre-service teachers: Miguel Ángel Zerrate Diaz – Edgar Leonardo González Gutiérrez

Place: Educational Institution Policarpa Salavarrieta – Headquarter.

Grade: 603

Date: August – 14th – 2018

Objective: First gameplay and Future updates

Just before the beginning of the session, two female students mentioned that they did not want to play under the argument: "that is only for children", just to mention that there was no problem with the fact that they did not play, asking as well, if the sessions will be graded.

The students took their seats and proceeded to start with the game, **some of them were eager and encouraged to start**, others, however, did not want to be participants. Unfortunately, the session went through inconveniences, some of which were referenced below:

- Computers slowed down;
- Video games did not load or files were corrupted;
- Emulator managed to work after an exaggerated amount of attempts; and,
- When the emulator was able to work, after a while they closed unexpectedly

All of the above caused the students to disperse and those who were interested and encouraged, to become frustrated by not being able to play properly, likewise, some students reported that video games were not to their liking.

We consider it a mistake to assume that the video games we featured and arranged, would be liked by students, as well as assuming that the emulators would work perfectly. Therefore, due to everything that has happened, we have chosen to change the way of working in the performance of video games and the topics to be implemented.

Flash drives organization was assumed, opting for an emulator and simpler video games, as well as access to a more diverse library, for those students who do not wish to play, they were assigned as a partner for those who participated and played, working together. The topics were

worked without prioritizing in any specific game, therefore each topic was seen, worked and learnt as they are found in video games.

Journal Field

Pre-service teachers: Miguel Ángel Zerrate Diaz – Edgar Leonardo González Gutiérrez

Place: Educational Institution Policarpa Salavarrieta – Headquarter.

Grade: 603

Date: August – 17th – 2018

Objective: Characteristics and feedback about first session

Due to a training performed in the institution, the working hour was postponed, for this reason, only 40 minutes could be worked, the students had previously worked in the Physic Education subject, so they were very active, this being an inconvenience, because they did not attend to the instructions of the teacher in training.

During the course of the class the students stated that the teacher in training "*habla demasiado*" and was "*aburrido*", which unfortunately caused the session to be tedious and not significant, given the minimal firmness and temper of the teacher in training, students (the great majority) stayed out of the classroom, not attending to the teacher or simply concentrating on talking with their classmates. It should be highlighted that there were students who attended the teacher in training and participated in the session.

Journal Field

Pre-service teachers: Miguel Ángel Zerrate Diaz – Edgar Leonardo González Gutiérrez

Place: Educational Institution Policarpa Salavarrieta – Headquarter.

Grade: 603

Date: August – 21st – 2018

Objective: To determine vocabulary ambits, expressions and expressions that students identify.

Starting the session, students immediately assumed their position in the Vive Digital room, while they were organizing, they proceeded to start gameplay session, determining that only a few students have shown great interest and participation since the beginning of the project; previously, some students had stated that they did not want to participate during the gameplay session, so the teacher in training made the decision to handover the workshops, in order to work with the students who presented disagreement or any will to participate. In this order of ideas, when the teacher in training handed the workshops and the elaboration and development process, the vast majority of students chose to participate in video games, but clearly this only for the students not to do previously mentioned workshop.

When the students gave enough attention to understand how and what they should do in the workshops, most of them (after the explanation) expressed that they did not want to do the workshop, arguing that: "*yo no se ingles*" or "*eso es muy dificil*"; sum to this, due to an error in the photocopy machine, the texts, graphics, numbers and spaces to work was almost impossible to notice, therefore, the teacher in training, constantly had to be aware of the students' needs, addressing their calls and doubts. Only when the teacher in training wrote on the board the most relevant of the workshop (action verbs) the students proceeded to develop the workshop, despite the aforementioned difficulties.

The time of the gameplay session elapsed without any major complications, **students who have been willing to play, remained in that action**, until unfortunately, for schedule working reasons, the person in charge of the Vive Digital room had to leave before noon, thus ending the gameplay session and heading to the classroom immediately. At the classroom, the students did

the workshop, as far as they could do it, where they wanted to do it, or wanted to do it, thus also determining that some students simply did not want to do the workshop.

All the previously mentioned shows that the proposal, unfortunately (this scenario has been foreseen) it only could be executed out with a specific group of subjects, because in previous sessions some female students said they did not want to play, due to that being only for male and some other students simply did not like the video games presented. Therefore, the development of the project was aimed at those who have presented that autonomous interest for video games.

Journal Field

Pre-service teachers: Miguel Ángel Zerrate Diaz – Edgar Leonardo González Gutiérrez

Place: Educational Institution Policarpa Salavarrieta – Headquarter.

Grade: 603

Date: August – 24th – 2018

Objective: Ambits guide determined by students

To provide a choosing option, the pre-service teachers met with the students previously and told them that they would work with those who wished to play, which is why a small number of students chose autonomously to participate in favor of their will to play. The pre-service teachers took the students to the Vive Digital room, but for protocol reasons, the room had already been booked by a teacher who wanted to have class in it, despite of being booked by the pre-service teachers weeks before. In order not to waste the gameplay session and give students the opportunity to play; being that the only inconvenience made of having a single laptop, the pre-service teachers chose to work as a team, developing the session as follows:

- Gameplay session started with the video game in which the students have progressed more, as well as being the most pleasant for the vast majority, being this Parasite Eve 2
- Those who said they wanted to play the other video game (Silent Hill) were asked to participate playing Parasite Eve 2 and after one hour of gameplay they proceeded to play Silent Hill
- Each student would play for 20 minutes; the others would collaborate with the current player to help moving forward
- It would be assigned a student who would take note of the unknown words, expressions and dialogues that would cause them the most interest, as classmate progress
- The pre-service teachers would respond to doubts, questions and suggestions that the students would manifest, likewise, the pre-service teachers would provide relevant data that would allow the players to advance.

The performed work mode was significant, clarifying that the main support factor was the fact that the students showed autonomy and interest in playing, thus allowing the participants to play and have fun while learning.

Finally, some of the students expressed their gratitude for having them in mind, as well as they valued the effort that is established with them towards their teaching and their learning commitment.

Journal Field

Pre-service teachers: Miguel Ángel Zerrate Diaz – Edgar Leonardo González Gutiérrez

Place: Educational Institution Policarpa Salavarrieta – Headquarter.

Grade: 603

Date: August – 28th – 2018

Objective: Ambits application based on a specific thematic

For today, a working way was proposed, which consisted of dividing the students into two groups, each working team with the following characteristics:

- Those who have shown interest in the development of the project, which is, have presented autonomy and have decided to participate in their own interest.
- Those who have shown their concerns regarding working on the project and decided to work without using video games as a learning tool.

While they are groups being delimited, the executed methodology consisted in working with the students interested in the project, in the Vive Digital room without the presence of their classmates, likewise, the students who were part of the project were left in the classroom, to have a wider discipline control.

Before beginning the session, the work was assigned to students at Vive Digital room and work was started with the students. Firstly, the topic to be worked was discussed, due to students previously had stated that they wished to handle a thematic, which determines, that there is still a culture of assignment, for that reason work proceeded to delimit a topic (in this case the verb to be and continuous present), once the subject was presented and guided, teacher in formation proceeded to assign tasks to the class, delivering a verbs workshop with 4 types of activities: alphabet soup, crossword, lost letters and scrambled words, each of these activities would be reviewed once finalized, assigning the commitment to perform sentences that represent immediate actions (present continuous) with this the students would find themselves working, unfortunately under threat of qualification.

After finishing working with the group in the room, they proceeded to work with the classroom at the Vive Digital room. **Students were enthusiastic while playing, some were so**

enthusiastic that they did not pay much attention to what was assigned as work in class, but they did not stop asking questions regarding the mechanics of the game (configurations, system skill, weapons, etc.). After the game session, the second survey was delivered. With the confidence that students have presented during the project, the teacher in training left them alone so they could answer the survey, while working again with the group, but unfortunately without a guide the development was inefficient and not appropriate (except for one student), deciding this way, to redo the survey again during the following session while monitoring and supporting, given by the pre-service teachers.

Clearly, the solo interaction with the game was entertainment in its purest form, but, with assistance and accompaniment, the doubts, appreciations and intentions of understanding towards the English language scalate as far as the students wish to apprehend in an autonomous way.

Journal Field

Pre-service teachers: Miguel Ángel Zerrate Diaz – Edgar Leonardo González Gutiérrez

Place: Educational Institution Policarpa Salavarrieta – Headquarter.

Grade: 603

Date: August – 31st – 2018

Objective: First results obtention worked on previous sessions

The students were gather to discuss the activities to be performed today, which corresponded to the execution of the mid-test, the second survey and the interview, whose question to answer was: What have you learned with video games, so far? Once the activities to be completed were determined, the mid-test was performed. Unfortunately, two students who have participated since the beginning of the project did not attend school, but fortunately two more decided to participate with it, although they had been working previously, they decided to participate in the interview.

Students were given the survey and in the first instance it was requested to write their full name and date; before starting the test, it was mentioned that if they needed any guidance, support or help with the questions they were free to ask, but answers would not be given, but pre-service teachers would give hints to them, it was also recommended that they not only focus on asking what each question means, but they tried to find known aspects of each one of them (words, structures, etc.) as well as referencing the images (corresponding to the video game interface) for the solving of the mid-test.

As they progressed, questions, concerns, doubts and even suggestions did not wait, among all these aspects it is emphasized that students immediately related the images of the test with the interface of the game and due to the guidance of the pre-service teachers in previous sessions, they identified the meaning of what was stated there, although they did not manage to link the question (due to their low management of grammatical structures in English) it was gratifying that they managed to identify the interface of the video game with the guidance of the teachers, among the contributions were:

- *Esto es del juego*

- *Yo sé lo que dice aquí*

- *Profe, yo conozco esta palabras*
- *Ah, aquí es donde yo cojo las balas*
- *Ese monstruo aparece y me mata*

Likewise, they related the images with the video game events, demonstrating that it was a reference for the identification of words and expressions within the test. Some students responded quickly, due to the fact of not understanding any question, they jumped back to what was worked previously with the video game, assuming it as the answer they considered correct, for that reason the pre-service teachers made the decision to guide them step by step, during each one of the questions.

After the test, the second survey was per again (due to the events of previous sessions) before starting the same, honesty was recommended in the answers, as well as what kind of answers should be placed. While performing the survey, students answered in a responsibly matter, considering the guidance from the pre-service teachers. Therefore, this moment went without any major complications.

Finally, the interview was developed, counting with the two new participants of the process. During the interview, the new participants were asked to introduce themselves with full name and answer the previously mentioned question, although they were nervous, it was not an impediment to participate and offer their point of view towards the project.

During the course of the session it can be mentioned that the most notable inconveniences relies to the moment of the test's application, since there, the students identified the interface of the game, but due to their low handling of grammatical structures, they assumed the answers according to the conditions in which these were treated in the video game and not with the contextualized question that was in the test, which in its macro-context determines that video games provide general notions of a foreign language, but not guided to depth and constant contextualization, they become empty and floating notions, lacking any sense. But not everything is negative, the fact that video games provide general notions of a foreign language is a sign that they can be used in small contexts and specific situations, small to be handled properly and specifically to demonstrate that they can be contextualized.

Journal Field

Pre-service teachers: Miguel Ángel Zerrate Diaz – Edgar Leonardo González Gutiérrez

Place: Educational Institution Policarpa Salavarrieta – Headquarter.

Grade: 603

Date: September – 7th – 2018

Objective: Knowledge acquired application in the final sessions of the project

The session today was executed in just one hour, due to an inconvenience with the Physics Education teacher. Today, student Mateo Restrepo did not attend high school, this is the second session he does not show up, being the cause (mentioned by the students) of a medical nature. Unfortunately, the computing equipment has not been favorable for students to play properly, therefore, the progress they make is limited or slow compared to what is desired, for all the equipment inside its location, only two work but do not has the emulator installed, therefore it was decided to work with Miguel's laptop, since it was the only one that works properly for such duty.

During the development of the session, the head teacher of Physics Education, came and told us that students from grade 603 use the participation in the project as an excuse to not attend or do the physical education class, after what was mentioned by the teacher, pre-service teachers spoke with him and he agreed to work on the second hour of his class.

Due to what happened with the laptops and added to that the person in charge of the Vive Digital room concluded his work at 11:00 am, we coordinated and executed the session in the following way: Each student played in 25 minute intervals. Therefore, starting at 11:35 am, Junior Calderón student began his session. During the session with Junior, the teacher in training Miguel coordinated instructions with the student, this in order to provide clues, hints and contributions to progress in the game.

The next player was Natalia Vargas who, at 11:55 a.m., started her session, as she plays, the pre-service teachers offer her instructions about the aspects to fulfill during her gameplay, being the contextualization of certain words and video game situations in real life. An example of this was the recurring repetition of the word "safe" mentioning it so that it can be used to "save" (saving)

or "save" (protecting). Important and rewarding was to see that the student Natalia was very immersed in the video game, so it lasted five minutes more playing.

Finally, the last participant of today's session was the student Juan Felipe Mongui, who started his game session from 12:00 a.m., during which he explains to the student (who is very familiar with the mechanics and interface of the video game) occasionally, one or another word, at the same time as it is explained, its use and placing in ordinary life.

Today's session had some drawbacks, but they could be overcome. But with the firm intention of providing students with a more adequate process, they chosen to carry personalized laptops so that students do not have to play only for time sessions but can play without any limitation. It should be noted that the participation of students is rewarding and their interest in learning through video games is high and it is also important that participants have acquired a certain level of interpretation for what they find in video games and connect it with situations in ordinary life.

Journal Field

Pre-service teachers: Miguel Ángel Zerrate Diaz – Edgar Leonardo González Gutiérrez

Place: Educational Institution Policarpa Salavarrieta – Headquarter.

Grade: 603

Date: September – 11th – 2018

Objective: Knowledge extrapolation acquired in various situations (academic, social and daily)

Today's session had to be performed with certain difficulties, among them was the fact that power had went out and the person in charge of the Vive Digital room left, so we could not rely on it to develop the game process, therefore, the teacher in training decided to work with a test to verify the extent to which the students had assumed the work with the workshops independently, as well as how they had learned and applied them.

The test had 10 questions and each one of them contained situations from daily life context from the students in their family and social contexts, as well as their academic context. The development of the test was personal and without any restriction, which means that students could review their notes and workshops, which led to many students to not develop the test properly and more importantly, responsibly, because the intervention by the pre-service teachers have been sporadic and due to them being a new influence, students did not take it seriously, which is a primer requirement.

During the development of the test, some students stated that they did not understand the questions that were in the test, so, it was suggested that they try to keep in mind words that in one way or another were familiar to them. In this sense, some students managed to identify words, such as "teacher, run, walk, etc."; nouns and verbs that were previously worked on, unfortunately, despite instructions have being given towards on how to take the test, many students took the translation process, a fact which shows that English teaching still relies in the traditional translation and not in the meaning or contextualization, and such translations did not gave any indication of answering any query, but a simpler translation into what resembles as familiar and known, although the idea of the test was to verify that they had worked in the workshops and autonomously, the fact

that they perceived translation is still a process which is applied in the English teaching of situations that do not require it, it shows that its application is still far from being significant.

Journal Field

Pre-service teachers: Miguel Ángel Zerrate Diaz – Edgar Leonardo González Gutiérrez

Place: Educational Institution Policarpa Salavarrieta – Headquarter.

Grade: 603

Date: September – 18th – 2018

Objective: Obtained progress Identification and acquired knowledge up to date

Students were taken to the Vive Digital room, with the only condition of working, participating and delivering the required work at the end of the session, with the aforementioned condition all students agreed and proceeded to the classroom. Each student was established in their respective laptop and began the session in which session begun given the accorded recommendation by the task guidelines.

The work consisted in determining, observing and checking if the presented theme (present continuous) was present in the video games, although not all the students paid attention, even under the condition of a grade, the few that did identify the tense, did it with a certain degree of ease, clarifying that the simple fact of identifying the subject, the verb to be or the gerund in the verbs, was a reason enough to validate the session.

Unfortunately, (as already mentioned) not all the students paid attention, which led to the fact that not all of them presented the requested work at the end of the session, much less put themselves in the task of identifying them in the video games, since previously it has been mentioned that some video games are not to their liking.

During the execution of the task from the session and while students played, many were able to identify with a greater measure a wide number of words that appeared in the dialogue boxes from the video games (map, number, notebook, school, cafeteria, key, monster), they were identifying the situations in which the protagonist from the video games were and thus, determine what should be their next actions to improve progress in it.

A few mentioned: *“debo llevar mas balas para matar a todos los monsters”* o *“luego de la cafeteria voy a ir al teléfono a guardar, y ya se que save es guardar”* in these experiences,

although students often did not use English words that described what they would do or what they wanted to achieve, it was gratifying to see that they were trying as much as possible to understand the story and the events that determined the progress from the same.

Journal Field

Pre-service teachers: Miguel Ángel Zerrate Diaz – Edgar Leonardo González Gutiérrez

Place: Educational Institution Policarpa Salavarrieta – Headquarter.

Grade: 603

Date: September – 27th – 2018

Objective: Post-test Application, final interview, final survey and last data information procurement

At first instance the final survey was given to the students, in which they wrote their final answers regarding the project. In these surveys many of the students said that the project was beneficial in their process of acquiring expressions in English and its implementation in daily life situations, along with the students' vocabulary was improved because in some responses the use of verbs, and short sentences with thematic worked out from commercial video games.

At the end of the survey, the post-test was performed, in which the pre-service teachers presented five situations which were:

- You are tired after physical education (P.E.) class, but the teacher asks to do some more exercises. Which is the best option to tell the teacher that's it for today
- Accidentally you stumble with a partner. What is the proper expression to apologize for what just happened?
- On my way home I found \$1.000 (one thousand) bill, so I...
- Talk me about Jhon...

Each student gave a response according to each situation, among which stands out: *that's enough, excuse me, I'm sorry, pick up* and the use of the simple present: *likes, dislikes and colors*; likewise, students opted for short and simple answers, demonstrating that the knowledge acquired was used in the post-test. Many of the students took their time to organize their respective responses and provide the most appropriate answer to the situations presented, it is worth noting that the effort used by the students to develop the post-test was gratifying.

In the final interview many students said that the project was very valuable, accurate and meaningful, among the most outstanding responses, it was found that thanks to the project, many students decided to start studying at home with different methods (applications, books, videos, Internet, etc.). Likewise, many others mentioned to have had previous experiences with commercial video games, they could perform better in commercial video games applied and focus more on learning.

Annex 12 Pre-Test Evidence#1

PRE-TEST VIDEO GAMES

NAME: _____ DATE: _____

Objective: To determine the knowledge acquired up to date, in students from 6th grade at Policarpa Salavarrieta School.

1. You are tired after physical education (P.E.) class, but the teacher asks to do some more exercises. Which is the best option to tell the teacher that's it for today? X

**I'm ready for more!
That's enough**

Write an appropriate option for the following sentence

Teacher, _____

2. You come inside a clothing store; without intending to buy anything, while observing the clothes, a worker offers help. X

**Can I see a list?
What are BP?
Nothing, thanks**

Select and write the appropriate option to tell the worker that you do not want to buy anything, but you are grateful for her help.

T: What can I do to help you today?

Y: Si me gusta trabajar

3. Match the right answer for each student situation. English professor is going to do a workshop and it happens that: X

- You are ready.
- Your partner needs more practice.
- Your partner is not ready.

**▶ Not yet
Ready
Need more practice**

4. Landline telephones only allow the choice to... X



- A SAVE B CALL
 C TEXT D WATCH

5. Accidentally you stumble with a partner. What is the proper expression to apologize for what just happened? ✓

- A GO! HURRY B I'LL GO CALL
 C I'M SORRY D NO GOOD

6. Select the most appropriate option for the following situation X

A) On my way home I found a \$ 10,000 bill, so I PICK UP/GET UP

B) You decide to TELL/WRITE what happened to your family

7. Complete the following sentences with the most appropriate option for each one of them ✓

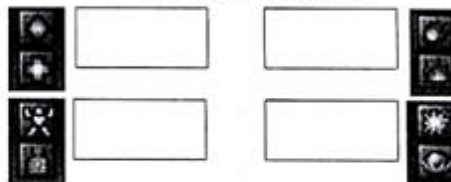
**All
Select
Discard**

A) You select the best option

B) I choose _____ the best food X

C) Please, _____ a book X

8. You find the following symbols on a billboard. Write in English the elements to which each image belongs: FIRE - WATER - EARTH - WIND X



9. At school is not allowed to go in a hurry while you are in the halls of the school. Circle the correct verb corresponding to the allowed action. X

Movement Walk Run

10. The speakers have a very high volume level. What is the option to completely mute the volume? Circle the correct answer X

Music 3 2 1 Off

Annex 13 Pre-Test Evidence#2

PRE-TEST
VIDEO GAMES

NAME: _____ DATE: _____

Objective: To determine the knowledge acquired up to date, in students from 6th grade at Policarpo Salavarrieta School.

1. You are tired after physical education (P.E.) class, but the teacher asks to do some more exercises. Which is the best option to tell the teacher that's it for today? *

I'm ready for more!
That's enough

Write an appropriate option for the following sentence
Teacher, I'm ready for more

2. You come inside a clothing store, without intending to buy anything, while observing the clothes, a worker offers help. *

Can I see a list?
What are BP?
Nothing, thanks

Select and write the appropriate option to tell the worker that you do not want to buy anything, but you are grateful for her help.

T: What can I do to help you today?

Y: what are BP

3. Match the right answer for each student situation. English professor is going to do a workshop and it happens that:

You are ready.

Your partner needs more practice.

Your partner is not ready.

Not yet
Ready
Need more practice

4. Landline telephones only allow the choice to... *



A SAVE

B CALL

C TEXT

WATCH

5. Accidentally you stumble with a partner. What is the proper expression to apologize for what just happened? *

A GO IN HURRY

B I'LL GO CALL

C I'M SORRY

D NO GOOD

6. Select the most appropriate option for the following situation

A) On my way home I found a \$ 10,000 bill, so I PICK UP

B) You decide to TELL what happened to your family *

7. Complete the following sentences with the most appropriate option for each one of them.

All
Select
Discard

A) You SELECT the best option *

B) I choose DISCARD the best food *

C) Please, ALL a book *

8. You find the following symbols on a billboard. Write in English the elements to which each image belongs:
FIRE - WATER - EARTH - WIND



water

fire

wind

EARTH

9. At school is not allowed to go in a hurry while you are in the halls of the school. Circle the correct verb corresponding to the allowed action.

Movement Walk Run *

10. The speakers have a very high volume level. What is the option to completely mute the volume? Circle the correct answer

Music 3 2 1 Off *

Annex 14 Mid-Test Evidence#1

MID-TEST VIDEO GAMES

NAME: _____ DATE: _____

Objective: To determine knowledge acquired through video games up to date in students from 6th grade at Policarpa Salavarrieta school

1. Observe the following image in an English book. Select the correct option to the planned sentence in the image



- A STAYING B FLOATING
 C HANGING D WAITING

2. Circle the following words:

BRIDGE GREEN SHIRT PHOTOGRAPH TEA

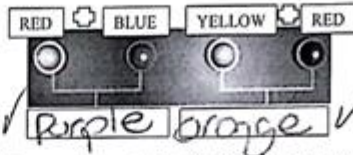


3. Describe what you see in the following image



There is a window ✓
 There is a lamp ✓
 there is a light ✓

4. A classmate ask you to write the color that comes up from the mixing from the following colors



Then, a partner says that he likes the purple color and does not like orange color. Select the correct option in the following sentences

Juan likes / doesn't like the Orange color ✓

Juan doesn't like / likes the Purple color ✓

5. A teacher orders you to bring a bottle antiseptic from the first aid kit, but it's a foreign first aid kit; everything is written in English. What words would you look for to identify the antibacterial?

CURE
Anti

bacterial

SPECIFICATIONS

antibacterial

6. Write in three or five sentences what you suppose is happening in the next image



He Give me a key ✓
 He talks about the way ✓
 she asks something ✓
 small ✓

7. What is the best option to compliment a fellow student for a well given information

- A I SEE, THANK YOU ✓ B AMAZING
 C WATCH OUT D SO BAD

8. In case of an emergency (fire, earthquake, etc.) the first thing to do is...

- A **evacuate** ✓ B CALMLY C CALMLESS

9. Complete the sentences with the object that requires it

A) To open a door, you're going to need keys ✓



B) News can be read in a news paper ✓



C) An illness can be cured with ⁽ⁱ⁾ medecine ✓



10. Complete the following dialogue with the next words

Working – Studying – Playing – Learning

I am Studying in the Policarpa Salavarrieta school, right ✓

now, two training teachers are working with us in a ✓

Project in where we are Learning much with video ✓

games, because we can learn playing ✓

Annex 15 Mid-Test Evidence#2

MID-TEST VIDEO GAMES

NAME: _____ DATE: _____

Objective: To determine knowledge acquired through video games up to date in students from 6th grade at Policarpa Salavarrieta school

1. Observe the following image in an English book. Select the correct option to the planned sentence in the image



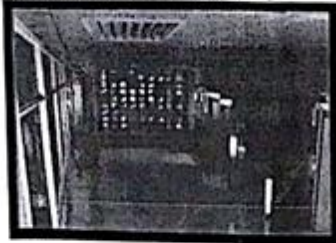
- A STAYING B FLOATING
 C HANGING ✓ D WAITING

2. Circle the following words:

BRIDGE - GREEN - SHORT - PHOTOGRAPH - TEA

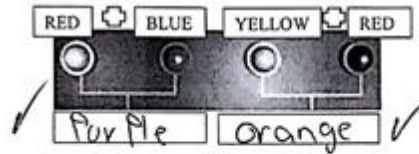


3. Describe what you see in the following image



There's a window ✓
 There's a door ✓
 There's a lith ✓

4. A classmate ask you to write the color that comes up from the mixing from the following colors

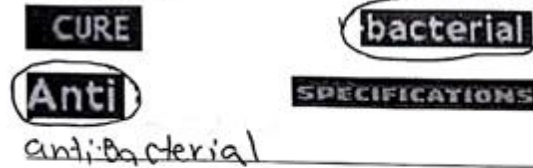


Then, a partner says that he likes the purple color and does not like orange color. Select the correct option in the following sentences

Juan ~~likes~~ doesn't like the Orange color ✓

Juan ~~doesn't like~~ likes the Purple color ✓

5. A teacher orders you to bring a bottle antiseptic from the first aid kit, but it's a foreign first aid kit; everything is written in English. What words would you look for to identify the antibacterial?



6. Write in three or five sentences what you suppose is happening in the next image



He give me a key X
 He teaches me the keys ✓
 He says me the way ✓

7. What is the best option to compliment a fellow student for a well given information

- A I SEE, THANK YOU ✓
 B AMAZING
 C WATCH OUT
 D SO BAD

8. In case of an emergency (fire, earthquake, etc.) the first thing to do is...

evacuate

- A CALMLY ✓
 B CALMLESS

9. Complete the sentences with the object that requires it

A) To open a door, you're going to need Key ✓



B) News can be read in a paper ✗



C) An illness can be cured with ⁽¹⁾ medicine ✓



10. Complete the following dialogue with the next words

Working – Studying – Playing – Learning

I am studying in the Policarpa Salaverri school, right ✓

now, two training teachers are working with us in a ✓

Project in where we are learning English with video ✓

games, because we can learn playing ✓

Annex 16 Post-Test Evidence#1

Carlos: Good morning, my name is Carlos Andrés.

Miguel: You are tired after Physical Edu... Physical Education class. But the teacher asks to do some more exercises. Which is the best option to tell the teacher that is for today?

Carlos: That's enough.

Miguel: Accidentally you stumble with a partner, what is the proper expression to apologize for what just happened?

Carlos: Excuse me, I'm sorry.

Miguel: On my way home I found \$1000, so I...?

Carlos: Pick up.

Miguel: Now, tell me about John.

Carlos: John... like orange color. And doesn't like purple color.

Annex 17 Post-Test Evidence#2

Andres: My... name... is Andres Felipe Murillo Meneses.

Leonardo: You are tired after Physical Education, what do you say to your teacher?

Andres: **unintelligible**

Leonardo: Accidentally, you stumble on a partner, what do you say?

Andres: Excuse me, I'm sorry.

Leonardo: On your way home, you found a \$10000 bill, what do you do?

Andres: Pick up.

Leonardo: Tell me about John.

Andres: John... John like orange color. John doesn't like purple color.

Annex 18 Evidence online about interviews and Post-Test

Commercial video games as a tool of autonomous learning for English language acquisition interviews

<https://www.youtube.com/playlist?list=PLPhDuSKCC8rFVAibmTypwY0USJe78W2m>

Post- Test Complete Evidences

https://www.youtube.com/playlist?list=PLPhDuSKCC8rmgsEmHmT_rjIQZjjXsBBS

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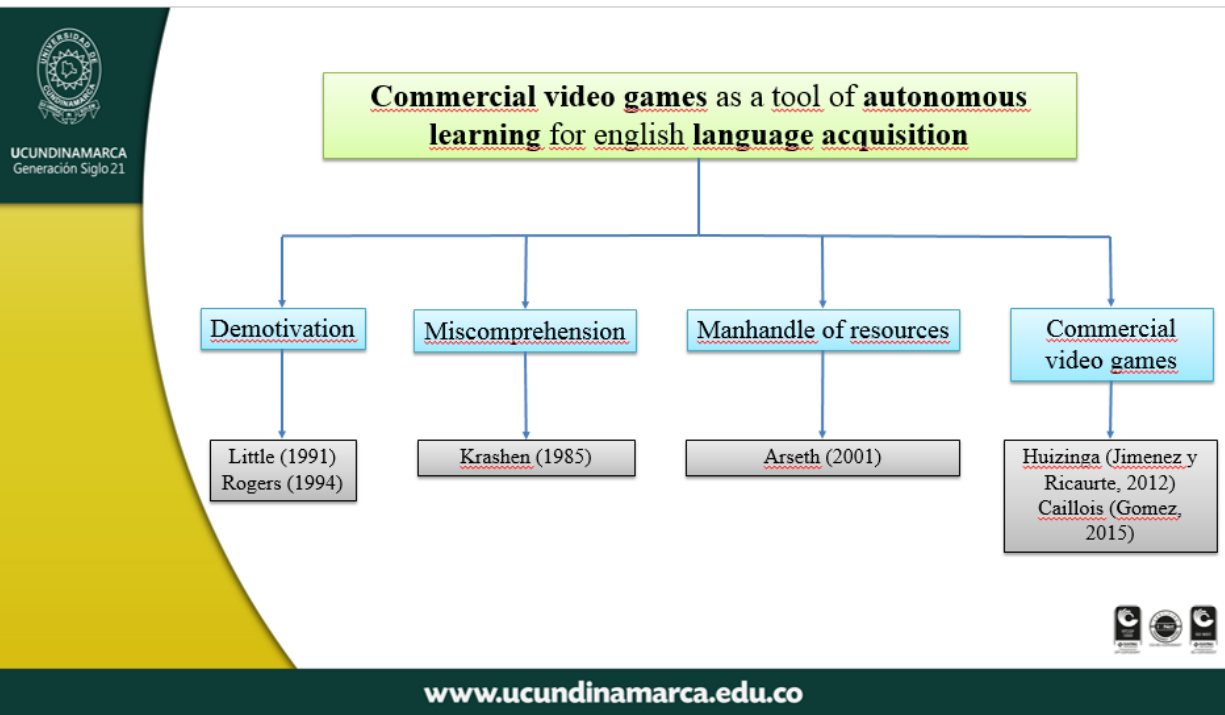
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Commercial video games as a tool of autonomous learning for English language acquisition

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OBJECTIVES

General

To determine the educative potential of commercial video games as a tool of autonomous learning in the English language acquisition as a foreign language.

Specifics

To identify the key features of commercial video games

To support the English learning process in the students

To determine commercial video games impact the English learning



To identify the key features of commercial video games in order to use them as a tool to achieve meaningful learning in the English learning process



Situation

Expressions

Vocabulary



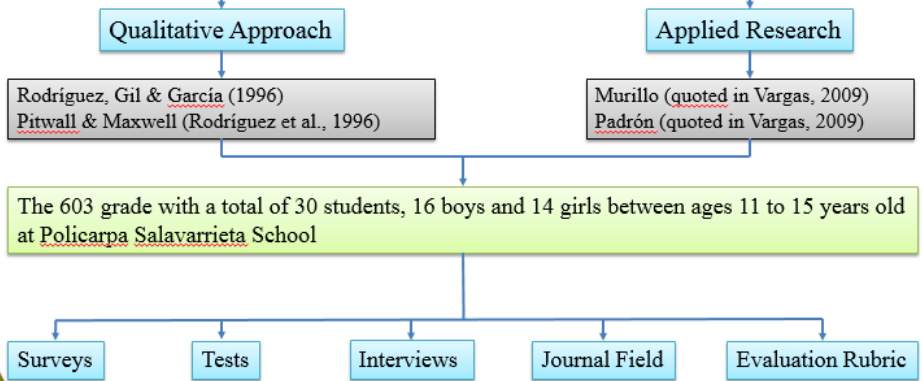
Vocabulary

Situation

Expression



To support the English learning process in the students based on the use of commercial video games



Objective: To determine videogames perception in students from sixth grade at Policarpa Salavarrieta school

Name: _____ Date: _____

Age: 603

1. Would you like to learn English in a different way? YES ___ NO ___

Why: no

2. Do you consider English as an important subject? YES ___ NO ___

Why: ingls

3. Please, describe how would you like to learn English:

4. Do you think you can learn English in a different place rather than an English class at school? YES ___ NO ___

Why: _____

5. Please, write down a personal experience in which you learned English outside the classroom

6. Do you consider that you can learn English through videogames? YES ___ NO ___

Why: _____

7. What is the most important aspect in a videogame for you?

And, why is that important?

8. When you had a difficulty with a videogame, how did you overcome it?

9. How did you feel after completing a difficult videogame?

10. What do you think is "survival horror" on videogames?



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Nombre: _____ Fecha: _____

1. ¿Te gusta aprender inglés? SI NO

Porque Es un idioma Extranjera, y por que es muy util ese idioma en otros países y es muy necesario para nosotros.

2. ¿Consideras el inglés un área importante? SI NO

Porque es un idioma extranjera Super importante

3. Describe como te gustaría aprender inglés por medio de libros, juegos, cartillas.

4. ¿Crees que aprendes más inglés fuera del colegio que en las clases de inglés? SI NO

Porque en el colegio la profesora o uno le explica en cambio fuera del colegio a uno quien le explica inglés

5. Escribe una experiencia en la cual hayas aprendido inglés fuera del colegio Nunca me a pasado

6. ¿Crees que aprenderías mejor el inglés con videojuegos? SI NO
No por que los videojuegos es para jugar.

7. ¿Qué es lo más importante para ti en un videojuego? GANAR

Porque Ganar uno se siente orgulloso de si mismo y feliz.

8. Cuando has tenido alguna dificultad con un videojuego ¿cómo la has superado? practicando y intentando intentando superar el nivel hasta ganar.

9. ¿Cómo te has sentido al superar completamente un videojuego difícil? Orgulloso de si mismo y feliz

10. ¿Qué crees que es el género survival horror en los videojuegos? No se



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SECOND SURVEY

Objective: To determine videogames appreciation in students from sixth grade at Policarpa Salavarrieta school

Nombre: _____ Fecha: _____

1. ¿Ha considerado importante aprender inglés a través de los videojuegos trabajados en clase? SI NO ¿Por qué?

por que necesitaba un apoyo que me ayudaba a aprender inglés más fácil

2. Ha mejorado su concepto del área de inglés como una materia importante? SI NO ¿Por qué?

por que se aprende más divertido más fácil

3. En su criterio: ¿Cuál sería la mejor forma de aprender inglés?

usando por que así se aprende más fácil y se aprende más rápido

5. ¿Ha considerado usted importante los aportes de los maestros en formación para su proceso autónomo de aprendizaje en inglés? SI NO ¿Por qué?

por que se me hace más fácil aprender el inglés

6. ¿Ha intentado aprender inglés sin acompañamiento? SI NO ¿Por qué?

no por que se me hace más difícil sin ayuda

7. ¿Cree que puede mejorar aprendiendo inglés con los videojuegos? SI NO ¿Por qué?

por que con los videojuegos uno puede aprender al mismo tiempo

8. ¿Qué aportes relevantes le ha brindado los videojuegos trabajados?

para mucho más rápido y para hacer más divertido

9. ¿Qué dificultades ha encontrado en los videojuegos trabajados? Y, ¿Cómo las ha superado?

en las opciones en sí las palabras en las opciones

10. ¿Cómo maneja las dificultades del idioma al no poder avanzar en los videojuegos?

lo manejo bien por que me ayudan si no me ayudan

11. ¿Cuáles han sido los aportes más importantes en el desarrollo del proyecto?

por que me ayuda a aprender más rápido y me ayuda a aprender con más facilidad



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THIRD SURVEY

Objective: To determine final appreciation about commercial video games in students from sixth grade at Policarpa Salavarrieta school

Nombre:

Fecha:

- ¿Considero importante aprender inglés a través de los videojuegos comerciales trabajados en clase?
SI NO
¿Por qué?
ES BUENO Y ES FACIL Y DIVERTIDO Y RAPIDAMENTE
- ¿Mejoró o no su concepto del área de inglés como una materia importante?
SI NO
¿Por qué?
ES MEJOR Y SE APRENDE FACIL Y RAPIDAMENTE
- En su criterio final: ¿Considera que aprender inglés con videojuegos comerciales es una forma muy versátil, significativa e importante?
SI POR QUE NOS AYUDA A APRENDER INGLÉS A TRAVÉS DE LOS VIDEOJUEGOS
- ¿Considero importante los aportes de los maestros en formación en su proceso de aprendizaje autónomo del inglés?
SI NO
¿Por qué?
PORQUE HAY CASOS DONDE LOS MAESTROS AYUDAN A LOS ALUMNOS
- Por influencia del proyecto ¿Intento aprender inglés sin acompañamiento o de forma autónoma?
SI A TRAVÉS DE LIBROS EN INGLÉS

6. ¿Cree que mejoró su nivel de inglés con la ayuda de los videojuegos comerciales trabajados?

SI NO
¿Por qué?
SE ME HIZO MAS FACIL Y RAPIDAMENTE

7. ¿Qué aportes importantes le brindaron los videojuegos comerciales trabajados?

HAZER LAS COSAS MAS FACILES

8. ¿Cuál fue la mayor dificultad encontrada en los videojuegos comerciales trabajados? y, ¿Cómo la superó?

QUE NO SE PUEDEN PASAR Y SE BUENAS EL JUEGO

9. ¿Cómo manejó las dificultades del idioma al no poder avanzar en los videojuegos comerciales?

LO AGO A TRAVÉS DE LO INTENTO QUE A PODERLO APRENDER

10. En su opinión ¿Cuáles fueron los aportes más importantes del proyecto a su experiencia académica y personal?

APRENDER MAS INGLÉS POR LOS VIDEOJUEGOS



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PRE-TEST
VIDEO-GAMES

NAME:

DATE:

Objective: To determine the knowledge acquired up to date, in students from 6th grade at Policarpa Salavarrieta School.

- You are tired after physical education (P.E.) class, but the teacher asks to do some more exercises. Which is the best option to tell the teacher that you are tired?
 A I'm ready for more!
 B That's enough.
Write an appropriate option for the following sentence
Teacher: _____
- You come inside a clothing store, without wanting to buy anything, while observing the clothes, a worker offers help.
 A Can I see a dress?
 B What are they?
 C Nothing, thank you.
Select and write the appropriate option to tell the worker that you do not want to buy anything, but you are grateful for her help.
"What can I do to help you today?"
ES ME GOSTA TRABAJAR
- Match the right answer for each student situation.
English professor is going to do a workshop and it happens like:
- You are ready.
- Your partner needs more practice.
- Your partner is not ready.
4. Listen to phrases only allow the choice to...
 A SAVE B CALL C TEXT D WATCH
- Accidentally you stumble with a partner. What is the proper expression to apologize for what just happened?
 A GO HURRY B FILL GO CALL
 C I'M SORRY D NO GOOD
- Select the most appropriate option for the following situation
A) On my way home I found a \$ 10,000 bill, so I PICK UP THE BILL
B) You decide to TELL / WRITE what happened to your family
- Complete the following sentences with the most appropriate option for each one of them.
 A I'm interested.
 B I choose.
 C Please.
A) You _____ the first option.
B) I choose _____ the first find.
C) Please, _____ a book.
- You find the following symbols on a billboard. Write in English the elements to which each image belongs.
FIRE - WATER - EARTH - WIND
 FIRE WATER EARTH WIND
- At school is not allowed to go in a hurry while you are in the halls of the school. Check the correct verb corresponding to the allowed action.
Movement: Walk Run
- The speakers have a very high volume level. What is the option to completely mute the volume? Check the correct answer.
Music: 3 2 1 OFF




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MID-TEST
"DEO GAM"
NAME: _____ DATE: _____

Objective: To determine knowledge acquired through video games up to date in students from 6th grade at Peltorpa Salaverrita school


1. Observe the following image in an English book. Select the correct option in the general sentence in the image.



A key is in here.


STAYING FLOATING
 HANGING WAITING

2. Circle the following words:




There's a short musical score.

3. Describe what you see in the following image.



There is a work shop.
There is a lamp.
There is a table.

4. A classroom asks you to write the color that comes up from the mixing from the following colors.




RED + BLUE = PURPLE
YELLOW + RED = ORANGE

Then, a partner says that he likes the purple color and does not like orange color. Select the correct option in the following sentences.


Juan likes doesn't like the Orange color.
Juan doesn't like likes the Purple color.

5. A teacher orders you to bring a bottle antibiotic from the first aid kit, but it's a foreign first aid kit, everything is written in English. What words would you look for to identify the antibiotic?



CURE
Anti-bacterial
Antibacterials
INDICATIONS

6. Write in three or five sentences what you suppose is happening in the next image.



He give me a key.
He talks about the car.
She asks something small.

7. What is the best option to compliment a friend student for a well given information?

I SEE, TELLING YOU ✓ AMAZING
 WATCH OUT! SO BAD

8. In case of an emergency (fire, earthquake, etc) the first thing to do is...

evacuate ✓ CALMNESS
 CALMLY CALMNESS

9. Complete the sentences with the object that requires it.

A) To open a door, you have to use a key ✓
B) News can be written in a newspaper ✓
C) An illness can be cured with medicine ✓

10. Complete the following dialogue with the correct words.

Working - Studying - Playing - Learning

I am Studying the Peltorpa Salaverrita school, right?
Yes, this building is working and working with us in a Project to reduce the learning with video games. Because we can learn playing.



_____ : Good morning, my name is _____.

Miguel: You are tired after Physical Edu... Physical Education class. But the teacher asks to do some more exercises. Which is the best option to tell the teacher that is for today?

_____ : That's enough.

Miguel: Accidentally you stumble with a partner, what is the proper expression to apologize for what just happened?

_____ : Excuse me, I'm sorry.

Miguel: On my way home I found \$1000, so I...?

_____ : Pick up.

Miguel: Now, tell me about John.

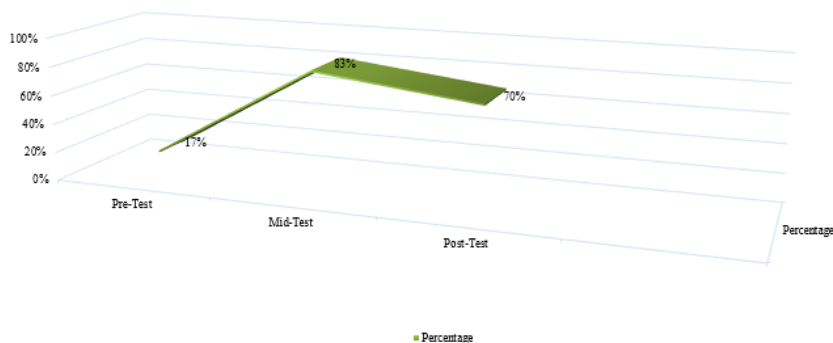
_____ : John... like orange color. And doesn't like purple color.





To determine to what extent commercial video games' implementation impact in the English learning process in an autonomous way.

Test Percentage



Score	Assessment	Vocabulary Descriptor	Expressions Descriptor	Situations Descriptor	Average Vocabulary			Average Expressions			Average Situations			
					Pre-Test	Mid-Test	Post-Test	Pre-Test	Mid-Test	Post-Test	Pre-Test	Mid-Test	Post-Test	
0-2	Insufficient	Students acquired a very basic vocabulary which only allows them to say a few words	Students literally identified the expressions found in commercial video games	Students do not identify the situations found in commercial video games	X							X		
3-4	Deficient	Students acquired a basic vocabulary which allows them to say words with some fluency	Students identified the expressions found in commercial video games	Students identify with difficulty the situations found in video games				X						
5-6	Acceptable	Students acquired a broad vocabulary which allows them to say words fluently	Students analyzed the expressions found in commercial video games	Students identify with certain ease the situations found in video games		X				X			X	
7-8	Outstanding	Students acquired a wider vocabulary which allows them to say words more fluently	Students analyzed the expressions and understood connotatively	Students easily identify situations found in video games and understand their background		X			X					X
9-10	Excellent	Students acquired a broad and sufficient vocabulary to say words fluently	Students fully understood the expressions found in video games	Students immediately identify the situations found in the video games and understand in the totality the background of the same										

Source: Mertler, 2011





Conclusions

First specific objective

- The survival horror genre offered great academic contributions.
- The most relevant characteristics of commercial video games.
- The vocabulary, situations and expressions as one body

Second specific objective

- The language acquisition was greatly benefited.
- Students found the use of commercial videogames beneficial in the academic context.

Third specific objective

- Commercial video games contributed to the students' autonomous learning process.
- Commercial video games oriented students in the acquisition processes.

Additional conclusions

- The management by the teacher in order to provide a fun way to teach and learn.
- the project was pleasantly received by teachers and directors.



First Interview Evidences





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Second Interview Evidences



Good morning, my name is Carlos Andrés Viuche Ballesteros, I come from grade 603,



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Third Interview Evidences



My Name is Andres Felipe Murillo Meneses... and I've learnt english in the video



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Post-Test Evidences



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