

Pontificia Universidad Católica de Valparaíso

Facultad de Filosofía y Educación

Instituto de Literatura y Ciencias del Lenguaje



## Developing speaking skills through action real time strategy online video games

*An elective course for pre-service teachers*

TRABAJO DE TITULACIÓN

Para optar al título de profesor de Inglés y al grado de licenciado en educación

Estudiante: Daniel Palacios Soto

Profesora Guía: Mónica S. Cárdenas-Claros

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## **Abstract**

This graduation project seeks to train pre-service teachers in the use of real time strategy online video games for developing speaking skills. The goal of this graduation project is to teach the theory behind this approach, the advantages and disadvantages of using video games and how to play the game collaboratively while developing speaking skills in an anxiety-free context.

**Key words:** real time strategy online video games, anxiety, task-based syllabus, developing speaking, collaborative work.



## **Acknowledgements**

To my family, for not losing their faith in me,

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Thank you all!

Daniel Palacios Soto

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## **Introduction**

Teaching speaking in an ESL classroom is a challenging task. Most students may feel anxious when they have to use the second language and perform oral academic tasks in front of their peers; they are worried about making mistakes and losing face, they fear criticism, negative evaluation, and judgmental remarks (Pichette, 2009). This situation is not different in the Chilean classroom.

According to the Censo 2012 just 9.5% of the Chilean population can speak English fluently which is a low number considering how needed English is nowadays. One way forward to help second language learners develop speaking skills in an anxiety-free context is to use meaningful activities using materials that learners can relate to. According to Beavis, Muspratt and Thompson (2015), video games can engage players, present complex presentations of experiences, promote deep and creative thinking, and foster collaborative work. However, teachers and parents in Chile tend to see the use of technology inside of the classroom as distracting. In their view, technology can lead students to start talking, browsing non-subject related topics or simply having fun instead of learning in a book-based way. Parents often prefer children learning by studying from books and being in a classroom. Why do technology and language learning seem incompatible? And how could we teachers help students develop speaking skills by using technology?

If technology integration is staged, informed, and systematic, learning gains can be improved. When using any kind of technology, teachers should investigate it, identify how it would help students, and set the objectives to be achieved. When teachers use technology responsibly, then teachers and students will benefit from its supporting role in the ESL classroom (Morgan, 2008).

In view of the above, the proposal of this graduation project is to use online video games for learning a second language. Using video games as environments for exploration, simulation, and experiential learning is provoking a shift from models of education based on information delivery and theories of human development that emphasize designed experiences, the negotiation of social and situational scenarios, and complex forms of collaboration (Gee, 2005). Therefore recent research has suggested that complex multiplayer

video game cultures foster workplace attributes such as the use of feedback for continual improvement, understanding the power of diverse teams, the ability to cope with (and enjoy) rapid change and unpredictability, and seeing learning as a process of assembling human and material resources to overcome obstacles (Brown & Thomas, 2008).

Online video games not only can contribute to learning but also they are fun-filled and facilitate a relaxing learning atmosphere that allows students to practice new vocabulary in a non-stressful way. This is due to the fact that while playing games; the learners' attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. This eases off the fear of negative evaluation, the concern of being negatively judged in public, one of the main factors inhibiting language learners from using the target language in front of other people (Chen, 2005).

Previous research worldwide has provided positive evidence that using video games inside the classroom can be beneficial for learning a second language. For example; Dickey (2011) designed a curriculum based on the online video game *World of Warcraft*. Peterson (2010) evaluated the usage of massive multiplayer role playing games for second language acquisition, and Miller and Hegelheimer (2006) studied the usage of the video game *The Sims* for language learning. All the above studies concluded that video games are positive tools for learning that can be used and adapted in order to address different language skills development.

In Chile, there have been some initiatives to integrate video games in the language classroom. Baum and Ruiz (2012), for instance, studied the feasibility of including video games as didactic tools in schools of Valdivia. A more recent initiative by Pérez (2013) is a unit-based study on videogames in how to develop speaking skills for twelve graders; the study was mainly focused on making students talk about video games rather than using them. Although these initiatives give some indications that teachers and students alike would be willing to integrate video games in the classroom, they did not use video games directly for learning English. It could have been useful to actually make students play videogames since nowadays they are very popular among students and the number of students who have access to internet and video games has increased considerably (Casen, 2011).

This graduation project seeks to train pre-service teachers on how to use action real time strategy online video games collaboratively to help second language learners develop speaking skills. The proposal is aligned to the “*Estándares orientadores para programas de pedagogía en Inglés*” which notes that English Language Teaching graduates should be able to use TICs as tools for learning and teaching (MINEDUC, 2013).

This graduation project is divided into two main sections. The first section is the theoretical framework which is divided into four main strands: video games, speaking, collaborative work, and task-based learning. The second section is the pedagogical proposal that presents activities in context to train pre-service teachers in the use of video games as teaching resources.

## **Literature review**

This graduation project focuses on four strands that inform this graduation project. The first one describes video games and their advantages and disadvantages. The second one, speaking; describes types of speaking activities, the problems that students might face while developing that skill and how video games are beneficial to overcome them. The third one, collaborative work and its benefits. And the last one, task-based learning, its benefits and how video games can be used in these kind of activities.

## **Teaching English through video games**

During the last decade, the number of studies using video games has increased since they can be used in several fields of study. For example, Halverson (2005) developed a video game that helps educational leaders to understand modern principles of school leadership. Squire (2003) researched video games like *Pacman* as tools used to understand engagement. Those studies point out to the importance of implementing technology for learning. This graduation project will focus on how online video games can help L2 learners develop speaking skills.

### **1. Video games**

There are several definitions of video games. This graduation project adopts the definition of Salen and Zimmerman (2004, p. 80) which states that “game” is a system in which players engage in artificial conflict, defined by rules that result in a quantifiable outcome. This means that players must follow rules while competing with other players in order to achieve a certain goal. This definition is important for language learning because it provides a task that must be achieved by the players, not playing without a purpose, and provides context to the players.

#### **1.1. Types of video games**

There are many types of video games; nonetheless the three main categories that can be used for teaching are defined as follows.



- Educational video games or serious games are video games designed with the intention of improving some specific aspect of learning (Darryberry, 2007).
- MMORPG or Massive Multiplayer Online Role playing Games are online video games in which a large number of people play simultaneously.
- Action real time strategy video games are similar to MMORPG but the difference is that players cannot work on their own all the time, so there is a necessity of planning strategies and tactics in order to win.

Even though educational video games have been designed for teaching purposes, this research focuses on Action real time strategy video games. Those video games can be adapted to fulfill the need of reducing students' speaking anxiety, in order to develop the skill successfully.

## **1.2 Characteristics of good video games**

The video games that are good for learning have two main features; they have principles that can be used in the video game, but also can be applied outside of the game. For example, cooperative work is built inside of the game whereas is also useful for everyday life. Those learning principles can be built into many different curricula. They are digital simulations of worlds that are played in the sense that a player has a surrogate or surrogates through which the player can act within and on the simulation and that have win states or reachable goals that the player has discovered or formed through its surrogate. In that reality people play a virtual role e.g. detective, witch, and warrior among others, in a rule system that is designed to play partly in a virtual world and partly in the real world (Gee, 2005).

Some scientists inspired by distributed parallel-processing computers and complex adaptive networks have argued that the mind works by storing records of actual experiences and constructing intricate patterns of connections among them. Humans think and understand best when they can imagine or simulate and experience in such a way that the simulation prepares them for actions they need to take in order to accomplish their goals (Thorne, Fischer & Xiaofei, 2012). While playing games, players experience embodied empathy. In other words, this means that they get involved in the game as a complex system, so they

simulate the experiences lived there and as a consequence of it, the process mentioned is carried out successfully (Gee, 2005).

### **1.3 Advantages of learning through video games**

Games offer students a fun-filled and relaxing learning atmosphere, so after learning basic grammar structures, they have the opportunity to use the language in a non-stressful way. According to Griffiths (2002) using games for learning have several other benefits:

- They are more effective for children who started out with relatively poor skills.
- They can assist children in setting goals, ensuring goal rehearsal, providing feedback, reinforcement, and maintaining records of behavioral change.
- They can be useful because they allow the researcher to measure performance on a very wide variety of tasks, and can be easily changed, standardized and understood.
- It is easier to achieve and maintain a person's undivided attention for long periods of time.

### **1.4 Disadvantages of learning through video games**

People are against the use of video games for educational purposes since they claim that video games induce violent behavior or aggression. According to those claims, a recent exposure to violent media influence aggressive behavior through their impact on the person's present internal state. Long-term effects also involve learning processes. From infancy, humans learn how to respond to events in the physical and social environment. They are based on day-to-day observations of and interactions with other people, real (as in the family) and imagined (as in the media). Each violent-media episode is essentially one more learning trial (Anderson & Bushman, 2001). For these reasons, it is utterly important to choose carefully the video game to be used for learning.

### **1.5 Use of video games for L2 learning worldwide and in Chile**

Research on the topic has been carried out worldwide and in Chile. The results of the international research are explained in this paragraph. The first study carried out by Miller

and Hegelheimer (2006) used the video game *The Sims* as a tool for learning vocabulary, indicated a statistically significant increase in vocabulary acquisitions. The results of the second research by Peterson (2010) reported positive findings: the communicative context provide support for social interactions, the participants improved the four English skills, and inhibition was reduced. The third study by Dickey (2011) concluded that there was a considerable improvement in the students' performance in comparison to students who did not use the *World of Warcraft*-based curriculum.

Another study conducted in Korea in which a group of students studied using video games as part of the curriculum, reported that the students liked the relaxed atmosphere, the competitiveness and the motivation that games brought into the classroom. The teachers noted that the students learned more quickly and retained the content better in a stress-free and comfortable environment (Chen, 2005).

Baum and Ruiz (2012) inquired about teachers' perception on the use of video games for language teaching. Through a questionnaire and a checklist, teachers from different schools from Valdivia were able to give their opinions on the topic. The results of the study conducted by Baum and Ruiz (2012) reported that teachers from private, semi-private and public schools would be interested in learning how to use video games since they were aware of the positive possibilities for second language learning.

All the studies discussed above have something in common: they seem to show that there are positive results when it comes to using video games for language learning and that teachers, in general, are willing to learn how to use innovative tools inside the classroom.

## **2. Speaking**

Video games can be used for different learning fields and in the English as a second language field, for developing and improving several areas e.g. writing, reading, listening, speaking, or learning vocabulary. This part of the theoretical framework will describe the approach to develop speaking skills using online video games.

Authors have researched speaking because is the principal skill for human interaction; those authors have given different definitions to this skill. Speaking is an interactive process of

constructing meaning that involves producing, receiving, and processing information (Brown, 1994). It is often spontaneous, open-ended, and evolving. Speaking has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997).

## **2.1 Types of speaking activities**

There are several different types of speaking activities that are helpful for encouraging students' interactions and independence. Thornbury (2007) highlights the following speaking activities:

- Conversations: they are not considered the result of language learning but the context in which language occurs. This kind of activities should be controlled (instructions, giving vocabulary and expressions, feedback). It is easier to incorporate conversation into the classroom when the topics covered are of the students' interest.
- Interviews: they are demanding tasks that require preparation: research, selection of questions, analysis, among others.
- Class survey: It is a version of collaborative interview. Learners prepare a set of survey-type questions connected with a particular topic, and they walk around the classroom noting the answers. Then, they analyze the findings.
- Discussion or debate: This kind of activity should be implemented just under certain conditions: a controversial topic, learners have autonomy to express personal opinions, students are interested in the topic, discussion is planned as a complex activity.
- Academic presentations: Students should watch models of authentic presentations before actually start preparing their own speeches, and discuss the effectiveness of individual presentations.

All the activities listed can be adapted to different topics, so they can be easily linked to video games or any other topic depending on the necessity.

## **2.2 Problems related to speaking and how to overcome those problems**

Speaking is often considered one of the most difficult skills to be improved by L2 learners since the speakers face many different difficulties. Among those difficulties or problems are

pronunciation, intonation, fluency, grammar, and anxiety. The problem that will be examined in more detail is anxiety.

Many people claim to have mental block when learning a foreign language, although the same people may be good learners in other situations, strongly motivated, and have a sincere liking for speakers of the target language (Horwitz, Horwitz & Cope, 1986). That can be a result of anxiety; if it is experienced in communication in English can be debilitating and can influence students' adaptation to the target environment and ultimately the achievement of their educational goals. Anxiety reactions can be categorized as emotional or worries. Emotionality refers to physiological reactions, such as blushing or racing heart, and behavioral reactions, such as, stammering and fidgeting. Worry refers to cognitive reactions, such as self-deprecating thoughts or task irrelevant thoughts (Sarasson, 1985).

When video games are used for developing speaking, the learner's attention is not in the grammar or correctness of the speech, but in doing whatever it takes to win. According to Horwitz, Horwitz and Cope (1986) this eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people. Therefore, in a game oriented context, anxiety is reduced and speech fluency is generated so communicative competence is achieved (Chen, 2005).

### **3. Collaborative work**

Speaking is most of the times a collaborative activity. In this graduation project, it has been suggested that students can develop speaking through online video games but in order to achieve that, they need to work collaboratively to achieve a specific goal. Collaborative learning is defined by Johnson and Johnson (1990) as a group in which there are accepted common goals on which the group will be rewarded for their efforts. In a cooperative learning situation, interaction is characterized by positive goal interdependence with individual accountability.

Video games allow students to work in a way that is not possible in other type of activities. For example, the games are good for giving feedback for continual improvement, the ability to deal with rapid change and unpredictability, seeing learning as a process of assembling

human resources and understanding the positive power of working with peers (Thorne, Fischer & Xiaofei, 2012). The players need to work with the member of the team since every character has specific qualities and abilities that contribute to the achievement of the common goal, so it is essential to plan tactics in order to succeed.

#### **4. Task-based learning**

Developing linguistic skills is important to achieve the speaker's goals. Not only while playing video games, but in any area of life. This necessity leads teachers to seek task-oriented activities that engage the students in creative language use. According to Bygate, Skehan and Swain (2001) a task is an activity that requires learners to use language, with emphasis on meaning, to attain an objective

The task-based approach provides several benefits for the students (Ellis, 2003):

- Task-based learning offers the opportunity for 'natural' learning inside the classroom.
- It emphasizes meaning over form but can also cater for learning form.
- It is intrinsically motivating.
- It is compatible with a learner-centered educational philosophy.
- Students are more likely to develop intrinsic motivation in a task-based approach.

Video games are good for task-based activities because they have a purpose that goes beyond the production of correct speech (Saricoban & Metin, 2000). On the surface, language games seek to use the language but in video games the players use the language to persuade and to negotiate their way to desired results in a process that requires the use of receptive and productive skills. According to Squire (2002), video games are increasing children critical thinking and problem-solving skills. For the reasons mentioned above, video games can be adapted to fulfill the students' necessities in order to develop speaking skills successfully.

# **Pedagogical Proposal**

## **Course syllabus**

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Course name: Gaming for speaking

Type of course: Elective workshop

Target audience: Pre-service teachers from PUCV

Duration: 20 sessions, once a week (1 hour and 30 minutes)

Number of students: 16 students

Teacher: Daniel Palacios Soto

Mail: daniel.palacios.soto@gmail.com

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## **Syllabus design**

This elective workshop is based on a task-based syllabus since students have to create tactics and work collaboratively in order to achieve tasks while using the target language.

The syllabus of the course is informed by a needs analysis conducted with 24 pre-service teachers. The results of the needs analysis show three main aspects (Appendix B):

1. Pre-service teachers should be trained in how to use online video games for teaching.
2. Pre-service teachers think that video games can be used for developing speaking skills.
3. Pre-service teachers think that students can work collaboratively through online video games.

## **Course description:**

This is a 30-hour elective workshop designed for pre-service teachers. This workshop trains pre-service teachers in how to use online video games as tools for developing speaking skills, by teaching them the basic information to understand the game, the differences and abilities of the different characters, and how to play the game.

**Course structure:**

The structure of the course is based on steps that train pre-service teachers from the most basic aspects of the game to the most complex ones. The course is divided into 5 units:

**Unit 1** presents the theory that backs up the use of video games for developing speaking skills.

**Unit 2** presents the basic information that will help pre-service teachers to understand the game: For example, the characters, the setting and the plot. In this unit, students will be working mainly with descriptive texts.

**Unit 3** concentrates in establishing team formation rules, while comparing different game situations.

**Unit 4** focuses on analyzing different situation in order to plan tactics and strategies inside of the game. In this unit, students will be working with argumentative texts.

**Unit 5** concentrates in analyzing the students' performance, the knowledge acquired and the future use of it.



## General objective

At the end of this workshop pre-service teachers will be able to use online video games for developing speaking skills.

<b>Units</b>	<b>Objectives students will be able to</b>
Unit 1 Speaking skills and video games	<ul style="list-style-type: none"><li>• Discuss the benefits of using video games for developing speaking skills.</li><li>• Demonstrate understanding of the theories related to the use of video games</li></ul>
Unit 2 Introduction to the Gaming world	<ul style="list-style-type: none"><li>• Identify the main objective of the game</li><li>• Describe the character's abilities</li><li>• Compare the different settings</li></ul>
Unit 3 Team building	<ul style="list-style-type: none"><li>• Establish group formation rules</li><li>• Select the best characters depending on the team's necessities</li><li>• Examine the different game situations</li></ul>
Unit 4 The best strategist	<ul style="list-style-type: none"><li>• Plan tactics to defeat the rival team using the language learned</li><li>• Formulate strategies to maximize the characters' abilities</li><li>• Collaborate to the team according to its necessities</li></ul>
Unit 5 Test your knowledge!	<ul style="list-style-type: none"><li>• Evaluate their classmates' work</li><li>• Reflect on the process of developing speaking through online video games</li></ul>

## Assessment

Final grades will be based in the following percentages:

Quizzes 50%	Students will have to take 3 quizzes. Each of one in unit 1, 2 and 3 respectively. The three quizzes will be graded.
Self-assessment 30%	Students will have to assess their own performance 2 times. The first one at the end of unit 4 and the second one at the end of unit 5 using the rubric.
Peer-assessment 20%	Students will assess their team members' performance at the end of unit 4 using the rubric. All the assessments will be graded and averaged.

## Rubric

Criteria	Outstanding	Very good	Satisfactory	Needs improvement
<b>Helping the team</b>	Takes steps to help the team, encourages others to share ideas, and notices if a team member does not understand something and takes action to help.	Helps the team to solve problems, shares ideas that help the team improve its work, gives useful feedback to others, and offers to help others.	Cooperates with the team but does not actively help, makes some effort to share ideas with the team.	Does not help the team to solve problems, does not share ideas with other team members, and does not give useful feedback to others.
<b>Respect for others</b>	Encourages the team to be respectful and recognizes everyone's participation.	Listens carefully to teammates and is polite to others.	Usually listens to teammates and is polite most of the time.	Does not pay attention to what others say and does not show respect (interrupt, ignore, hurt feelings, etc.).
<b>Language use</b>	Uses English fluently all the time and encourages their peers to use the L2	Uses English most of the times.	Uses English most of the times but tends to use Spanish.	Does not use English.
<b>Vocabulary and expressions</b>	Uses learned vocabulary and expressions correctly.	Vocabulary and expressions are used correctly most of the times.	Limited vocabulary and expressions are used.	Vocabulary and expressions are not used.

# Sample lessons

The following sample lessons correspond to the first class of each unit.

# Unit 1: Speaking Skills and Video games

## Lesson 1

Objectives:

- ❖ To analyze different experiences related to speaking.
- ❖ To identify the benefits of using video games for developing speaking skills.

### ➤ Getting Ready

1



**DISCUSSION:**

Think about a situation in which you had to speak in front of others with little success and discuss the following questions with a classmate. Then, complete the chart with the information.

Questions	Your opinion	Your partner's opinion
What did you feel in that specific situation?		
How would you contrast those feelings?		
How would you help learners facing those feelings while practicing speaking?		
How useful are video games for overcoming those feelings?		

### ➤ Hands on!

2



**SPLIT READING:**

-Discuss and write a list of five possible benefits of developing speaking through video games.

Benefits of developing speaking through video games	
1	
2	
3	
4	
5	

**2.1**

Half of the class must read "student A" text while the other half read "student B" text. You have to write a summary of the text.

Student A Text	Student B Text
<p>MMORPGs supply authentic environments for learning, complete with sufficient opportunities for students to practice, develop and test their emergent communicative abilities. The practice of producing language that is evaluated for meaning by other role-playing characters constitutes authentic dialogue between native and non-native language speakers. Furthermore, computer games emulate the experiential approach of second language acquisition by providing an immersive learning experience. Moreover, text is displayed on the screen, giving visual cues to determine context of meaning and language content as well as identification of second language vocabulary. Thus, language becomes a necessary artifact of successful game play.</p> <p><b>Text taken from 3D Role Playing Games as Language Learning Tools by Yolanda Rankin</b></p>	<p>Powerful alliances play a key factor in gamers' abilities to defeat enemies and accomplish tasks that are virtually impossible to perform alone. MMORPGs sustain social interaction between players and serve as the catalyst for fostering students' grammatical and conversational competence as students chat in a foreign language while playing the game. Social interaction is a pre requisite to students' language proficiency. Without social interaction, students lack motivation, opportunities for practicing target language skills, and immediate feedback; all three components are crucial if students desire to increase their communicative abilities in the target language. Online role-playing games are transformed into computer assisted language learning tools for successful second language acquisition for novice, intermediate and advance language students.</p> <p><b>Text taken from 3D Role Playing Games as Language Learning Tools by Yolanda Rankin</b></p>

**2.2**

Find a classmate with a different text and share the information that read. You should ask questions if something was not understood.

**What did you learn from your classmate's text?**

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**Useful questions to ask**

What drew your attention about the text?

What is the text about?

According to the text, how beneficial would video games be in the process of learning an L2?

3



### ROLE PLAY:

Read the short text about the similarities between online video games and role play. Discuss the benefits in groups of four.

#### Why playing video games is similar to role play

Some scientists inspired by distributed parallel-processing computers and complex adaptive networks have argued that the mind works by storing records of actual experiences and constructing intricate patterns of connections among them. Humans think and understand best when they can imagine or simulate and experience in such a way that the simulation prepares them for actions they need to take in order to accomplish their goals (Thorne, Fischer & Xiaofei, 2012). While playing games, players experience embodied empathy. In other words, this means that they get involved in the game as a complex system, so they simulate the experiences lived there and as a consequence of it, the process mentioned is carried out successfully (Gee, 2005). In that sense playing video games shares a characteristic with role play activities.

3.1

In groups of four, read the characters' descriptions and choose one.



James Van Dien: He is a renowned detective.  
Skills and weaknesses:  
He can sense when someone is lying to him.  
When he asks a question people get nervous.  
He can be easily manipulated specially by women.



Stephany Garcia: She is Robert's loyal friend and sidekick.  
Skills and weaknesses:  
She can use computers to find out information about the suspects.  
She can interrupt when someone's being manipulated by saying a tongue twister.  
She is easily scared by people.



Roxanna Bellefleur: She is a very rich socialité  
Skills and weaknesses:  
She can use her beauty to manipulated people.  
She is very intelligent and an excellent liar.  
When she is cornered, she gets defensive



Drake Finn: He is Roxanna's personal bodyguard  
Skills and weaknesses:  
He can scare people easily.  
He is not very smart.  
He will betray anyone if someone digs about his past

3.2

Read the task and then perform in front of the class paying attention to the different characters' features.

The most expensive jewel known as the butterfly diamond has been stolen from a party given by Roxanna's fiancé. Detective Van Dien was hired by the host of the party to solve the crime. Solve the crime by using the character's skills and taking into account their weaknesses.

### ➤ Wrap up

4



#### RE-THINKING:

Answer the following question by writing your answer below. Discuss your answer with a classmate.

After learning about the use of video games in the classroom, what is your opinion about using video games to develop speaking skills?

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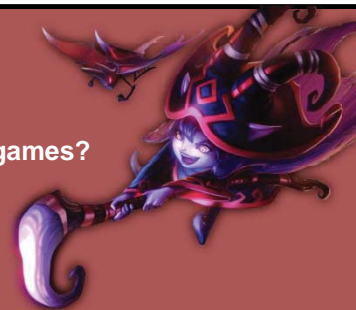


#### Reflection time:

Which benefits of learning through video games you haven't imagined before?

Are there some other benefits that were not mentioned?

Which other skills do you think can be developed through video games?



# Unit 2: Introduction to the gaming world

## Lesson 1

Objectives:

- ❖ Identify the main characteristics of the game
- ❖ Describe the character's abilities

### ➤ Getting Ready

1



CHECKING YOUR KNOWLEDGE:

Read the questions. Then, tick or write your answers.

Questions	Yes	No
Have you played online video games before?		
What is the main difference between offline video games and online video games?		
Have you played or heard about the video games League of Legends?		

1.1

What kind of video game do you think League of Legends is?  
Tick one of the statements

First person shooter	Massively multiplayer online role-playing game	Action real time strategy online video game
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# Hands on!

2



**READING:**

Read the short text and then tick the statements that you think apply to the plot of the game.

### League of Legends Guide

Each team starts at opposing sides of a map in an area called "Nexus" (it is a type of Turret that possesses among the highest damage outputs in the game and presides over a team's spawn platform, mainly for the purpose of preventing attacking enemies immediately as they re-enter the game). A match is won when either the opposing team's Nexus is destroyed or the other team surrenders. To destroy a Nexus, each team must work through a series of towers called "Turrets". Turrets are often placed along a path to each base referred to as a "Lane". Along the way, each player gains levels from defeating the opposing team's champions and "Minions" (small NPCs that constantly spawn and attack the other team) and defeating neutral monsters (some of which grant buffs known as crests upon death). Completing objectives rewards players with gold which is used to purchase items.

2.1

Tick the correct answers according to what you read. Check your answers with the class.

Statement	Yes	No
You need to create a strategy in order to destroy the other team's Nexus		
You can work independently from your team		
The team that plays collaboratively wins		
You don't need your team to defeat the other team's champions and minions		
The turrets can be destroyed without any plan		



Nexus



Minion



Turret

3



**MATCHING THE CHAMPION:**  
Read the different champion's roles in League of Legends.

**Pre-Teach this key vocabulary before reading:**  
Damage – physical – melee – defense – cast  
– offensive – attack – targets – abilities - speed

<p><b>Assassins</b> have extreme mobility and massive damage output, called burst damage for the short time it takes to deal. They can nearly instantly kill non-tanks. If caught, fragile assassins die just as quickly, and must use their mobility to get in and out of fights at the right time. There are both physical and magic damage assassins. Advantaged: Mages and Marksmen. Disadvantaged: Fighters and Tanks.</p>	<p><b>Fighters</b> are typically melee, and combine moderate damage and defense. Due to their medium survivability and damage, fighters are capable duelists. Many are physical damage-oriented, some are magic, while others deal a mixture. Advantaged: Assassins and Tanks Disadvantaged: Mages and Marksmen</p>
<p><b>Mages</b> re powerful casters who use their abilities to deal magic damage and disrupt enemies. They are typically ranged, and have low defenses to balance out their offensive capability. Advantaged: Marksmen and Fighters. Disadvantaged: Assassins and Tanks</p>	<p><b>Marksmen</b> primarily use their ranged basic attacks to deal sustained physical damage to single targets, termed damage-per-second (DPS). They are characterized by abilities and passives that boost their attack damage, attack speed, or range. Fragile marksmen must work hard to stay at range to survive. Advantaged: Fighters and Tanks. Disadvantaged. Assassins and Mages.</p>
<p><b>Supports</b> excel at protecting and empowering allies, and/or disrupting enemies. Utility, usefulness other than damage, is their defining trait, along with a sacrificial playstyle. Supports have two sub-roles - ranged mage supports, and melee tank supports.</p>	<p><b>Tanks</b> are typically melee and have high defenses, but relatively low damage output. Their job is to disrupt, disable, and protect. Tanks can take a beating, and are usually the first in a fight and the last ones out. Advantaged: Assassins and Mages. Disadvantaged: Fighters and Marksmen.</p>

3.1

Read the characters' abilities and guess their role. Then, discuss your answers with a classmate



Caitlyn: After 1 second, fires a projectile in the target direction that deals physical damage to the first enemy it passes through, after which it expands in width but deals only 67% damage

Role:



Lee Sin: He fires a sonic blast in the target direction, dealing physical damage to the first enemy it hits

Role:



Cassiopeia: She blasts enemies in a cone in the target direction, dealing magic damage and Slow icon slowing them by 60% for 2 seconds.

Role:

4



**PRESENT YOUR FAVORITE CHAMPION:**

Go to a website by pressing the star and then choose a champion that draws your attention. Present the champion chosen to your group by describing its characteristics.

Click Here

4.1

Complete the chart with the information provided by one of your classmate's presentations. Write the name of the champion and at least three characteristics.

Champion's name:

Characteristics:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

➤ **Wrap up**

5



**DISCUSSION:**

Discuss with your partner the following question. Write your answer below.

**Why do you think that is useful to know the vocabulary related to the game before playing it?**

---



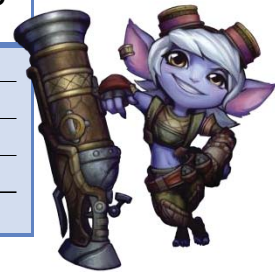
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**Reflection time:**

What difficulties do you think students might face while dealing with these kinds of tasks? How can you help them to overcome them?



# Unit 3: Team building

## Lesson 1

Objectives:

- ❖ Establish game rules
- ❖ Select the best character depending on the context

### Getting Ready

1



WATCH A VIDEO:

Watch a video online by clicking the star, then answer the questions. Check your answers with a classmate.

Click Here

Questions	
Name at least three tips mentioned in the video that will help your to succeed as a team	
Do you think those tips can be applied to online video games?	
Do you think that collaboration is the key to succeed in the game?	



### ➤ Hands on!

2



ESTABLISHING RULES:

Come up with three ideas to be established as rules while playing the game. For example: Be respectful with other players. Then, as a class agree on which five rules should be taken into consideration.

Write down the rules here:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



Write down the definite list of rules here:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



3



**TESTING YOUR CHAMPION'S KNOWLEDGE:**

-Read the contexts given and choose a character that fits better the team's necessity. Then, discuss your choice with your group.

1. Your team has an assassin, a fighter and a mage, but needs a champion who can protect the other members of the team. Who would you choose?



Janna



Jax



Lucian

Why?

1. Your team needs someone who can attack from distance in order to destroy the turrets. Who would you choose?



Ahri



Leona



Ashe

Why?

## ➤ Wrap up

4



DISCUSSION:  
Discuss the following question.


How learning about collaborative work would help students in their everyday lives?

---

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---

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A cartoon character with a large, grumpy face, wearing a blue and red outfit with goggles. It is holding two red bombs with lit fuses.

Reflection time:

Do you think that establishing rules between the team members is a must?

What kind of situations can occur if they are not established?



# Unit 4: The best strategist

## Lesson 1

Objectives:

- ❖ Plan tactics to defeat the rival team
- ❖ Formulate strategies to maximize the characters' abilities

### ➤ Getting Ready

1



WATCH A VIDEO:

Watch a video online by clicking the star, and answer the questions. Check your answers with a classmate.

Click Here

Questions	
Why video games can help children get smarter?	
Which characteristics a game should have in order to be beneficial for children?	
Do you think that planning tactics can be implemented through playing online video games?	

### ➤ Hands on!

2



ORDER THE INFORMATION:

Read the pieces of advice that will help you to win the game and order the information by writing a number. Check your answers with a classmate.

Pre-Teach this key vocabulary before reading:

Match – strengths – gear – health – spells – runes - masteries

#### Strategy: Thinking ahead

Watch how other players play the game. Especially after a match - look at the builds of the players with the most kills
To make a good decision you must be informed. Study the champions. Know their strengths. No champion has a severe weakness that cannot be covered with the right gear so focus on knowing champions unique abilities and strong points.
You have your assigned role, if you can play many of champions then you might want to let the other players make their choices first and decide based of their choices.
Study the available gear. Know what items do what. Did you know there is an item which can take 1/3 of an enemy's health when activated?
Before selecting a champion, decide what role you will fill. Talk to your team. Help round out what the team needs. Most champions can fill several roles depending on their equipment.
Choosing spells, runes and masteries. These decisions are easy enough if you know your way around them already, simply pick in accordance with your role.

2.1

Discuss with a classmate and came up with two pieces of pieces of advice that were not mentioned. Write them below.

Write your two ideas here:

1 \_\_\_\_\_

2 \_\_\_\_\_



3



ROUND TABLE:

Read the situation described.

Pre-Teach this key vocabulary before reading:

Score – mid turrets – inhibitor – top lane – nexus turrets – fountains - minions

### League of Legends Debate

My friend and I recently played and won, but we had to some heated debate after the game about what the right thing to do was at the end of the game.

The score was 21 to 7 for our team. We had baron buff that had approximately 2 minutes left. The enemies mid turret and inhibitor were down. The average level on our team was 13 the enemies team average level was probably 12. Top lane had 1 turret and the inhibitor up still, and bot lane had 2 turrets and the inhibitor up still. As well, the enemy team had all 5 members up, and our team had all 5 members up. All 5 members of the enemy team were in their base under the nexus turrets, or in fountain. All members of both teams had almost full health, if not full health.

My friend thinks that our best play was just to all go in and take the nexus towers and win the game, and he said if they start attacking us we just attack them and kill them (under the nexus turrets). I thought our best play was to go top, push minions to the turret, and take the turret and inhibitor. My friend was telling me I was out of position, and I disagreed.

Should my team have even been spread out mid, trying to take down the enemy nexus turrets with only 1 inhibitor down and the entire enemy team up?



**3.1**

You have to take a stand about the situation. Prepare your arguments by using the expressions provided.

	Useful expressions for discussions
Asking about an opinion	Could you tell me...? What's your opinion about...? Do you think...?
Giving an opinion	In my view..... It seems to me that... If you want my opinion... Sorry to interrupt you but....
Asking for an explanation	Could you explain to me...? I beg your pardon... I didn't quite get that....
Agreeing with an opinion	I quite agree... You're quite right... You've got a point there.... That's an important point...
Polite disagreement	I don't quite agree there.... I'm not convinced that.... I don't think you're quite right.... I can't go all the way with you on that point....

**3.2**

Start the round table with your classmates while using your notes. Remember to always be polite!

➤ **Wrap up**

**4**



**POST-ROUND TABLE:**  
Answer the following question, then discuss your answer with a classmate.

**How much did the provided expressions and vocabulary help you?**

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**Do you think these kinds of activities are useful for developing speaking skills? Why?**

---



---

**How successful was the round table discussion? What would you do to improve the experience?**

---



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---

**Reflection time:**  
Do you think that playing these kinds of video games helps students to develop critical thinking skills?




# Unit 5: Test your knowledge!

## Lesson 1

Objectives:

- ❖ Plan tactics to defeat the rival team
- ❖ Formulate strategies to maximize the characters' abilities

### ➤ Getting Ready

1



ORDER THE BUBBLES:

Read the problems related to the use of video games that you might face as a teacher. Then, order them from the most important one to the least important one by writing the number in the star.

Learning about the new video games that are trendy about teens

Adapt the video game to different levels of the students

Find an appropriate video game according to their age

Make the parents agree with this approach

Adapt the video game to develop the other English skills



## ➤ Hands on!

2



### ORAL PRESENTATION:

Choose one of the statements in the bubbles. Then, in pairs based on the knowledge acquired through this course prepare a brief five-minute presentation in which you state the problems and give a possible solution.

\_\_\_\_\_

#### Tip:

**Take into account researches and authors on the topic. At least one per presentation**

\_\_\_\_\_



2.1

Take notes of your classmate's presentations in the box below in order to ask questions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3



### RESEARCH:

Think and research about a video game that can be helpful for developing speaking skills. The game can share some similar features or be completely different to League of legends. Write your information below.

\_\_\_\_\_

#### Name of the game:

Characteristics: \_\_\_\_\_

Cooperative work: \_\_\_\_\_

Possible benefits for students: \_\_\_\_\_

Is it appropriate for young learners? \_\_\_\_\_

3.1

Find a partner and present the video game you chose.

## ➤ Wrap up

4



### DISCUSSION

Discuss in pairs and answer the following questions.

Questions	
After what you learned in the course, which are the three main benefits of developing speaking skills through video games for students?	
Which is the importance of learning how to implement technology for you as a future teacher of English?	
Which difficulties might students face while using video games for learning purposes?	



### Reflection time:

What useful things you learned in this course?

What would you like to improve about it? How?

Would you recommend this course to other students/teachers of English?



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## Appendix A: Survey sample



Pontificia Universidad Católica de Valparaíso

Facultad de Educación y Filosofía

Instituto de Literatura y Ciencias del Lenguaje

Pedagogía en Inglés

Trabajo de Titulación

### Can students develop speaking and listening through online video games?

Objective: to gather information about the opinions of students of the ELT program at PUCV on the necessity of learning how to implement online video games in the classroom, in order to develop speaking skills.

#### A. Complete the information

1. Gender:

Male \_\_\_\_\_ Female \_\_\_\_\_

2. Age \_\_\_\_\_

3. Semester \_\_\_\_\_

#### B. Read the statements and choose the option that represents your level of agreement (1=completely disagree to 4= completely agree).

		Completely agree	Agree	Disagree	Completely disagree
1	Technological tools should be implemented in the classroom				
2	Video games can be used for language learning				
3	Vocabulary can be acquired through video games				
4	Video games' visual input is beneficial for L2 learning				
5	Speaking is skills can be developed through video games				



	in which the player interacts with other players				
6	The video game's input can help players to develop listening skills				
7	Students can work interactively through video games				
8	Video games in which the player has to create tactics are more adequate to develop speaking than video games that do not require interaction and deeper thinking				

**C. Choose the answers for the following questions.**

1.

	Very experienced	Experienced	Little experience	Non-experienced
How much experience do you have with online video games?				

2. Would students be interested in learning English through video games?

Yes\_\_\_\_\_ No\_\_\_\_\_

3. What types of video games are more appropriate to help L2 learners develop speaking skills?

First person shooter\_\_\_\_\_

Massively-multiplayer online role-playing games\_\_\_\_\_

Action real time strategy video games\_\_\_\_\_

I do not know\_\_\_\_\_

4. Would you be interested in taking an elective course focused on developing speaking and listening skills through online videogames?

Yes\_\_\_\_\_ No\_\_\_\_\_

## **Appendix B: Needs analysis**

### **Participants**

This needs analysis was conducted to 24 undergraduate students from the ELT at PUCV. The group was made up by 18 men and 6 women, who answered the survey online through a *Facebook* group. The range of the participants' ages varied from 18 to 25 years old, and the range of the students' terms is between second to twelfth semesters. The level of expertise varied from very experienced in playing video games to no-experienced at all.

### **Survey**

This survey was designed according to the proposal of St. John and Dudley-Evans (1998). The questions were presented in English since it was addressed to students of English pedagogy. The objective of the survey was to gather information about the student's opinion on the use of online video games as tools to develop speaking.

The survey was divided into three sections:

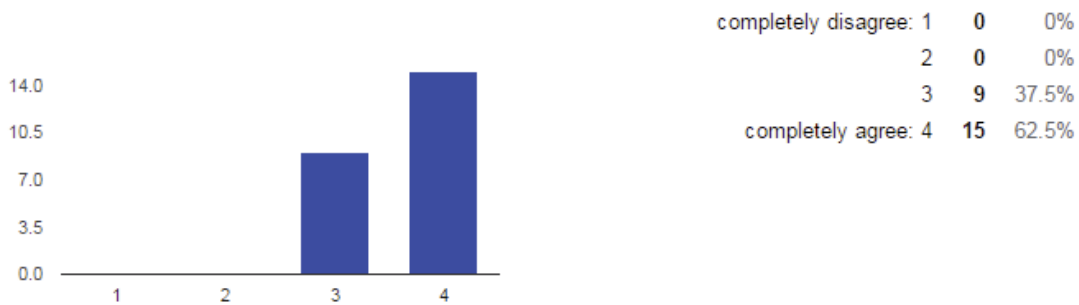
- The first section collects personal information about the students (age, gender, and semester).
- The second section is a scale that looks to find out the level of agreement of students on the use of video games for improving speaking and listening, acquiring vocabulary, and working collaboratively.
- The third section consists of alternative questions that seek to know their level of experience playing video games, which type of game they consider more appropriate for teaching, if students would be interested in taking the course, and if they would be interested in taking it.

## Results

The results of the survey are divided into three parts. Part 2 and 3 are described in detail and accompanied of its correspondent figure.

### Part 2: Statements

**Figure 1: Technological tools should be implemented in the classroom**



All the participants agreed that technology should be used inside of the classroom as a tool for teaching. From the 24 surveyed, 62.5% completely agreed and 37.5% agreed.

**Figure 2: Video games can be used for language learning**

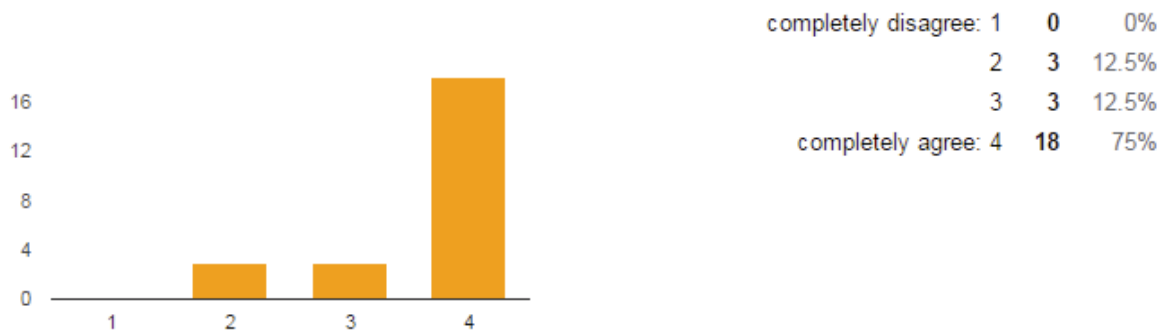


Figure number 2 presents the percentage of pre-service teachers, who think that video games can be useful for learning a second language. From 24 surveyed respondents, 18 completely agreed with the statement and 3 just agreed.

**Figure 3: Vocabulary could be acquired through video games**

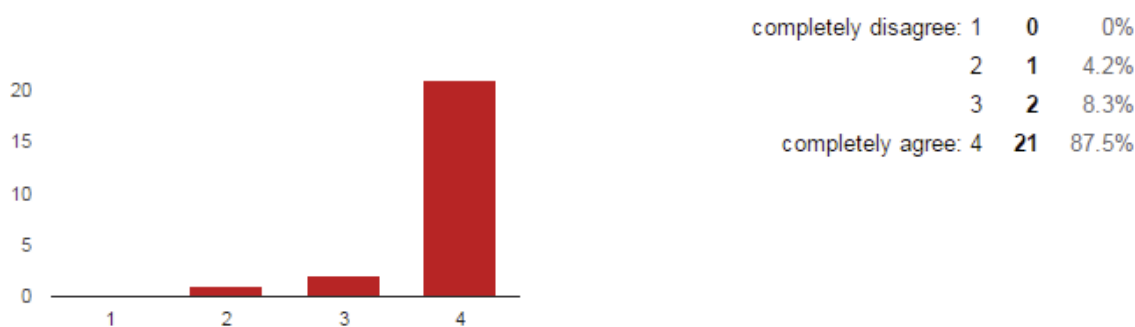
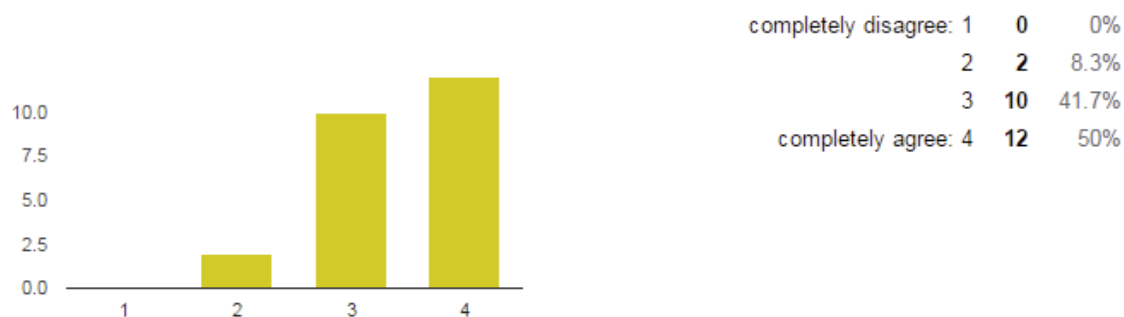


Figure 3 shows that the vast majority of the surveyed participants think that video games are useful for acquiring vocabulary. Just one respondent disagreed with the statement, while 87.5% completely agreed and 8.3% agreed.

**Figure 4: Video games' visual input is beneficial for L2 learning**



According to Figure 4, just 2 of 24 surveyed disagree to the statement that video games provide a visual input that can help the players to acquire in a better way the L2, but 22 of them agreed or completely agreed to that statement.

**Figure 5: Speaking is skills can be developed through video games in which the player interacts with other players**

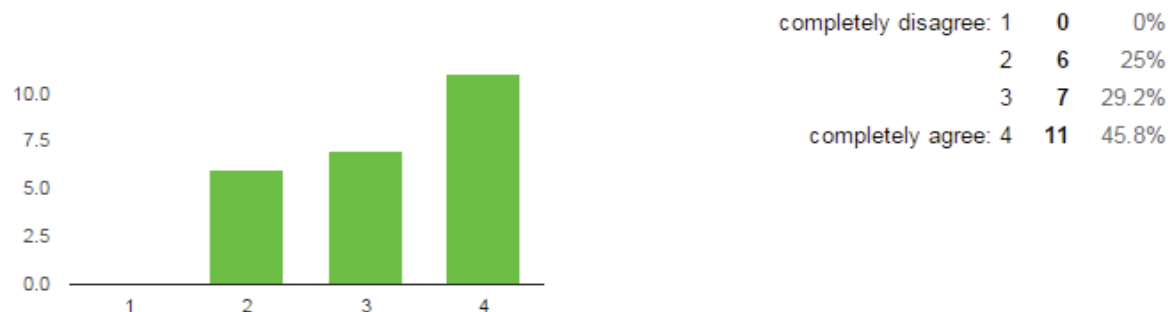
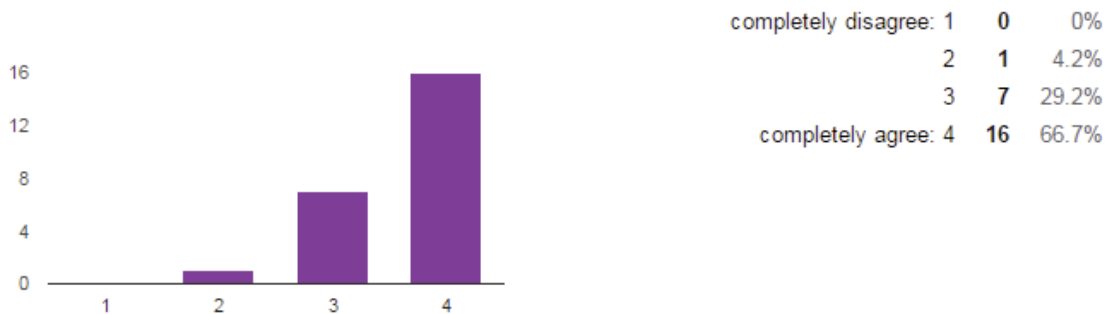


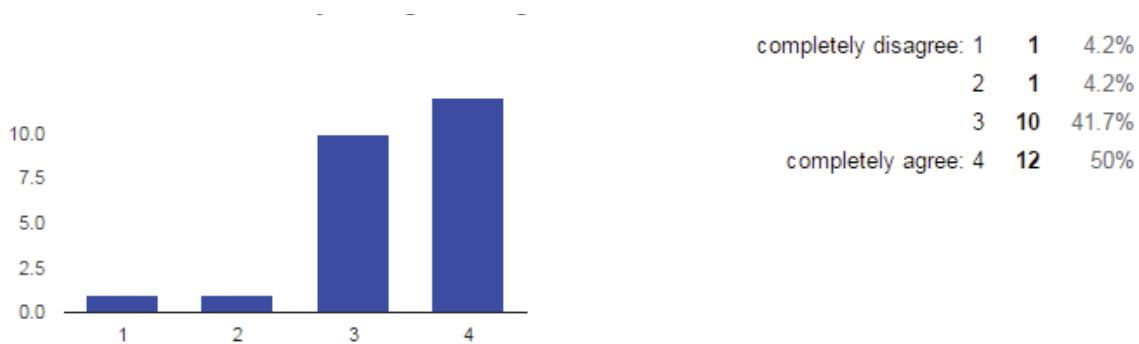
Figure 5 shows the opinions of the surveyed students on the following statement: speaking skills can be developed through video games in which the player interacts with other people. On the one hand, 25% of the surveyed participants disagreed to the statement which is still a low number. On the other hand, 29.25% agreed and 45.8% completely agreed to the statement.

**Figure 6: The video games' input can help players to develop listening skills**



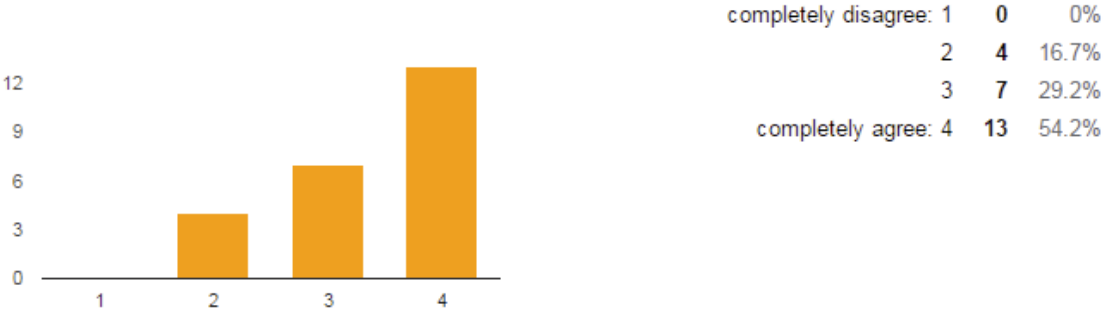
Even though the main focus of the graduation project is not listening, it is a skill that goes hand in hand with speaking. So, it was necessary to know if the surveyed participants think that the game can deliver good input to help developing that skill. 17 from the 24 surveyed agreed to the statement, while just 1 person disagreed to it.

**Figure 7: Students can work interactively through video games**



The focus of this graduation project is developing speaking through collaborative work. It is essential to know if the surveyed participants agreed to this statement. 41.7% agreed to the statement and 50% completely agreed. Just 4.2% disagreed to the statement that students can use collaborative video games in order to develop speaking skills.

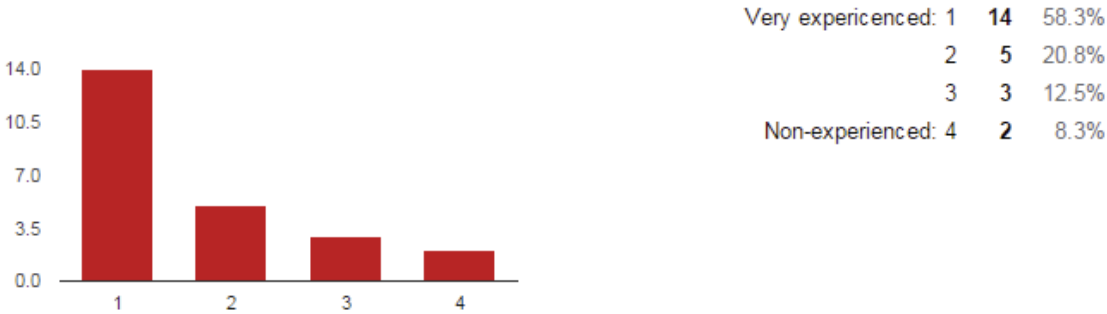
**Figure 8: Video games in which the player has to create tactics are more adequate to develop speaking than video games that do not require interaction and deeper thinking**



A wide majority agreed or completely agreed to the statement that tactic games are more adequate to develop speaking, whereas a 16.7% disagreed to the statement.

**Part 3: Questions**

**Figure 1: how much experience do you have with online video games?**



The range of the participants’ experience with video games was broad. Even though the majority of the surveyed participants have some level of experience with video games, there was an 8.3% that were non-experienced with any kind of video games.

**Figure 2: Would students be interested in learning English through video games?**



All the participants answered that students would be interested in learning English through video games. Video games provide some aspects that can draw the student's attention. For example, the fun environment, the images, and the competitiveness among others.

**Figure 3: What types of video games are more appropriate to help L2 learners develop listening and speaking skills?**

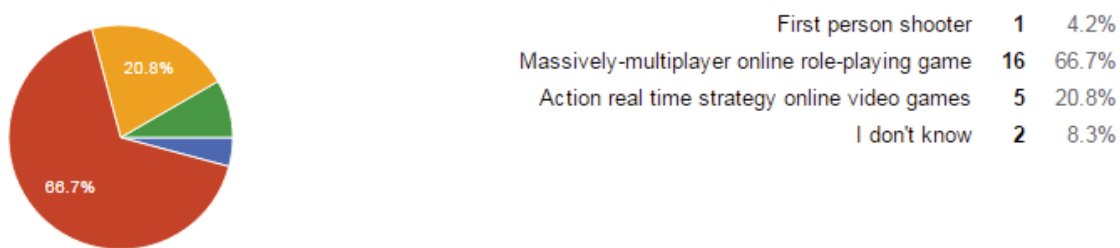


Figure 3 shows that 8.3% of the surveyed do not know what kinds of video games are useful for developing speaking skills. The majority answered Massively-multiplayer online role-playing video games, followed by Action real time strategy video games. For the purposes of this graduation project, the latter will be used since it fits with the requirements needed, even though, some experts say that the difference between both categories is minimal.

**Figure 4: Would you be interested in taking an elective course focused on speaking through online video games?**



According to Figure 4, a 95.8% of the surveyed participants would be interested in taking the course. Just a 4.2% would not be interested in a course of these characteristics.

For the purposes of this graduation project, there are three questions that are more relevant than the others.

The questions mainly came from part 2. First, question number two demonstrates that the surveyed students agreed to the statement that video games can be used for language learning. The importance of this question lies in the objective of the project. Second, question number five since just like the previous question seems to demonstrate that the majority of pre-service teachers agree to the statement that interactive video games can be useful for developing speaking skills. As it was described before, this question is utterly important for the objective of this graduation project. Third, question number seven which demonstrates that all the surveyed agreed that can work interactively through video games allowing participation and the development of a communicative skill like speaking.