UNIVERSIDAD UCINF

LABOR CONSTANTIAE TRIUMPHARE

FACULTAD DE EDUCACIÓN

PEDAGOGÍA EN INGLÉS

How video games help in the acquisition of vocabulary in students of 2nd medio

Students' Names:
Rojas Ibarra, David Enrique
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Tesis para optar al Grado de Licenciado en Educación

Teacher's Guide:
Hamilton, Eric
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Acknowledgment

We wanted to say thanks to all the people that supported us in every single step we made all along our career, and that without them we would not be able to get this far. Thanks to all of you that believe in us, even though we lose the faith in ourselves those people keep believe in us.

We wanted to give a special thanks to every single students from the Industrial Las Nieves that participate in this process with us and help us to develop this research investigation, without them we would not be able to complete this investigation. Also, we wanted to thanks to every single students that were with us in class that makes us feel that this was the profession that we wanted, to those students that gave us the strength and motivation to keep working and always gave us a warm welcome.

Finally, we wanted to thanks to our teachers in Ucinf that always work hard to give us all the tools to be a good teacher.

Special thanks to:

Our parents and brothers:

Julio Rojas – Rosa Ibarra – Sebastián y Daniel Rojas

Jessica Valenzuela – Fabian my Little brother

Girlfriend and Friends that were always with us in good and bad times giving us the strength to continue all along this research.

Fernanda Huenchuleo Gallegos – Carlos Caamaño

Maylin Paillaman González

Thanks to everybody that supported us accomplishing the dream of being an English teacher. May the force be with you.

Abstract

This research investigation is about the acquisition of vocabulary of the students of a 2nd medio from the school, Industrial Las Nieves using a RPG (role play game) videogame that was selected for its huge popularity. The game is called Pokémon, which was played by six students between 15 and 16 years of age, in which a test was given to them to measure the level of knowledge they had initially, and later contrasting the control and experimental group; the videogame was applied to the experimental group. Through this project, the students develop their autonomy to acquire vocabulary while playing and overcoming obstacles, sometimes even without noticing it. Through the investigation, it was demonstrated with concrete results that videogames help in the acquisition of vocabulary.

Keywords: Videogames, EFL, ESL, Autonomy, Vocabulary Acquisition, Words, Technology, Education.

Esta investigación es sobre la adquisición de vocabulario en alumnos de 2nd medio del colegio Industrial las Nieves usando un videojuego RPG que fue seleccionado por su alto nivel de popularidad, este videojuego que es llamado Pokémon fue jugado por 6 alumnos de entre 15-16 años, que les fue aplicada una prueba para medir ciertos conocimientos y así contrastar el grupo control y experimental; al cual el juego fue aplicado. A través de este proyecto los alumnos desarrollaron la autonomía para adquirir vocabulario jugando y superando obstáculos a veces sin siquiera notarlo. Con esta investigación se demostró a través de resultados concretos, que los videojuegos ayudan en la adquisición de nuevo vocabulario.

Palabras clave: Videojuegos, EFL, ESL, Autonomía, Adquisición de Vocabulario, Palabras, Tecnología, Educación

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Introduction

Nowadays technology forms a big part of the Chilean students' life, but they do not seem to take advantage of it as they could. In Chile, English language is still known as a foreign language and it is far from becoming the second language.

As technology takes great part in students' lives, videogames are becoming more and more popular. Almost every student has access to videogames: from their videogame systems at home to their cell phones. Videogames can be considered a kind of unconscious learning because students learn while playing videogames, without noticing it.

After three internships at Escuela Industrial Las Nieves, students were observed and two important facts were discovered. One was the lack of vocabulary in the English class and another was their interest in using their cell phones in class to play videogames. The lack of vocabulary affects all the areas that are related in the learning of a foreign language. Even though lexis is not one of the most important, it is relevant at the moment of producing a language.

It has been observed in other countries that using platforms and tools to practice and especially to acquire a new language is an excellent way for students to learn new thing unconsciously. RPG (role play game) videogames; it is said that the RPG videogames have taken over almost every videogame genre. The domination of this videogame genre should not surprise us, because of the increasing popularity over the years that the RPG has won with gamers. RPG games are created under essential concepts, as the story plays out, it makes the player get involved in the story as if it were about them and then they actively grow the character or a group of characters. In a videogame you track a visual representation of any progress you made; this satisfies the most fundamental needs of a human being and the joy that produces following a story, to go back into it as far as the storytelling lets. With this kind of videogame, the students must be connected with the story and the level of engagement within the game is a really important fact to consider. The videogame that was chosen will be played by 6 students that will be chosen randomly

between 13 students; these students will take a pre-test to know the level of knowledge they already have, and then a post-test after playing the game to measure how much their knowledge has grown. They attend the same school, are in the same level at the school, but from different grades.

In this research there are three main questions that are directly related to the students' performance and results in their own learning process during this research.

1. - Does the RPG game, Pokémon, help students from a 2nd medio from the school Industrial Las Nieves facilitate the acquisition of new vocabulary?

It is expected that the students that play the videogame performed better results in the second test. Considering that only the experimental group is exposed to play the videogame and the control group is not going to be exposed to the vocabulary, and they will not practice the words that will appear in the tests. In addition, it is expected that the students from a 2nd medio had the facility to acquire new vocabulary with the help of the videogame Pokémon. It is expected that experimental group perform a 60% better in the second test in comparison with the first one.

2. - When playing a videogame which kind of lexical item are better to learn, contextualized or non-contextualized items?

- For the purposes of this investigation, it is expected that both lexical items can be learnt equally, but it is belief that while doing this research and using the instrument will be possible to find out that the contextualized item are learn better than non-contextualized items, because the students are going to be playing the videogame and learning the words down the perspective of the videogame, so it will be easier for them to recognize the words in a contextualized situation. So it is more possible to say, that the students achieve a greater performance in the contextualized items, and be it will for the reason that the students will recognize part of the game in the test, so it will be easier for them to recognize the words from the vocabulary. Also if the students see the same word in a contextualize and non-contextualized form, they may believe that that word had a different meaning in both cases.

Finally, the results showed students are expected to learn and have a better performance in the final test.

The last question is:

3. - In terms of acquisition contextualized and non-contextualized lexical items, which of these two aspects does RPG videogame exhibit better result?

As in the question before, it is expected that the contextualized item exhibit better results than the non-contextualized item, but also it might be possible that both lexical items exhibit great results in the final comparison of the investigation because the students may notice that they read the same word in the contextualized item and they may figure it out that the word have the same meaning in the non-contextualized item, and it just change the context but the it keeps the same meaning without any difference.

This thesis has several objectives that will be shown in this research; the first and the most important objective is to measure the effect of RPG videogames in the acquisition of new vocabulary in a foreign language of 2nd medio students; in this case, RPG game, Pokémon, can be helpful in acquiring new vocabulary in a foreign language and testing how they improve while they are playing the game and learning without noticing it. In this first period the results that are going to be shown are the first step to acquire new vocabulary and being able to apply the words that they are going to learn during this process.

From the main objective that in general refers to learning new vocabulary is developed another objective that are the specific objectives of this research. This specific objective are support by the main objective that is the reason of this research. One of the most relevant specific objective that can be seen in this research investigation is to know if contextualized or non-contextualized words are learnt equally by the students or which of them is learn better by the students. Other of the specific objective it is: if the videogame Pokémon is helpful to concrete the process of the acquisition of new vocabulary, because it is well-known that exist many different kinds videogames and genres (Wolf, 2000), and

others RPG games can be more helpful in the acquisition of new vocabulary than the videogame Pokémon.

Students playing the videogame the 2nd medio from Escuela Industrial Las Nieves acquired vocabulary that probably was not learned previously. Developing autonomy in their learning process by playing this videogame was measured by two tests, both tests were the same and the first one showed what students knew and then there were two groups chosen randomly. One group was the control group, and was not to be exposed to the videogame and the other group, the experimental group, was the group that played the videogame and through surveys was supervised and controlled with the time they spent playing the videogame and if they have been using help to understand words.

When technology was used inside the classroom, the world changed and it was necessary to be prepared and use all possible techniques to develop all the student's skills and to motivate and make them learn and become autonomous in learning.

Subjectively speaking, in this project, the ability of getting the interest of the students and to hold their attention started to improve and our efforts as teacher started to be more and more motivating, from a simple class to a complex activity that includes using tools, media or any technology that all started to be a challenge for us as future teachers.

Theoretical Framework

Technology

The most important skills that students must develop in school are reading and writing. Knowing those two skills a student can learn new things and the new subjects that are going to be very useful for their lives. English is a language that is not known by all the people around the world, but it is taught in many countries. Chile is a country that has been teaching English as a foreign language and this subject as all the others is considered as a challenge especially because the classroom environment has changed in the last few years. This is when technology started to play an important role inside the classroom.

According to Oxford (Oxford Dictionary, 2005), technology is scientific knowledge being used in practical ways in industry, for example, in designing new machines. This general description mentions only industry, but in the last years technology has been taking a very important place in education.

There has been a strong penetration of new information and communication technology in the lives of Chileans in the last few years.

Between the years 1989 and 2004, computer ownership grew 27 times.

The internet did not exist in the country before 1989 but went from 250 thousand users in 1997 to almost 4.8 million users in 2004.

Early in the 1980s, people in schools started to notice the potential of computer games as part the learning process. It is believed that children engaged in computer game playing may acquire more general strategies for "learning to learn" in novel environments (Peng, 2006). Playing games, children growing up in the digital age process information by learning the rules, making a big difference from how information in the old age was processed and presented by children. Using videogames, children learn how to learn in a nonlinear way using the aid of texts and visual cues. These skills learned during game playing may be applied in instructional settings and help develop other important skills,

such as inductive discovery and problem solving through trial-and-error learning and eye–hand coordination and spatial visualization. For a long time, the United States military has been aware of the potential of computer games for simulative flight training as well as cognitive skills, such as rapid information processing and the ability to think about a number of things at the same time.

Researches about the use of videogames in children have been done since the 1980's. However most of those studies are related to negative effects on children such as violence in videogames, among others. There are just a few researches that are focused on benefits of playing videogames and they are related mainly to: motivation, learning and the utility of games in children with attention-deficit disorder.

Benjamin Porcari who is the founder and president of IBC Digital[1] says that games with sophisticated and exciting content have pushed games out into the mainstream of entertainment (Abanes, 2006).

According to writers, one of all the benefits of playing videogames is that the player starts to self-motivate and that can lead to an improvement in the sense of self-worth.

Video games are good for learning. That statement does not just mean that videogames should be used in and out the school, but also means that the principles built into good videogames should be used even if videogames are not being used inside the classroom. Videogames directly are not good just because they are games, but rather because each game develops different skills in students. For example, puzzle games like Tetris and Bejeweled may very well exercise pattern recognition capacities.

Videogames can easily consume the attention of children and adolescents. Since videogames show that children can get engaged in learning new experiences. That has led to the rise of "edu-tainment"[2] media which has become very popular and children prefer this type of class and that can be proved just by watching them.

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[1] IBC Digital: an animation and production company

[2] Edutainment: products such as books, television programs and especially computer software that both educate and entertain

Videogames

Videogames have become more popular with the years, the Entertainment Software Association (2014) reported that a 65% of all Americans play videogames. The researchers about the educational areas have been focusing their attention in the videogame industries because of the multiple help in different pedagogical areas that videogames can cover.

Classifying Videogames

The large variety of game types renders it almost inevitable that game experts have tried to find ways to classifying videogames in order to make them more manageable the object of their attentions. Genre has been the most frequently tool used.

Videogames such as: 'shoot-'em-ups', 'driving games', 'platform games', 'role-playing games' and 'first-person shooters' are very common in magazines and there are a lot of information about them, while academic research projects frequently orient analyses to the same classifications. As Newman (2013) mention in his book, Videogame Second Edition that in their review of the best games for 2002's gaming platforms, Berens and Howard demonstrate in 2001 the continued relevance of industry-derived genres. "They are useful pointers and reflect the industry's current view of how they operate"

Berens and Howard presented seven game types:

1 Action and Adventure

2 Driving and Racing

3 First-Person Shooter

4 Platform and Puzzle

5 Sports and Beat-'em-ups

6 Strategy and Simulation

7 Role-playing Games

In order to describe the following videogame genre, these authors Abanes (2006), Gerber (2009), Grace (2005), Peng (2006), Wolf (2000) will be used for the description of the genres.

Action and Adventure

This genre of videogames has the particularity of having elements of action combined with the elements of a great adventure

In this game genre one the most usual skills that are needed and can be developed are: reasoning, creativity and curiosity, this skills are needed to be a great adventurer. Some of the most known games for this genre are: The Legend of Zelda, Assassin's Creed, Metal Gear, Tomb Raider and some others.

Driving and Racing

The driving game are the type of game that are based on the primary driving skills such as steering, drifting, speed control, maneuverability, and to conserve the fuel. In this game you try to beat the time of the computer.

On the other hand, the racing games the main objective is to winning the race and defeating the opponents. A game can be considered a racing game, if there are other computers[3] and they are competitive.

Some examples of this kind of games are: Need for Speed, Forza, Mario Kart, and Top Gear.

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[3] Computer is refer in videogames to the other players inside a game that are controlled by the system.

First-Person Shooter (FPS)

In the FPS the player take the role in first person of the main character being able just to see the hands and go on missions involving a range or melee weapon. This kind of game usually recall in some part of the history of the world.

Some of the most popular games for this category are: Halo, Call of Duty, Doom, Destiny and Counter Strikes.

Platform and Puzzle

The platform videogame are the game in which the main objective is to move through a series of different levels, where the main character may run, climb, jump and other locomotion.

Some of the game that can be seen in this category are some of the most well-known game, such as: Super Mario Bros, Sonic the Hedgehog, Donkey Kong, and others.

The puzzle games as difference as the other types of games seen, this is not much related between the player, character and other characters, because this kind of games are more focused on figuring out the solutions of problems.

Some games of this category are: Tetris, The testament of Sherlock Holmes, Professor Layton, and some other.

Sports and Beat'-em-ups

The sport games are the kind of games that referrers to the different kind of sport, such as: soccer, football, hockey, basketball, etc.

Some sports games are: FIFA, Pro Evolution Soccer (PES), NHL, 2K, Wii Sport and others.

The Beat'-em-ups also known as fighting games. This game involved characters that fight. In most of this games the character are represented by humans or superheroes. This type of game is a hand-to-hand game.

Some of the most popular games in this category are: Street Fighter, Injustice, The King of Fighters, Marvel vs Capcom, Mortal Kombat and others.

Strategy and Simulation

The strategy games are the games that entertain with the reasoning and the problem solving. These particular type of games are more attracted to the strategy than the fast action or others skills seen in the other categories.

Some popular games of strategy are: StarCraft, Age of Empire, Age of Mythology and others.

The simulation games are the ones that the gameplay plays with the ability to create a simulation of the real life problems inside a videogame.

One most of the most popular simulation games are: The Sims, SimCity and others.

The Role Play Game (RPG)

The RPG simply means Role Playing Game; that genre is considered a form of storytelling. In games like this there are conflicts that must be solved by the player. To solve those conflicts, the player must accomplish multiple quests. RPG is considered an immersive adventure because there are narratives and cut scenes[4] that are made to support the plot. All that a teacher wants from a student is that he or she becomes invested in what they are doing and that they get engaged with their own learning process. In the RPG, the player assumes the role of a character and complete quests, missions, etc. It is very common in RPG that the players are prompted to create their own character's strengths, weaknesses, appearance and traits.

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[4] Cut Scenes: mini movie-like scenes that occur during game play.

Projective identity according to Gee (2006) is considered the character's identity that is merged with the player's identity. That projective identity becomes the identity that succeeds or fails in the videogame based upon actions or choices that were taken. While the character is gaining extra points or collecting experiences points the character gets better and grow through the time.

RPGs can be played in first-person is when the player can play the videogame through the character eyes or can be played in third-person that means when the player see everything from above. That choice changes slightly what is being seen on the screen during game play. RPGs are games that can be played online with others or solo; playing online with others is called MMORPG[5]; the popular game World of Warcraft is an example of MMORPG. Interaction and collaboration become important to success in these massively multiplayer games. However, in standard RPGs, there is not collaboration with other players unless the player is in a co-op mode[6].

Nowadays, a long variety of videogames exist that are divided into different categories, this videogames or computer games have been around us since the 1970's. For researchers videogames have taken a place in the education that is worth the investigation, each different videogame genre represents some skill that needs to be developed or that it helps to develop a particular skill. The RPG game Pokémon took an important role in the investigation since it is one of the best-selling game in history and the particularity that teenagers tend to be familiar with the story, it facilitates the engagement with the story and it may help with the acquisition of vocabulary, as this piece of research tries to find out. Therefore, in this project, the EFL students from Escuela Industrial Las Nieves were exposed to the RPG videogame Pokémon and they acquired new vocabulary using this tool.

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[5] Massively Multiplayer Online Role Playing Game.
[6] cooperative mode where two or more players can work together to complete some quests or missions

English as a Foreign Language (EFL) Students Vs English as a Second Language (ESL) Students

In order to describe these concepts, the following authors Gilquin & Granger (2011), Joybrato (1996), Tarnopolsky (2000), Vahdat (2013) will be used to describe EFL and ESL.

In every country there is a predominant language, this language is the one that the people learnt to speak since they were a child, this is called the native language. In many countries there is also a second language that is taught in the schools. When a country is developing a second language, it helps to increase the development of the country. This second language can be split into two different concepts that refers to the English language in acquisition. From this concept it is possible to name two: the English as a Foreign Language (EFL) and English as a Second Language (ESL); when the English language acquisition in the country is EFL, it means that the language there is not fully developed and they have approaches with different media sources or personal interests. On the other hand, when they refer to English as ESL they refer when the language becomes a second language in the country, in this case English, is fully developed and is completely necessary for the success in the country, and all interactions can be made in both languages.

As the students are learning a new language, they can be exposed in different ways to the acquisition of the new language by the different usages of sources. The EFL students can be exposed to the English language through media such as: music, television, videogames, etc. Furthermore, EFL students may use the English actively only within the English classes in classroom, even though, this is one of the biggest concern in the pedagogical aspect because in the English classes in Chile, the students might have 50 percent of the class in their native language and the other percentage in English, but all the questions and the talking between classmates is still in the first language (L1), the concern is that maybe the teacher or the language is not motivating the students enough to learn English, on the other hand, the people who learn English as a second language, need to learn the basic survival skills of the English language because they are immersed in an English-speaking culture, so usually the people who learn English as a second language

living in a country where the English is the L1 and they need to acquire the English as their second language (L2) as fast as possible, so they have an extrinsic and intrinsic motivation to use the language outside the classroom and this aspect is the one that make the difference between EFL and ESL students. The people who learn English as a foreign language, learn it in an English, non-native country, that is to say that they learn the language when another language is the spoken and the official, on the other hand, the people who learn English as a second language learn it in an English speaking country.

Some researchers mentioned before by some of the authors use to create this description, explained that there should not be any difference in the way that EFL and ESL students learn and the way that English is taught. The way that English is taught depends on the concern of the learner. The one who is learning English in a non-native country (EFL), are not in a hurry to learn English quickly, so they take their time to learn it and develop the skills step by step. In the other hand, the ones that are learning English for L2 in an English native language (ESL), they need to develop other skills faster, because English for them is in their daily usage, in the same way, each of them need a specific lesson plan for the required skills develop.

ESL learners are users of English in their everyday life in so many different situations, for example; to buy, to order something in a restaurant, to ask for information, to communicate with their peers, to watch or read the news, etc. While EFL learners tend to lose their English if they do not use it in their workplace, or in some place where they have to use the English mandatory. ESL speakers do not necessarily want to acquire native-like competence in English and EFL students are probably more interested in acquiring English because they will use it in their lives someday. In other words, English as EFL is no more than a subject in school or a subject that someone needs to learn in order to achieve greater things in their professional life.

The major difference between what that has been described above, it is that the EFL learners, unlikely the ESL learners, get involved in the English language just inside the classroom and while the others hardly ever they get in touch with the English language outside the classroom , only in particular cases like movies, music or videogames. Also the hours implemented for each of them are different when someone is learning EFL in school

or university the hours are less, they have like 5 hours of English in a week, so they are in touch with the English 2 – 3 times a week tops, unlike the ESL students that they usually had English lesson between 5 to 6 hours per day. With this in mind, the EFL students had less opportunities to get in touch with the language, for this instance, it is required the autonomy of the learner to get involve with the language outside the classroom using their daily routine as a key factor in the improve of the language, for example, teenagers nowadays spends a large amount of time in the internet or playing videogames, this instance are good for practicing or acquire the language outside the classroom. This situation may help to balance the difference of opportunities between EFL and ESL students.

The English language when it is taught can be either EFL or ESL, both of them help in the concerns of the learning skills depending on which skills are required to develop and the circumstances of the learning. If the person is learning English as a subject it will need to develop the English skills step by steps; on the other hand, if it is extremely required and necessary for the person to learn English to survive in his daily routine in an English native country, that person will need other skills like effective communications and the listening skills faster than an EFL learner, because it is an elementary necessity to overcome its daily routine. The researchers of the area of investigation are worried about the EFL learners because the lack of approaches that they have with the English language; to improve this is self-motivation and autonomy to get in touch with the English language outside the classroom because, unlikely the ESL students, EFL students are not much involved in the English language, and this lack of involvement in the learning process does not help in the retention of the English learnt. Finally, as every subject of study it needs practice, time, motivation and other aspects to learn and make it effectively, the English as a language need a lot of practice, for the EFL learners they need to get involve with the language with their daily routine with music, movies, videogame, etc. everything that they can use to improve their language will be useful.

Vocabulary Acquisition

In this research were discovered many topics that were considered important and necessary to be researched and also topics that are directly allied with the main topic which is learning using videogames.

Vocabulary acquisition is considered a real challenge in education, not only because of the size of the task but also because the big variety of vocabulary to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions. Those lessons can be learned in simple classes in high school, but what happen when those vocabulary lessons are in a language that is not your native language?; Probably learning that vocabulary and acquire the new words would be difficult.

To learn a language vocabulary is considered the main building block. Words together on a grammar base form all together a whole building text. One cannot learn language without vocabulary (John D. Bransford, 2000). ESL and EFL learners experience their greatest inadequacy in vocabulary. Even though there are a lot of methods to help learners to acquire it.

To learn new words students need vocabulary in context and with visual clues to help them understand it better. Media, for instance, can provide students with this contextual environment. Technologies allow students to become active learners in a one-on-one environment where the technology can adapt to the learning method of the student and the student to the technology itself.

Language learners at the beginning typically work with a closed and a very specific list of new words. They increase their vocabulary acquisition not by reading formal textbooks. Contextual use starts to be important in this process. Students learn better and acquire new words deciphering unknown expressions through their contextual use, words that are used in different ways, and gradually students acquire their meaning.

For language learners of older generations, there were just a few options to discover the meaning of a new word. Dictionaries were almost the main tool that children used to learn new vocabulary. In those years words couldn't be guessed through contextual clues. Nowadays is a big advantage to be able to learn and practice new words through images, videos and any material that support and make funnier the learning process.

There are several strategies to teach new vocabulary in a classroom and one is how to ask for words you do not know in English, and how to ask the meaning of English words you do not understand, and phrases such as What is the word "enemigo" in English?, How do you say "saltar" in English?, and What does Owners mean? Are useful to teach. Especially, for the basic levels learners of English. As the students progress, another useful strategy they can use, is to paraphrase: It is a kind of, It is like a, and It is for, etc. Those strategies among others are good to put into practice the students' vocabulary acquisition.

Finally vocabulary acquisition is considered one of the most important concepts in this project. It is going to be what students will learn by playing the videogame and what is measured through the instrument that was created. Considering that vocabulary is the first step to acquire a new language and learning new words is the base of a language. It is possible to say that the correct use of vocabulary and knowing how to use it can be very beneficial to learn a new language. Vocabulary acquisition is the main topic and the first step to the acquisition of a new language and being able to use all of the vocabularies every day.

Words

According to Oxford (Oxford Dictionary, 2005) a word is a single unit of language which means something and can be spoken or written. In this thesis project words are those units that are going to be measured and learned by students.

Counting words is not an easy job, For example. How can we classify a word? Look at these varieties of the word RUN: run, runs, running, ran, runner, and runners. Should we count all of these examples as one "word" or six words? How do we count different uses of the same word? For example, is the verb run the same in run a marathon as in run a company? Is it the same as the noun a run? How do we deal with idiomatic uses like run out of gas, feel run down, or a run of bad luck? On the other hand, new words have been added to the vocabulary. The internet has shown us a lot of new words that are being used such as blog, inbox, among others. Classifying words and knowing the function of each word can mean that you know it and you are able to use it any time you want (Graves, August, & Mancilla-Martinez, 2012).

There are several classification for vocabulary, such as: receptive or productive and also can be classified as oral or written. Thus, every person develop the four vocabularies: Words we use when we read, speak, write and hear. Those vocabularies are similar but they are not the same. When children start to go to school, for example, they develop more oral than reading vocabularies in their first language just because hearing and speaking are vocabularies that they already know. Adults that know how to read and write, on the other hand, have more reading than oral vocabularies. And both adult and children have larger receptive vocabularies than productive; that is, they understand more words or probably they have those words on their mind, but they don't use all of them when they produce those words. (Wang, 2004)

Concrete Vs Abstract Words

Concrete words are words with a concrete meaning; that is that the word by itself refers to objects in the real world that one can see, feel or hear. That is mainly why people can better remember concrete words. For example a table can be better remembered than peace. Concrete words are easier to recall for two main reasons. One is because concrete words are associated with a smaller group of words and also because concrete words have larger and more densely connected sets. (Paivio, 2013) Subjects tend to generate images for concrete than for abstracts words. On the other hand Abstract words are related just with the verbal system and concrete words are associated with verbal and visual system.

Concluding this part, it is important to mention that words are a very important unit and learning all the words according to their function and use them correctly. Concrete words are easier to understand and students will identify them easily because they will use not only their knowledge but also their senses to understand a new word that they do not knot previously.

<u>Autonomy</u>

Autonomy is a very important topic in this research. When students are motivated they develop autonomy and learn new things easily. The autonomy is the strength that someone has to do things by their own, like to discover something that they are passionate about. For this research. The autonomy for learning is something important as the autonomy for learning comes with the motivation. This two concepts goes together to create a bond that will lead in the person to learn outside the classroom.

Developing autonomy the students start to get engaged with their learning process and it turns more efficient and effective (Boud, 1981). On the other hand motivation problems are solved by the autonomy because students develop the reflective and attitudinal resources to overcome motivational problems. In education motivation is a really big challenge. Teachers have been developing new methodologies and preparing to new technologies and new requirements that students have in order to be motivated and learn contents that are taught in classes.

Playing the RPG videogame students will discover and learn by themselves, using the videogame as a tool that help them to acquire the new vocabulary and they will be able to use and apply what they know. All those characteristics are because they developed autonomy in learning. Pokémon RPG videogame is a non-social videogame and that fact would made students learn and overcome difficulties by themselves. Playing this videogame in which they do not interact with other gamers and they play and overcome situations by themselves would be very beneficial for students to increase the level of engage in learning new things. Despite being a non-social game students that played the videogame were identified with a cloth wristband that was given to them in order to create a kind of community with the purpose that they could help to each other to overcome situations that they do not know what to do.

Autonomy is considered a goal in education (Boud, 1981). Especially individual autonomy that involves not only work and learn by himself or herself but also overcoming different challenges that can occur inside the classroom and that is related to the ability of a

student to be independent and not governed by others, this gives them the sensation of being grow-up people that can manage to do things by their own, without having someone to tell them what to do and what are the times to learning (Murray, Gao, & Lamb, 2011). The students that develop their own autonomy are more capable to achieve goals and explore their personal likes, also they are able to make everything they do in an experience of learning.

This approach is focused on individual learners and is directly related to what they need. Teachers and groups' role are also part of this process. However that is not important or do not have a specific role or commitment in students autonomy.

Autonomy is part of student's lives, that they need to develop, for some students develop their autonomy is an easy task and for some others is more difficult because they still need someone to tell them what to learn and the times. If a class is been observed, it will be noticed that it does not matter how prepared is a class made, because the students reaction inside the classroom is different depending in every student life, personal interest, motivation or autonomy. The role of a teacher as a guide is proving all the help to their students to develop the autonomy for learning, once this happen the students will be more prepare for everything that they will see in the outside school world.

Methodology

In every research, there is a part that consists of the investigation and every investigation needs a methodology. In this methodology, it was necessary the creation of an instrument that helps measure the information that was required for this Tesina. As part of the instrument, the description of the groups that helps in the process of measure needs to be described as an important part for the investigation.

Description of the groups

In order to have a homogenous group, the participants have been selected students from two 2nd medios. They were 13, the average age of the students is 15-16. The socioeconomic status of the students that attend to this school is a medium-low. They come from the working class society. All of the participant were men. Once the test was applied, the students were split into two groups; one group, the control one with 7 students and the other group, the experimental with 6 students (see diagram 1), which were randomly selected in each group giving to each students a number and using a program to make the selection random.

Once the experimental group was informed that they were selected to be part of the research and what they need to do, so in order to let them know which were their partners in the project they received a cloth wristband, so they will know to who they can talk about the game and ask for specifically information, like how to overcome any difficulties around the game, etc. It creates a little community, where they can talk about the game and ask for help.

The instrument

The creation of the instrument that has been used to make a compilation of the information about the knowledge that the students of a 2nd medio have about the English lexicon, before the exposition of them to the videogame chosen, and after the exposition of the videogame. The instrument was chosen after read some investigation and according to Combee (2011) the type of instrument that was selected is the best option for the requirement of this research. This instrument was made to measure the level of vocabulary that the students have previously and the how much they acquired.

Before the instrument was created, it was necessary to select a videogame in order to look for the specific vocabulary in need. Once the focus of the type of the videogame was selected, in this case, the role-play videogames (RPG); because of the amount of text that this type of game, and almost each action that occur in the videogame comes with an action that can be seen, it is a facilitation to the person who is playing the game in a second language; in this case English, to understand the context of what is happening or what to do next. The RPG was selected above the other types of game, because as Gerber (2009) said in the article from FPS to RPG, the involving history and the capacity of the player to feel like they were the main character is a factor that make the RPG videogames an engaging kind of videogame. For this Tesina, this factor of engagement is really important because it is required a certain engagement within the videogame to get involve it to see a better results.

The amount of games that belong to the RPG is a huge number that increase every year, some of them are more popular than other. If we talk about popularity it is able to name some videogames like; Final Fantasy, Diablo, Golden Sun, World of Warcraft, Pokémon and some other. For this investigation we have to play and search for some information about the videogames that were name before. The discrimination used to select the correct videogame were: accessibility, duration, complexion, vocabulary adequate for school proposes and popularity. After spending 2 hours of gameplay[7], the decision was

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[7] It is a term used to define the way players interact with a certain video or computer game. It is further characterized as the way the game is played, including the rules, the plot, the objectives, etc.

inclined to one game in particular, and it was the Pokémon videogame Pokémon: FireRed, that the franchise is considered by many people around the world as the best game of all the time of the RPG games for the videogame systems.

The videogame Pokémon was selected because of the popularity of this Japanese franchise of games created by Satoshi Tajiri (Tomei, 2001), published by Game Freak for the first time to the Nintendo Game Boy a handheld videogame system. Pokémon is worldwide known term. It became as a videogame and because of its raising popularity, it was created a cartoon television show that is still on air, it has more than 15 movies so far, several mangas[8], its own trading card game and other merchandising[9]. According to specialized videogames websites, the franchise of Pokémon games contains around 70 videogames published by Nintendo Company[10]. Every Pokémon game are made for the Nintendo's system, which some of them are the worldwide best seller RPG game in history. As the story of this game is so well-known thanks to all the background that Pokémon has, it is a story that the students will know, some of them may know it completely or at least they had heard of it along their life, with this background it gave an improvement and a facility to the investigation.

Once the videogame was selected, it was necessary to take out all the text that appear in the videogame. It took around 50 hours of gameplay to take out all the text of the game, and the videogame can be completed between 25 to 30 hours average. Once all the text was extracted, the second part started and that was to select the word that were more adequate for proposes and an appropriate vocabulary for a school. The selected word were around 100, and it was required to decrease the amount of words considerably. At the end of it, the amount of words were 20 in total. Then the creation of the instrument started.

The instrument was created to measure the knowledge of lexicon that the students have at this grade. This instrument was made in terms to know if the learning occur in a contextualize form or also it is possible to learn it and applied it in a non-contextualize form. To do this, it was necessary to create a multiple-choice question test format because

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[8] A style of Japanese comic books and graphic novels, typically aimed at adults as well as children.
[9] You can find figures, clothe, plush doll, etc.
[10] Each one of them can be seen on the official Pokémon website.
http://www.pokemon.com – http://www.pokemoncenter.com

according to several papers this format is one of the most common used for language test and the one that the students are more used to see in test, because of it simple structure and response options, it makes easier to check. It is use to assess the knowledge of the students about a particular vocabulary. According to Combee (2011), if the instrument is well written, it can be a great tool to measure what need to be measure, in this case vocabulary acquisition, and this is because it only contain just one correct answer so there is no ambiguous answers, it is right or wrong nothing else. This instrument works perfect in terms of measure the level of the previews knowledge that the students had before they get involve with the game and. When is the test that is required to applied it to the students in order to know the previous knowledge they have about the particular vocabulary that appear on the game. In order to make this instrument truthful, the same initial test that was applied at the beginning of the investigation, it will be applied at the end of the investigation, once the students get involve with the story of the game.

The test was divided into three different parts, the first part contains 16 contextualized questions with four alternatives each one. The second item contains four contextualized questions with four alternatives, but the difference between both of them was that each answer contains a picture in the second item so in order to select the correct answer, they have to pick the picture that refers to the question. The third item contains 10 non-contextualize questions and four answers as well. For the first two items that has a contextualize vocabulary, the question for each one were extracted directly from certain parts of the game, and the third item; the non-contextualize one, took 10 words of the vocabulary from the previews items but using a context out of the videogame. The test identify good or wrong answer, there is just one correct answer the other three answers are wrong.
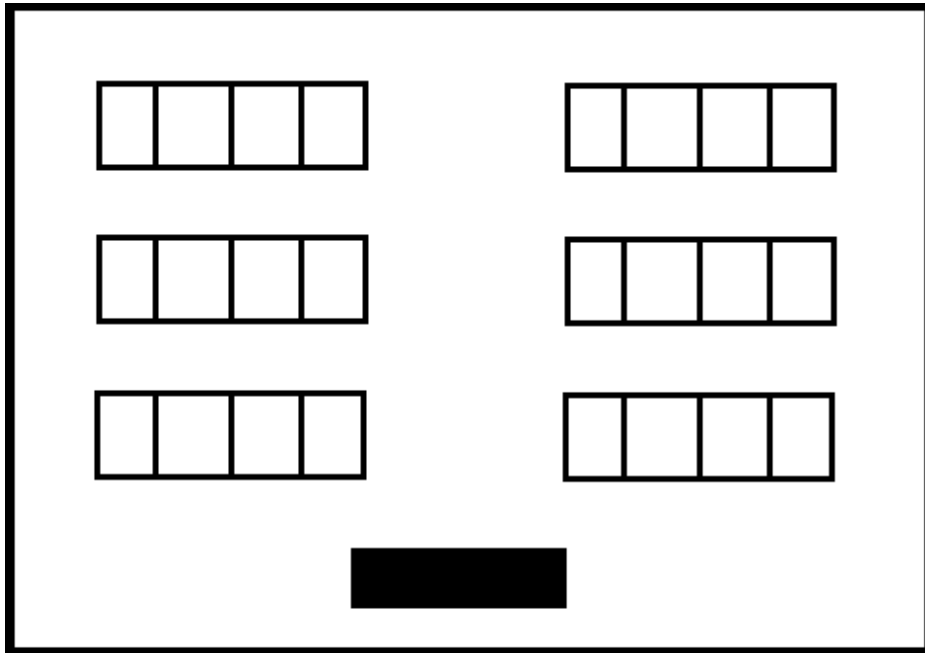
Implementation of the pre-test
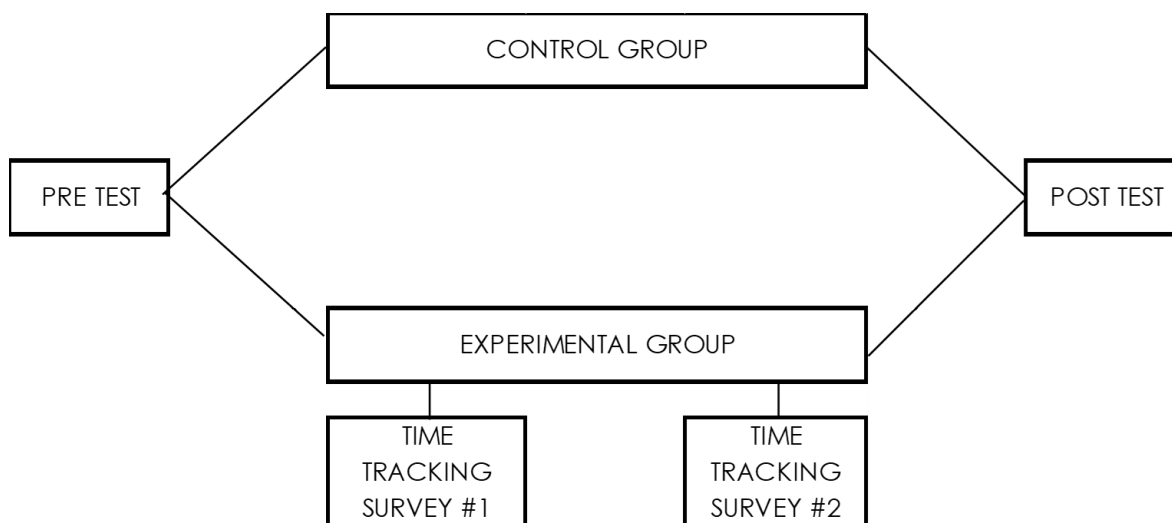
Diagram 1 structure of the implementation of the pre-test and post-test, and the surveys in between

All the students took the initial test at the same time on October 28th, 2014 at the English laboratory at 15:30 p.m. (see diagram 1). The test was printed in color and hand out with one full page of every single instruction in full details. The time for the test was 90 minutes for their disposition, but it was finished in 45 minutes completely. When they were taking the test, it was encourage that they just have to answer only what they know, if they do not know the answer, it was told not to answer it. When the test finished, it has been told to them to wait two week to know more about why did they took the test.

The test was taken in the English laboratory of the school (see diagram 2). In the laboratory, there are four rows of desk in each side of the room, so there are eight rows and four desk per row. The students sits leaving one blank spot between each one of them. Once the test was hand out, the instructions of the test were given, then the instructions to answer each item were given as well. At the moment they started finishing their test, the ones that finished first reminded quietly until every single one of the other students that were taking the test finished completely.

Diagram 2 sitting arrangement of the English laboratory

Implementation of the videogame

On November 4th 2014, 6 of students; that were selected, they were call for a special meeting in which they received information about the investigation, what was their role in the investigation, why their participation was so important, and what they had to do. The day before, it was required to them to bring a flash drive or a USB cable to connect their cellphone to the computer to receive the files.

The students receive two different emulators[11], one that can be use in their smartphones and another to use it on their computers, they also received a copy of the game Pokémon: FireRed in English that can be emulated in both emulators. The smartphone emulator has the advantage that they can battle again each other via Bluetooth.

To the students that are playing the game, they receive as a gift a special clothe wristband that identify them as the ones that are helping in an investigation, and also having

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[11] A computer program that able you to play games that usually only can be play in videogames consoles. Example: the emulator VisualBoy Advance allows you to play game from Gameboy, Gameboy Color and Gameboy Advance from the Nintendo systems.

this wristband they will know who can help them if they had a problem overcoming a situation in the game, so with the cloth wristband they can talk to each other about the game and help each other to overcome situations.

Tracking Time

In order to know how much they have been playing and also to know the level of engagement that they have within playing the game, a survey was created in the necessity to have an instrument that can be used to quantify some information about the game time.

The survey (see diagram 1) was handed out via email where they need to full fill shorts questions and then send it back. This help in the research to know if the amount of hours playing the game is directly proportional to the level of engagement and the level of vocabulary acquisition, so having a high level of engagement in the game that is proportional to an amount of hours should show an increasing of the vocabulary of the students in the post test.

The survey consisted of five questions which two of them where required to change between each time the survey was taken because they asked information about the time implied by playing the game and how much they have been enjoying the game through the time playing.

They survey was taken every two weeks (see diagram 1 and 3) to have a long period of time between each one, so with this long period the time lapse of gaming show be higher and this could be more useful in order to quantify and gather all the information together.

|	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Second week	5	6	14	1	4	1
Fourth week	10	11	17	8	7	9

Time playing the videogame (in hours)

Diagram 3: amount of hours immerse in the video game

The amount of hours (see diagram 3) that the students played the videogame Pokémon was really important for the investigation, because depending on how much hours did they played the videogame it will show if playing a large amount of hours is directly related with best results in the final test. In the diagram 3 mention before, there are two variables one is between the first and second week, and the other is between the third and fourth week. It can be seen that the last two week the amount of hour within the videogame interaction was greater that the first two weeks and that was directly related with the improvement of the experimental group result. According to the tracking time survey, the average of gaming time within the first two weeks were 5 hours. On the other hand, the last two weeks the average gaming time were 10 hours, and as it could be seen in the diagram 3 the difference of hours played between each survey is an average of 5 hours.

Implementation of the post-test

On December the 9th, the last step of the research was in process. After a month and a few days had pass since the initial test was taken and having in between two tracking time survey to check out the progress as is possible to see in the diagram 1. All the students that participated in the research were informed that they will have to take the final test in the third bloke of classes that is at 11:30 A.M. in order for this to happen, it was required to ask for a classroom for them to take the final test.

In that moment the students were in the middle of a class but as it is the end of the term and the years they had the permission to leave the room to help in the final step of the investigation. In the classroom that was used to take the final test; this classroom was located in the second floor of the school (see diagram 4). The classroom has double desk were two students are able to sit together and four rows of desk all along the classroom as the diagram 4 shows. The sitting arrangement of the students inside the classroom was made in order to have one students per spot trying to fulfill as much as possible of the blank spots in the classroom but without let them sat together.
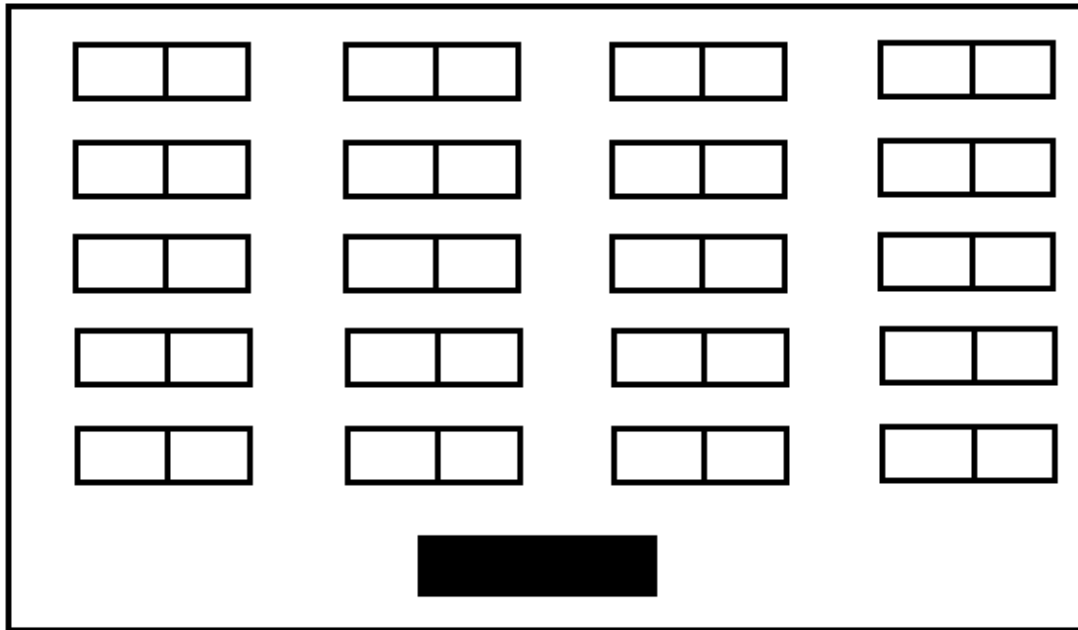
Diagram 4 sitting arrangement of the classroom

In the post-test the same 13 students took the test. The students sat in the classroom wherever they wanted to sit, but they were not allowed to sit in pairs, just one student per table. The test started at 11:45 A.M. it did not take too long to finish the test since some of them realize that it was the same test, so they asked to be sure if the test was the same that they took one month ago. The test last between 40 minutes approximately for everyone inside the classroom to finish the test. They were told to remind in silence while doing the test and keep it as they are waiting for everyone to finish the test. Once the students finished the test, they were allowed to go out of the classroom and continue with their activities with the teacher they were at the moment.

Results

The results are one the most important part of this investigation, because in this part it will be demonstrated if the thesis planted will get the results expected to achieve from the beginning and also if the questions that support this investigation in the beginning and the expected answer that were response previously; to know at the end of this investigation, if they were correctly or approximately response before the investigation begun.

The results will demonstrate a variable that taken from the results of the pre-test and the post-test. The results will be demonstrated in different charts, and they are going to be demonstrating the correct answers in percentage. In the charts the percentages will demonstrate the correct answers per item that the experimental and control group had in the pre-test and in the post-test (see diagram 1). After the explanation of the results in both of the previous charts, there will be another chart that will compare the result between the pre-test and the post-test (see diagram 5) using a mathematic formula, where the results are going to be percentages that will represent the post-test will be subtracted to the percentage that the groups had in the pre-test as it can be seen in the diagram 5.

$$\boxed{\text{Post-Test Results}} - \boxed{\text{Pre-Test Results}} = \boxed{\text{Results X\%}}$$
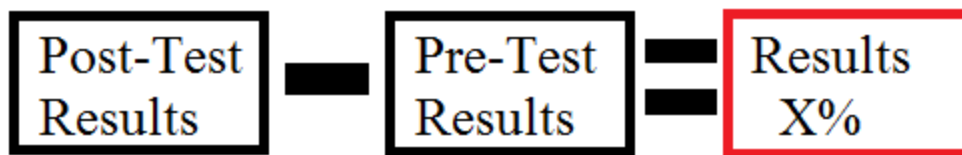
Diagram 5 mathematic demonstration of how the result were compare

In the chart that was made to compare the result was created to show the results in three different situation that if the result showed a positive percentage and it will mean that there was an increase in the acquisition of the vocabulary, that is to say, if the experimental group achieve a positive percentage in the final test it means that the research made had being successful and the students acquire vocabulary after playing the videogame, on the other hand, if the results showed a negative percentage, that will mean that the videogame in fact did not help to increase the vocabulary acquisition of the students of 2nd medio.

Nevertheless, if the results showed a 0% in the chart, that will means that there were any improvement while playing the videogame. So either if it show 0% or a negative percentage, it will mean that the investigation and the thesis were not able to prove the effectiveness of RPG videogames in the vocabulary acquisition, but if it show a positive percentage, it will mean that videogames help to students of 2nd medio to improve their vocabulary and also it will lead to other researches using the videogames in the education for pedagogical proposes.

In the pre-test results (see diagram 6), it is possible to see that the students who belongs to the control group had a better performance than the experimental group in the pre-test, so having this result in mind, it is possible to think or imagine that the control group in the post-test had the chance to achieve an equal or greater improvement in the results and with this the control group will be able to get better results than the experimental group. In the pre-test, the experimental group got the lower percentage of success in the first item of the test, this item was a contextualized item that had 16 words of the vocabulary. In this item, the students got the lower percentage of correct answer in the question 9 where one student out of 13 got it right, when the same word appears in the third item that refers to the non-contextualized item the results shows the same, the students were not able to identify the word "Lying" in the context required. It was expected that the correct answer in that question changed after the students played the videogame. The item that presented better results in both groups was number 2. In this item; that was a contextualized item but with the association of images, the students were required to identify the word in bold with the corresponding pictures, in this particular item the results were more equal between both groups, but the control group still got a higher approval percentage, it is expected that the results gotten from the control group in the final test stay the same or improve when the results come out.
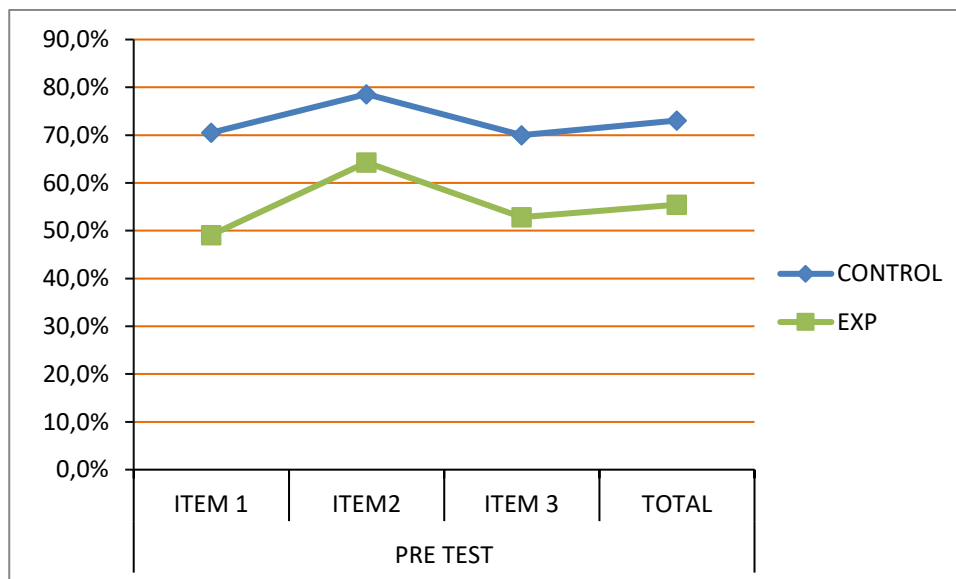
Diagram 6 Pre-test results of Control and Experimental group.

In the results of the post-test (see diagram 1), the students of the experimental group had one month where they were involve with the videogame, playing, learning and paying attention to everything they watched in the videogame while they were playing and also they had got two tracking time survey that were useful in this investigation to know how much time they have been playing and immerse in the story of the game (see diagram 3) and if playing the videogame and being immerse help to improve their vocabulary in the English language. In addition for this investigation, having the tracking time survey as an extra tool to know the amount of hours spent by the students of the experimental group within the videogame, help to this investigation to propose the idea that the amount of hours of gaming has a direct relationship with the improvement that the students from the experimental group will get in the final test.

Diagram 7 Post-test results of the Control and Experimental group

Once the results of the post-test were ready to compare (see diagram 7), at first sight it was possible to see that the students that belongs to the experimental group had got a considerable increased in their percentage of correct answer comparing with the results that they had got in the pre-test. Also it is possible to see the notorious growth of the experimental group that manage the get better results than the control group in a month under the videogame experience. In addition, comparing the result briefly of the pre-test and post-test of the control group, the results of the post-test (see diagram 7) went down comparing the results they got in the pre-test (see diagram 6). It is possible to see that in the third item that belongs to the non-contextualized item the students of both group experimental and control group manage to get almost the same results, the same that occurs in the first item, but it was in the second item where the experimental group was able to reach their peak, this can be seen in the investigation comparing both the pre-test results (see diagram 6) and post-test results (see diagram 7).

As a result of this investigation, the final step was compare the results achieve in the pre-test and post-test, to do this it was necessary to create a formula that will help to show the results. Therefore, the formula created subtract the percentage obtain in each item in the post-test minus the percentage per item obtain in the pre-test (see diagram 5).

If X% is negative that means no improvement
If X% is 0 that means neither an advance nor a setback
If X% is positive that means an improvement

Diagram 8 explanation of the mathematic formula

As it was mention before, if the results in the comparison chart showed a negative percentage this mean, that there was not any improvement and also that they forgot about the vocabulary they have acquired. In addition, if the results were in 0%, that will mean no improvement. On the other hand, if the results shows a positive percentage, this will mean that there was an improvement in the language acquisition (see diagram 8).
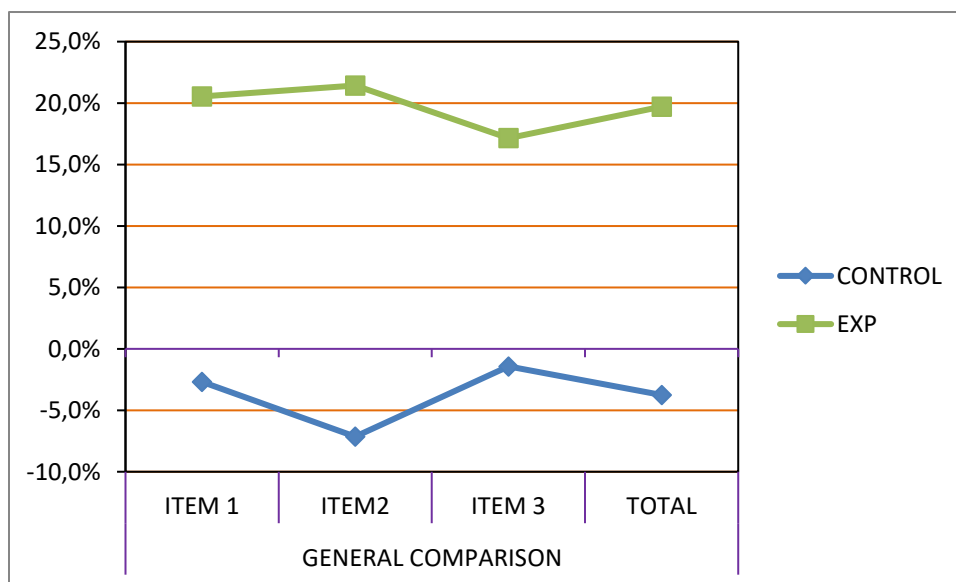
Diagram 9 General comparison chart of the pre and post-test.

By comparison both results applying the formula mentioned before (see diagram 5), the chart (see diagram 9) demonstrated that the control group went down in their progress, considering that they achieve a great success percentage in the pre-test that went a little lower in the post-test (see diagram 6 and 7), the percentage of success that this group achieve, once the comparison was made, it lower considerably in the time lapse between the pre and post-test achieving a negative percentage comparing both tests. On the contrary, the experimental group that in the pre-test the results were not good at all and they had a really good performance in the post-test. In the same way, as the control group had a time lapse between test, the experimental group in that time lapse were exposed to the videogame Pokémon that was helpful the achieve a greater performance in the post-test.

As a results, the last chart (see diagram 9) demonstrate that the experimental group achieve a positive percentage and this means, that this group improve their vocabulary acquisition, because considering the results of the pre-test, and after playing the videogame Pokémon, they took the post-test where their performance went up, this demonstrate that videogames can be a help for the EFL learners to improve their vocabulary. With this information, the investigation that was made can demonstrate that the videogames helps in the vocabulary acquisition, and that the videogames are a powerful tool that can be used in different purposes, that can deal in the education of the EFL learners, even though, the results of improvement were not considerably high, it is possible to say if the investigation has a longer time lapse between the pre-test and post-test the results should the higher.

To sum up, the videogames are a powerful tool that can be used in the education to help the EFL learners in the acquisition of vocabulary. On the other hand, as this investigation show that RPG videogames can be useful to learn new vocabulary and also it is possible to say that other types of videogame can be helpful to develop others skills that may be useful for EFL learners.

Conclusion

Nowadays, videogames become a powerful tool that is been use in daily routine for many teenagers. Having students playing specific videogames to help them improve certain skills can be a new method of teaching for EFL students. As it was demonstrated with the 2nd medio students from the Industrial las Nieves, the videogame Pokémon was a great tool in the job of the improvement in the vocabulary acquisition.

For the purposes of this investigation, there were some key factors that help in the creation and development of this research. Motivation was one of the most important factor, because if the students had a motivation for learning, autonomy for learning will appear alone. It is because when a student is motivated for learning, the students will start learning on its own in the free times and this is what is call the autonomy of learning, when the students is in charge of what the student want to learn and when the student want to do it. With the increasing uses of the technology nowadays, the teenagers spend most of their time in navigating on web, and as the uses of the technology increase considerably in the last years, the massive uses of the videogame increase as well.

The uses of the technology in the classroom is a subject that is becoming a trending topic around the researchers of education, for the reason that, using the technology in class is leading to make that the students pay more attention in class. In addition, videogames is other topic in education that the researchers are paying attention because of the different abilities and skills that can be improve by using different videogames. Using the videogames and technology to create a more entertain educational process lead to the creation of the term "edu-tainment" and this help to improve the way that the students are learning in this time where the technology is all around us.

The uses and acquisition of vocabulary is an important part of the learning process for ESL and EFL learners. This research help to look for new and innovative method to teach and learn new vocabulary, it was a fundamental part for this research. Therefore, the videogames work perfectly as the innovative method that was required for the students to acquire new vocabulary.

In this investigation, it was possible to demonstrate the good effects that the videogame had in the students of the 2nd medio in the acquisition of vocabulary. The investigation was a success, even though, the final results were not as high as possible, it was good enough to prove that the videogames can help to the students to improve their vocabulary in a month and the motivation was an important part for this research, because they students play a videogame that was most likely for them to like it, and they play and unconsciously they were learning new vocabulary based in what they were playing. Considering that the results were not as high as possible, it is likely to say that the period of time that the students used to play, it was not long enough for them to achieve a greater success ratio in the final test, so it is possible to believe that having a long period, longer than 2 months, where the students are playing certain selected videogames and creating a tracking time survey with a few questions of vocabulary in certain periods to measure their improvement, applying also a pre-test and a post-test it should show a higher improvement in their vocabulary or other skills that are necessary for EFL learners.

In this investigation, there were three questions that support this research. Before the investigation began this questions were response as the expected response that this investigation tried to achieve. So now having this research complete, this are the correct response to those questions. The final responses are as close as the expected ones.

In this research was discovered that the RPG videogame Pokémon did facilitated the acquisition of new vocabulary, even though, the acquisition is on the peak of the learning process, this investigation help to go all the way through the acquisition with further investigation, time and more instruments this research work as the base to continue this until reaching the acquisition of vocabulary using videogames. In the response of the question it was expected to reach a 60% of approval, but after having the research done, this investigation said that in one month the students reach an approval of 20%. As the students reach a 20% of approval in one month of investigation, it is proper to say that the students will get the 60% of approval that was expected in lapse time of three months.

The other question was which of kind of lexical item they learn better, if it was contextualized or non-contextualized item learnt better. Comparing the final test with the initial test results shows that the students show a better performance in contextualized

items and that they are more involved in topics that are interesting for them, either way the non-contextualize item showed an increase but not as big as the contextualized item. This is good enough to show us that they can learn new vocabulary that can be applied in other contexts. With the results, the better performance recall to the contextualized items, the students from the control group had a low performance in this item in the pre-test results, but after being exposed to the game, the results in the post-test were much better and this refutes the basic thesis in this research that results are likely to happen when playing other games.

As the final question, in terms of acquisition of contextualized and non-contextualized which of these exhibit better results with the RPG videogame. As it was shown in the graphics of the results of the pre and post-test about the contextualized and non-contextualized item, both of them exhibit almost equal results, but the contextualized items exhibit better results in this investigation than the non-contextualized.

Finally, this investigation present a variety of challenges that was on us to confront and overcome, all the effort creating and investigating for this research was rewarded once the results of the investigation prove that videogames helps in the improvement of the acquisition of vocabulary for students of 2nd medio.

In conclusion, the videogames are a great tool that if they are used correctly can be very helpful for different educational purposes. Exposing EFL or ESL students for periods of time to some specific videogames can help them to improve their skills in the English language. Find new ways to motivate the learning of a new language is always a hard work to do, and use the videogames it look like it would be a new method to develop in order to manage the learning process of the acquisition of and L2.

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<u>Attached</u>