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THESIS REPORT

**INNOVATIVE STRATEGY BASED ON THE USE OF VIDEOGAMES TO TEACH  
ENGLISH TO STUDENTS IN A MULTILEVEL CLASS.**

TESIS DE GRADO

**ESTRATEGIA INNOVADORA BASADA EN EL USO DE VIDEOJUEGOS PARA  
ENSEÑAR INGLÉS A ALUMNOS EN UNA CLASE MULTINIVEL.**

**PRIOR TO THE ACADEMIC DEGREE IN:**

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### **STATEMENT BY THE AUTHOR**

I, Ronald Omar Sánchez Perlaza affirm that the investigation in the present report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and PUCE Esmeraldas

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Ronald Omar Sánchez Perlaza

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## RESUMEN

El siguiente proyecto de investigación se busca cual es la incidencia de los videojuegos en relación a la enseñanza y aprendizaje en una clase multi-nivel, donde se considera al videojuego como una alternativa de apoyo para la catedra del idioma inglés y a su vez la motivación que suponen en los estudiantes, en el mismo sentido se analizan aspectos como las ventajas del uso de algo que está a la vanguardia como lo son los videojuegos con sus posibles desventajas, está investigación tiene como componente esencial ser de tipo cuantitativa, con la finalidad de encuestar un grupo representativo de estudiantes pertenecientes al 7mo Año de EGB de la Unidad Educativa Fisco misional “ Don Bosco”, por último se analizan los datos que surgen de una encuesta aplicada a un total de 35 alumnos y 6 docentes de inglés donde se conoció su opinión positiva sobre el uso de los videojuegos en su proceso educativo.

**Palabras clave:** Videojuegos, Herramienta, Motivación, Vanguardia, Proceso, Clase multi-nivel

## ABSTRACT

The following research project seeks the influence of videogames in the teaching-learning process in a multi-level class, where the videogame is seen as a supportive alternative for teaching English language and the motivation that they suppose in students, in the same way aspects such as the advantages of using something that is at the forefront such as video games with their possible disadvantages, this research is quantitative, with the purpose of survey a representative group of students of the 7th Year of EGB of the Fiscomisional Educational Unit “Don Bosco”, and finally, the data that arises from two surveys applied to a total of 35 students and 6 English teachers, where their positive opinion on the use of video games in their educational process was known.

**Keywords:** Videogames, Tool, Motivation, Vanguard, Process, Multilevel Classroom

## **INTRODUCTION**

### **Theme Presentation**

In the current era is more evident the innovation adapted to education, but it must be known that it is more than just the use of the technology in classes. It is about solving real problems in an easy way to promote quality, equity and improve learning in any area of education. There are programs, services, processes, products and associations within our reach to improve educational results in an innovative, agile and effective way.

Considering that the new generations modeled by the current educational models are in contact with the new technologies, innovation in education emerges as an alternative to the teaching and learning process, and if rapidly changing needs are not adequately addressed it will be an indication of the repercussions for future generations, this continued innovation is necessary to continue to progress at the speed and quality that is expected to be achieved.

It is important to highlight that in educational institutions exist multi-level classes, the strategies to be applied must distance themselves from the old teaching models, this is where innovation must proceed, looking for current ways of teaching, in a dynamic way and that are under adequate standards to be applied, Educational establishments, such as schools and universities, must evolve and adapt to achieve their main objective which is to instruct learners to be successful, have good knowledge and be good human beings in community in a world that looks toward constantly technological changes.

The following research is aimed on presenting and proposing the use of videogames as an innovative strategy to teach and learn English in a Multi-Level class.

## **Problem Statement**

Everyone is conscious that knowing a foreign language, particularly English, is critical; English is a compulsory topic in our schools, secondary schools, and colleges. At this point, the primary issue that English teachers encounter is the degree of students' related to inefficient strategies that are not functioning in the English topic in such a way that the teaching strategies and methods that are being used become obsolete.

There is a lack of innovation in the subject, and as a result, some students master the language well, while others can at least communicate their ideas using the English language, there will always be a problem keeping students attentive and focused in classes, especially in a multilevel class where there aren't models and adaptations to new teaching alternatives.

It is well known that it is necessary to implement new models and innovative strategies that provide motivational and dynamic factors, different from the models already established that seem to be distant from the new generations which require a teaching and learning model suitable and linked to current standards of the new generations, if the level of the strategies currently put into practice is too low and the knowledge of the language is not very demanding English will not see a great improvement and the teacher faces the danger of losing attention and tools for his work as an educator. because of the before mentioned the following question emerges:

What innovative strategies are appropriate to teach in a multilevel class

## **Justification**

The principal objective of the next research is to promote strategies adapted to the new generations, to improve a better English level on students and teachers using elements that are within our reach throughout modern strategies that need to be suitable for students and help those students in their development in new skills related to the use of the technology, it is important to renew the strategies with increasing innovation in the subject that it is constantly applied to students, so that they continue to advance in the learning process using tools that work best for mixed skills in multilevel classes.

Innovation management is of significant importance because the development of education is in the hands of the new generations. The failures of educational reforms indicate that a better understanding and application of the principles and practice of educational management would make innovation an important contribution to education.

This research is aimed in the upgrade of the teaching and learning methods of Don Bosco Fiscomisional School located in Esmeraldas in the canton of Esmeraldas, 2022.

## **Objectives**

### **General Objective**

To design an innovative strategy based on the use of videogames to improve teaching of the English language in a Multi-Level Class in Don Bosco School, 2022.

### **Specific Objectives**

- 1.- To analyze the students' perceptions regarding to the use of videogames in the English Classroom.
- 2.- To determine the use of video games by teachers and their perception to improve teaching of the English language in a Multi-Level Class.
- 3.- To plan multimedia resources to improve the teaching of the English language in a Multi-Level Class in Don Bosco School,2022, 2022.

## **CHAPTER I**

## **THEORETICAL FRAMEWORK**

### **1.1 Scientific Theoretical Foundation**

#### **1.1.1 Innovation in Education**

The term "innovation" is commonly used to refer to "The successful introduction of a new thing or method" (Brewer and Tierney, 2012). In essence, it appears that invention has two subcomponents. The first is a new idea or item to a specific person or group, and the second is the change that comes from the acceptance of the object or idea. (Evans, 1970).

As a result, innovation requires three major steps: a concept, its implementation, and the outcome that follows the execution of the idea and brings in change. In education, innovation can take the shape of a new educational theory, methodical approach, instructional aid, teaching technique, learning process, or administrative structure that, when implemented, results in a significant change in teaching and learning that enhances student learning. As a result, educational advances seek to increase the output and effectiveness of learning while possibly improving its quality.

#### **1.1.2 Education 4.0**

The fourth industrial revolution is being built on this framework, and during this fourth revolution, we can already see how technological advances like virtual reality, artificial intelligence, the Internet of Things (IoT), nanotechnology, and robotics are beginning to open up social, economic, and productive possibilities that have never been seen before for the billions of users who are already connected via high-capacity mobile devices all over the world.

EDUCATION 4.0 is a thorough paradigm for understanding the educational process that is founded on important patterns in creativity and change. It is a model that works around conventional channels by combining components of education that have always existed and should continue to exist with new findings and suggestions from the science of education in the twenty-first century. Following are some traits of education 4.0.

Among the main characteristics we can highlight:

- Adaptive learning to the profile of each student. Self-managed learning.
- Flexible learning, linked to the productive sector.

- Constant feedback, from the analysis of the data.
- Communication as the main link of learning.
- Cooperation between students and teachers.
- Learning through a model of educational competences.
- Evaluation as a continuous procedure for growth and improvement. Solving real problems.
- Use ICT as an instrument for material access, management, production, and dissemination.

### **1.1.3 Learning Strategies**

A learning strategy is a person's method of preparing and implementing a specific set of abilities in academic and non-academic circumstances to acquire information or complete other tasks more swiftly and effectively. (Schumaker & Deshler, 1992).

Method of instruction Education seeks to encourage active learning by concentrating on teaching students how to learn and how to implement what they have learned to solve problems and thrive.

Some of these strategies include teaching students how to construct a study plan, evaluating subject comprehension, delineating course materials, and assessing student work. This type of self-regulated learning, which is important for effective lifelong learning, includes the development of techniques such as goal planning, self-instruction, and self-monitoring. (Graham, Harris, & Reid, 1992)

The task of understanding knowledge frequently results in failure for students who have not developed these crucial academic skills, especially in inclusive general education programs. Many students with learning difficulties, especially those with learning disabilities (LD), have developed and use specialized learning strategies to succeed despite their knowledge and skill deficiencies in response to this difficulty

#### **1.1.4 Innovative Strategies**

It is not essential to use cutting-edge technology in the classroom to utilize innovative teaching methods. Innovative teaching, on the other hand, entails aggressively adopting new educational methods and techniques in the classroom. These cutting-edge teaching methods are being used to raise academic standards, handle urgent problems, and promote fair learning.

Therefore, creative teaching methods begin with a growth attitude. We note areas for development. We devote time to researching and formulating more effective teaching methods for our pupils. We invent new things or modify tried-and-true techniques. We take chances. We could fail. We attempt again. We iterate, creating an environment in the classroom where innovation and originality are valued and encouraged, and this encourages our kids to follow suit.

Offering digital programs to students gives them flexibility, better access to instructors and classes, and the chance to exert more control over their own learning.

These methods are used in the classroom to promote innovation and success. We must adjust to change, which will undoubtedly result in mistakes or missed goals. However, failure is okay. One of the most important lessons we teach our students is that they should try and fail. Failure is okay if we learn from it and attempt again.

#### **1.1.5 Videogames**

Electronic games, sometimes known as videogames, are any games controlled by a chip-based computer that supplies memory to various gaming terminals. These games are divided into three categories: small, portable, tabletop games; larger games produced on television or computers; and the largest games played in recreation centers.

A videogame is an interaction between a player and a computer program that is developed on a machine equipped with a video screen and a joystick, buttons, or a keyboard that controls the game's actions.

**Videogames can be divided into three main categories:**

- **Arcade:** Its name comes from a machine called Arcadia. This genre of machines, where the games don't require much mental effort beyond dexterity and mental quickness, is very common. Additionally, they are simple to learn.

- **Simulators:** The most well-known ones are flight and ship simulators, but there are also ones that simulate cities and allow users to interact with others in a setting that is close to reality from the comfort of a computer. In contrast to other video games, many simulators present the player with an open-ended world to explore rather than a specific goal.
- **Adventures:** An adventure game is really just a story that is being told when the various levels or phases are completed. An adventure can be defined as a series of circumstances in which one moves according to the method by which the tests have been overcome. Every situation is, in general, a puzzle or a conflict in which chance may play a more or less significant role.

#### 1.1.5.1 Gaming beyond entertainment

The game has always been regarded as a form of entertainment, with time spent on it being "distracted" from more serious pursuits in life. Time devoted to "losing oneself" in unproductive activities, such as education, in order to provide children and adults with entertainment. A kind of time that was killed out by the daily obligations of productive living. The game has long been a primary means of education and instruction, serving as a fundamental exercise for understanding the social advantages that members of other cultures have received.

Without delving too deeply into the complex reflections on games in society, we can define play as a voluntary activity that is primarily social in nature, where players interact with one another and learn moral principles (Huizinga, 1996)

Regarding the learning component, there are authors like Crawford (1982) who give the game an unconscious value in relation to learning. Even though it may seem like it's just for fun or entertainment, playing is primarily done because it helps us learn and we enjoy it. The game has also been viewed from a more holistic standpoint as an important development vehicle, as noted by Latorre (2003):

"A crucial tool for the development of language and thought, play facilitates profound learning opportunities, lessens anxiety associated with mistakes and failures, encourages active participation on the part of players, and fosters the growth of creativity, intellectual prowess, emotional fortitude, and psychological stability."

### 1.1.5.2 Other ways of learning by playing

The term "edutainment" can be used in a variety of situations of contexts and formats, including those in business, education, and marketing. And very closely related to this idea are other terms that are associated with it that display some differences but still have the same goal in mind: learning how to play. Clos (2017)

These new learning methods, which are being developed more and more as a consequence of the advancement of the digital world, include the following:

- **Playful learning and game-based learning** are two new terms that are already starting to be widely used by education professionals. We can define them as a game-based, creative and liberal education. Particularly in children's education, they are used. The kid-friendly shows where an animated character teaches the audience how to tell stories are one example. This kind of methodology places more emphasis on bringing learning to a fun environment than on rewarding it.
- **Gamification or ludification:** Unlike the previous concepts, gamification does reward students for their learning efforts. It is based on applying game mechanics to non-literal contexts like work, education, and social awareness, among many others.
- **Serious games** are based on the introduction of techniques in improper game environments. They are games that are designed with a purpose beyond simple entertainment and in which logical game mechanics like points, rewards, and levels are introduced. In this way, the user maintains themselves while completing the activities that are suggested for them, moving up levels or earning rewards.

### 1.1.6 Acquisition of the English language through the use of video games

Traditionally, the way the input should be provided is discussed in studies on language acquisition in order for this to be as appropriate as possible. The history of methodology has demonstrated this process with each technological advance throughout time, such as the cassette, CD, Internet, etc., that has been incorporated into the teaching of languages with varying degrees of effectiveness (Puren, 2016).

In the case of using older video games, more questions are being raised in this regard. This is the source of our informational thirst and the driving force for our research.

The approach to teaching languages that is currently used the most is one based on tasks. By understanding a task as an activity or an objective that is carried out using a language in this way, students learn the LE while meaningfully interacting with it as they carry it out (MCER, 2002).

In this regard, many of the tasks that occur outside of the class really serve as the focal point of the foreign language class. It is highly desirable for higher education levels to have training that is less reliant on schedules and exercises. In this way, we believe it is ideal that any educational proposal chooses extensive reading, film, or video games, which all serve as forms of self-managed learning that are nonetheless integrable.

As we stated before, there is no consensus position on the use of video games in instructional planning. While some argue that it should be done in groups, as a class activity, and with prior knowledge of the answers, others think that losing the essence of the "game"—that is, the ability to advance through levels, solve puzzles by listening to or reading the instructions repeatedly, or create our own world—under such use would be detrimental (Sykes y Reinhard, 2013).

### **1.1.7 Experiential Learning Theory**

Experiential learning theory relies on the work of notable 20th-century academics who gave experience a central position in their theories of human learning and development to construct a complete model of the experiential learning process and a multilinear model of adult development. John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, Carl Rogers, and others are among these experts (Kolb, 1984). The theory is founded on six propositions held by these academics.

It is critical to consider learning as a process rather than a product. In order to improve learning in higher education, the primary objective should be to involve students in a process that best promotes their learning and gives feedback on the success of their learning endeavors. As Dewey notes, "Education must be conceived as a continuing reconstruction of experience: the process and goal of education are one and the same thing" (Dewey, 1897).

Relearning constitutes the whole learning. The method that elicits students' opinions and beliefs about a subject and allows them to be evaluated, challenged, and combined with fresh, more sophisticated ideas is the most effective way to support learning.

Conflicts between dialectically opposite types of world adaption must be settled in order to learn. The learning process is fueled by disagreement, conflict, and discrepancies. One is required to switch between conflicting patterns of While learning, there is time for contemplation, action, emotion, and pondering.

### **1.1.8 A Multilevel Class**

Students communicating in English at various levels can be found in multi-level classes, which are just as diverse as their students. They may also be deemed multi-level because to the presence of students with various learning histories, such as those who have learnt primarily verbally and others who have done so primarily from a textbook. In their home language, students may be literate to varying degrees. A group of pupils working together who are of varying ages is referred to as a multi-level group.

Planning for differentiation is crucial in the multilevel classroom, just as it is in a classroom with just one grade. However, it can be difficult to manage numerous curricula and meet the learning demands of a wide range of students. In order to handle these two tasks, multilevel teachers may find it useful to focus on the learning objectives from a mid-range grade as a beginning point to guide their early evaluation and differentiation plans

### **1.1.9 Multiple Intelligences Theory**

People have eight or more significantly independent intelligences, according to Howard Gardner's multiple intelligences hypothesis, which was developed in the late 1970s and early 1980s. Individuals and organizations use these intelligences to create goods and solve problems essential to the community in which they exist. (Gardner, 1983, 1993, 1999, 2006b, 2006c). Among the eight recognized intelligences are language intelligence, logical-mathematical intelligence, spatial intelligence, melodic intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence. (Gardner, 1999).

The language-logic combination that Gardner refers to as "academic" or "scholarly intelligence" has in contemporary secular schools been respected and evaluated for, where just two intelligences linguistic and logical have been identified. This theory differs from conventional notions of intelligence in that it views Intelligence is seen as multifaceted

rather than singular. These ideas were first proposed in the early twentieth century, are now evaluated by IQ tests, and have been thoroughly studied by Piaget (1950, 1952) and other cognitively focused psychologists.

#### **1.1.10 Sociocultural approach**

The sociocultural approach is founded on the notion that social interaction, because of the various factors that make it possible for students to learn quickly and gain meaningful knowledge, is the most crucial element in students' growth.

According to Vygotsky's sociocultural theory, children acquire their societal values, beliefs, and problem-solving methods through joint talks with more seasoned members of society. Vygotsky's theory includes concepts such as the Zone of Proximal Development, private dialogue, and culturally particular instruments.

Vygotsky's theories emphasize the fundamental function of social contact in the development of cognition, as he strongly felt that society plays a significant role in the process of "creating meaning." (Vygotsky, 1978).

"Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." (Vygotsky, 1978, p.57)

#### **1.1.11 Zone of Proximal Development**

Because Vygotsky asserts that cognitive change occurs within the zone of proximal development, instruction would be designed to achieve a developmental level just above the student's current developmental level.

Vygotsky asserts, "From the perspective of the child's entire development, learning that is focused on already-met developmental levels is ineffective. It does not seek to advance the developmental process to a new level, but rather lags behind it " (Vygotsky, 1978).

Appropriation is needed for cognitive growth within the zone of proximal development. Participants in guided teacher teaching or peer collaboration must have a comparable concentration to reach the zone of proximal growth.

#### **1.1.12 Humanistic approach to ELT**

Humanistic psychology refers to a viewpoint or school of thought that has traditionally put a larger focus on humans rather than the otherworldly or deity. This method emphasizes people's fundamental goodness and the significance of meeting their wants. Finding sensible answers to these human problems is an important aspect of humanistic psychology. Humanism's psychology is essentially preoccupied with human morality. It has been a major historical tendency from its Greek and Latin roots to the Renaissance and contemporary modern revivals.

The humanistic theory approach incorporates their social, emotional, intellectual, creative, practical, and other skills as part of their education. As important components of learning, the humanistic learning theory stresses self-esteem, goals, and complete autonomy. Humanism arose in response to the dominant educational theories of the period, behaviorism, and psychoanalysis. Abraham Maslow is recognized as the originator of the movement, with Carl Rogers and James F. T. Bugental subsequently adding to psychology.

## **1.2 Antecedents**

The English language instruction learning method is becoming better over the year because many professionals of the education field from different parts of the world are investigating and proving that many innovative strategies based on technologies that can be useful and meaningful in the educational context.

The impact they had on students was examined in Carrio's (2007) study, "The internet as a tool to learn a second language in a technical context," which was created in cooperation with subject-matter experts based on websites. Throughout the comparison the approaches taken to suggest assignments based on websites and those based on texts, and then we assess how they affect students' motivation.

The study conducted by Saraswat (2013), titled "Innovative ways for teaching English to second language learners," emphasizes the need for teachers in the twenty-first century to abandon outdated notions and methods of classroom instruction in favor of more modern and creative ones. In order to transform the socioeconomic position of the nation, English language teachers must be creative, resourceful, and innovative. They must also possess a deep understanding of the subject. Globalization is causing the world to change quickly, thus a teacher must update their understanding of cutting-edge teaching methods to keep up with the needs of a modernizing world. Students' learning will be improved

through a variety of cutting-edge tools and techniques. New approaches include audio video aids, mimicry, group debates, dialogue building, and dramatization would allow for more effective learning.

It has always been a challenge to teach English to engineering or business pupils, according to Demarcsek and Todea's (2016) study, "Some of the obstacles of teaching multilayer classes and suggestions for how to deal with the situation." They enter the university with quite varying levels of English because they graduated from various high schools, which is one of the main factors that makes this assignment particularly difficult. Others may have only learned English in high school, while some may have begun learning it in kindergarten. Despite of having studied it for a comparable number of years as the former, some people may speak it fluently while others may hardly be able to introduce themselves. This essay examines the main difficulties experienced by university-level English professors when instructing multilevel classes and makes some recommendations for how to handle the problem while maintaining the standard of the teaching-learning process.

Pitarch (2017), who published a study titled "Videogames in the teaching of foreign languages: activities and resources for learning." The integration of video games with education is unquestionably a means to increase students' participation to play a certain video game, which teaches some particular information and fosters a positive view of learning in the student. The types of resources that are utilized in the creation of serious video games to support the teaching and learning of foreign languages are presented and described in this article through a review of the literature.

The goal of Klimova and Kacet's (2017) review study, "Efficacy of Computer Games on Language Learning," is to examine the effectiveness of video games for language learning and identify its advantages and drawbacks. In order to do this, a literature search was conducted in the databases Web of Science, Scopus, Science Direct, and Springer, and the results of the pertinent research were subsequently evaluated. The results show that computer games, especially instructional ones, are useful for learning vocabulary when learning a foreign language. Another advantage of employing computer games in the classroom is that students are exposed to the target language, their engagement is raised, and their communication skills are improved. Contrarily, the results point out some drawbacks to their application in language learning, such as the possibility that high levels of interactivity may impede vocabulary learning and acquisition, the fact that not all

games are beneficial for language learning, or the fact that a lack of familiarity with computer games among language teachers and institutions obstructs their effective application.

With their investigation into "Innovative teaching methods in higher education," Gayathridevi and Pushpa (2019) made the case that adopting Techniques such as flipped classes, gaming, designed thinking, mind mapping, self-directed learning, ICT-enabled learning, and E-blogs, and others will help students meet their needs and boost their level of competency. The introduction of these approaches helps learners increase their knowledge. A lack of infrastructure and educational resources makes it difficult to implement novel strategies in education, notwithstanding their effectiveness in raising educational quality.

Finally, Moral (2017) found some significant findings in his study "El uso de los videojuegos como recurso didáctico para el aprendizaje de inglés" based on students' perceptions of the use of videogames as a teaching tool for the teaching of the English language. Moral claims that it can motivate most students. Other topics were covered as well, including the benefits of employing something as sophisticated as videogames as well as the primary issues that could arise from using this approach and potential solutions to mitigate or regulate them.

## **CHAPTER II**

### **MATERIALS AND METHODS**

#### **2.1 Context**

The innovation in the educational English language area in province of Esmeraldas is nowadays an important aspect and represents at the same time some challenges in the educational context because of the lack of characteristics that innovation has, and in the

same way with some help and improvements, It can contribute to promote the English language Learning in a more effective way, due to the fact that the traditional methods are not allowing steps forward a better education. This investigation will be carried out in Esmeraldas province in the “Escuela Fiscomisional Don Bosco” located in the canton of Esmeraldas.

## **2.2 Type of Investigation**

This research followed a mixed approach with an exploratory scope. According to George T. (2021) To answer research questions, mixed methodologies research incorporates aspects of quantitative and qualitative research. Because mixed methods studies combine the benefits of both methods, they are more helpful for seeing the broad picture than standalone quantitative or qualitative studies. The incorporation of these methods will help this research to collect and process data in such a way to obtain better results and look for possible solutions related with the incorporation of new technologies in the classrooms of the Escuela Fiscomisional Don Bosco.

“Mixed methods research is recognized as a third model of research in social and behavioral sciences. Its value for educational research just recently began to be discussed in the literature (Ponce, 2014: Scott & Sutton, 2009: (Ellis, 2005)” pg.1)

On the other hand, this investigation was based on an exploratory scope. Exploratory data analysis is a set of methods used by qualitative scholars to investigate new areas of social or psychological life by gathering open data that can yield new ideas and conclusions about that area. The most effective exploratory data analysis allows these scholars as much freedom to find new ideas and generalizations as possible. In short, the following steps are designed to encourage and enhance that inventiveness.

The main objective of this investigation is to design innovative strategies to improve the English language learning in a multilevel class teaching promoting the use of new technologies effectively.

### **2.3 Population and Sample**

The population of this study was made up of 70 students who are in the 7th level of Education of the “Escuela Fiscomisional Don Bosco” of Esmeraldas Province in the canton Esmeraldas and the sample will be made up of 35 students of this institution and 6 English teachers.

Esmeraldas Province is situated in what is known as the coastal zone or shoreline. Esmeraldas canton is its official center, as well as its biggest and most popular community. It has a land area of approximately 14,893 km<sup>2</sup> and is the country's seventh province by extent. It is very important to consider that this investigation was based on the students' perspectives about the use of technologies in the classroom with the implementation of new ways of teaching methods.

### **2.4 Hypothesis**

The Hypothesis of this research is that through the design and application of a methodological innovative strategy based on the use of the technologies and in specific the videogames, the teaching learning process of the English language in the educational field can be improved.

### **2.5 Variables**

The variables that made up this research are:

- **Dependent Variable:** Teach English to students in a Multi-Level Class.

The process and procedures of teaching the English Language in a multilevel class taking into account the cognitive, affective and methodological dimensions.

- **Independent Variable:** Innovative Strategy based on the use of videogames.

A resource for teaching used in and outside the classroom in order to obtain new knowledge.

### **Operationalization of the Variables (Appendix 1)**

### **2.6 Methods**

The methods that were used to develop this research are:

**Analysis and Synthesis:** It was used to carry out a bibliographic review of the most important theories according to this important research and for the analysis of the results obtained.

**Hermeneutics:** It was used as a method of analysis and interpretation of the different aspects mentioned in the investigation within the theoretical framework and its relationship with the results obtained.

**Descriptive Statistics:** It was used for the processing of the data obtained in the investigation.

## **2.7 Techniques**

**Survey:** Two surveys were applied, one to students and another one for teachers. Through this surveys it was possible to reach all the necessary data to achieve the specific objectives and the general one by designing an effective and innovative strategy based on videogames to teach in a multi-level class and perceptions for its use on students.

## **2.8 Instruments**

To develop the technique of documentary review different studies, investigations and theories will be analyzed and compared to understand the teaching learning process in an innovative environment in the class, apart from that, it will be into consideration the teaching and learning process in a multi-level classroom in this time analyzed in Esmeraldas Province and at the same time to provide meaningful information for the designing of the methodological innovative strategy based on technology.

For the survey technique, a questionnaire was used and it was applied to 35 students form the 7<sup>th</sup> Level of Basic Education and 6 teachers from the same institution, in order to gather information about their opinions related with the innovative strategies based of the use of technology in class, specifically, videogames.

**(Survey questionnaires) Appendix 2**

## **2.9 Data Processing**

The data concerning students' and teachers' perception's according with the items of the survey was obtained in the application of the test technique and it was processed by the automatic system of Google Forms.

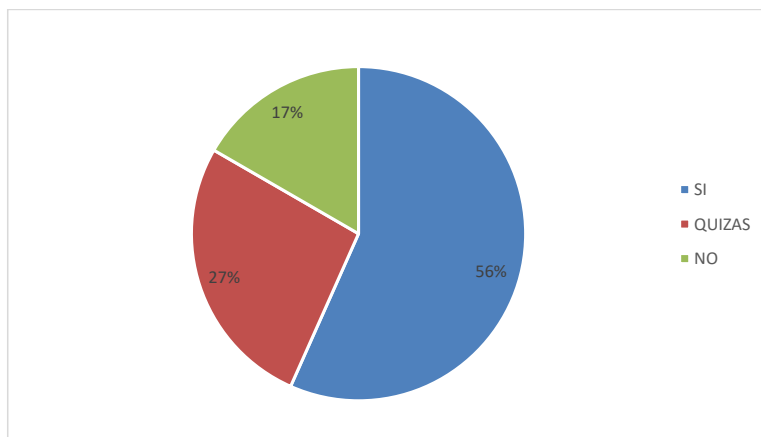
A request was addressed to the director on duty and the immediate supervisors of the Don Bosco Fiscomisional School before beginning this inquiry. The respondent has been asked to give all necessary facilities, and the Pontifical Catholic University of Ecuador in Esmeraldas has registered this request, outlining the investigation's objectives and clarifying the respondent's anonymous position. Information or data was gathered using the surveys approach for the independent and independent variables, respectively. Additionally, the Excel program was used to create the tabulation and visuals of the results.

## **CHAPTER III**

### **RESULTS**

### 3.1 Results of the survey applied to students

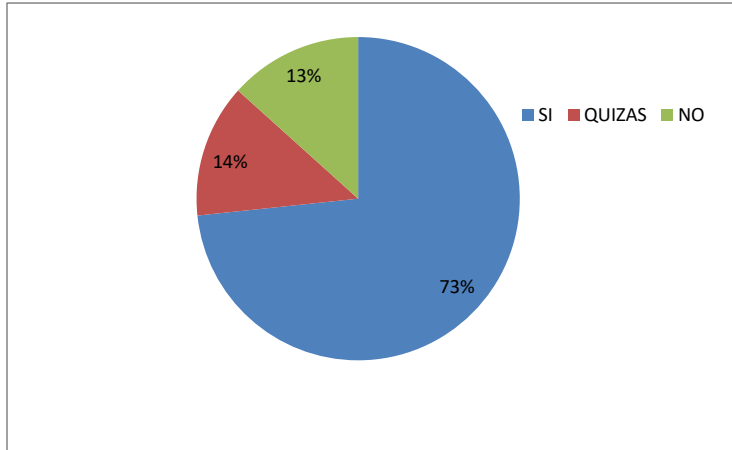
The results of the analysis of the students' surveys responses are shown below. These questions are collected and examined one at a time based on what each student responded to in the various survey topics, while keeping in mind that the data is based on a total of 35 children and children from the "Unidad Educativa Fiscomisional Don Bosco. Esmeraldas - Ecuador"



*Figure 1 Experience with Videogames*

**Source:** Survey applied to students

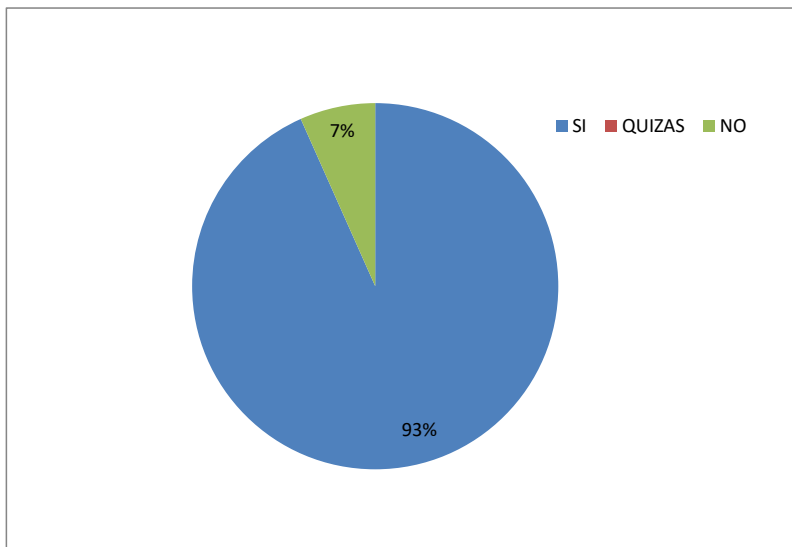
In light of these findings, it is somewhat surprising to see that more than half of the students (56%) have played at least one video game with English-language text or dialogue, regardless of the platform or device. Only 17% of respondents to the survey claim to have never played a game that involved texts or dialogue only in English. Finally, just 27% of respondents chose "quizás," indicating some level of ignorance about the videogame industry.



**Figure 2 Boring Traditional Methods**

**Source:** Survey applied to students

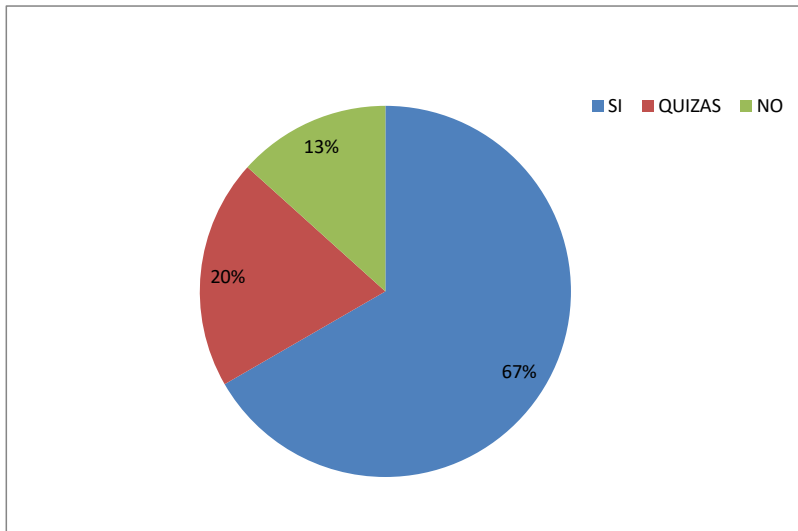
According to the results of the second question, 73% of students believe that the traditional method used to teach English classes at this school is ineffective, while 13% of primary school students believe that the method used to teach English classes at that particular assignment and center is effective. As a last option, we would expect 14% of students to be unsure about or unable to precisely answer the question, likely because they have never participated in classes that do not follow the conventional methodology and have nothing with which to compare them.



*Figure 3 Motivation regarding to use videogames*

**Source:** Survey applied to students

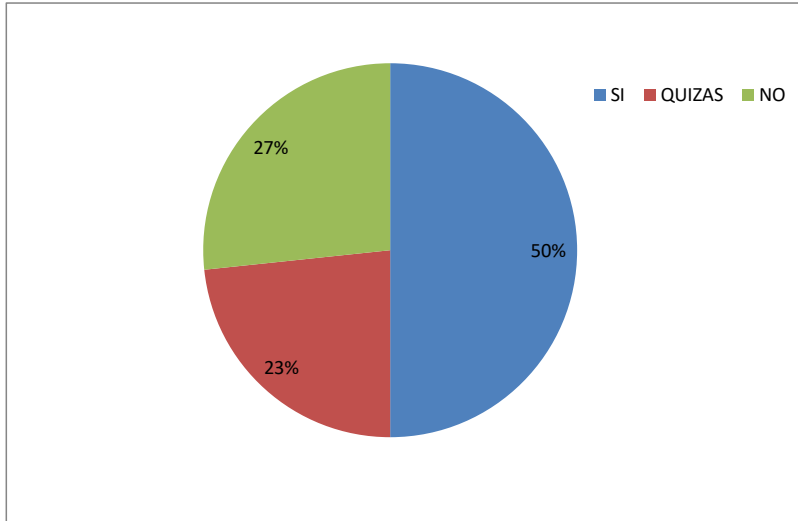
With regard to question three, we discovered an unexpected result: more than half of the students (53%) believe that using video games for English language learning during regular class hours would increase motivation. On the other hand, only 7% of students indicated that using video games would not increase their motivation at all we must remember that the efficacy to apply this kind of strategies will depend on the quality of the instructions and guidance.



*Figure 4 Help for meanings of words*

**Source:** Survey applied to students

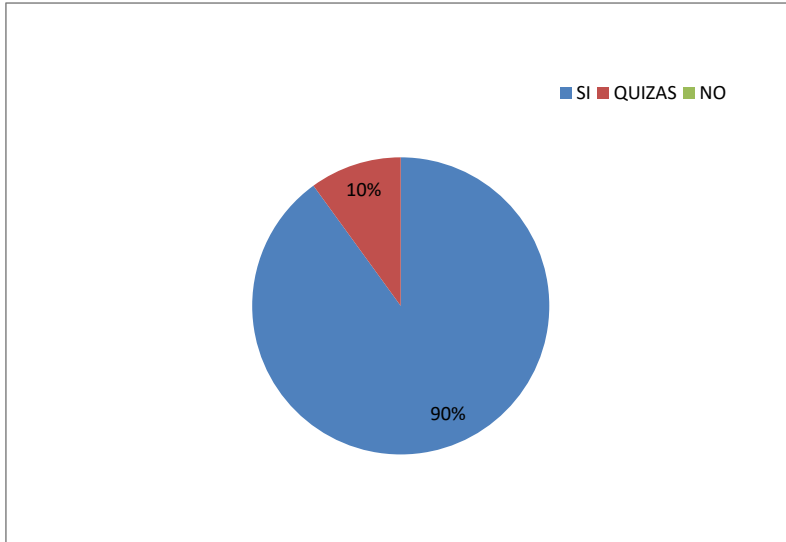
In this case, we learn that 67% of those surveyed give a positive response to the question, in other words, they are interested in or may be interested in learning the meaning of new words in English that they are now unfamiliar with. However, 20% of people believe that video games do not aid in the quest for unknown word meanings. Finally, we discover that 13% of respondents put out a statement indicating that they are skeptical of the video games' potential to assist in this area or that, on the other hand, they are not interested in learning the meaning of other words.



*Figure 5 Are all kinds of video games suitable?*

**Source:** Survey applied to students

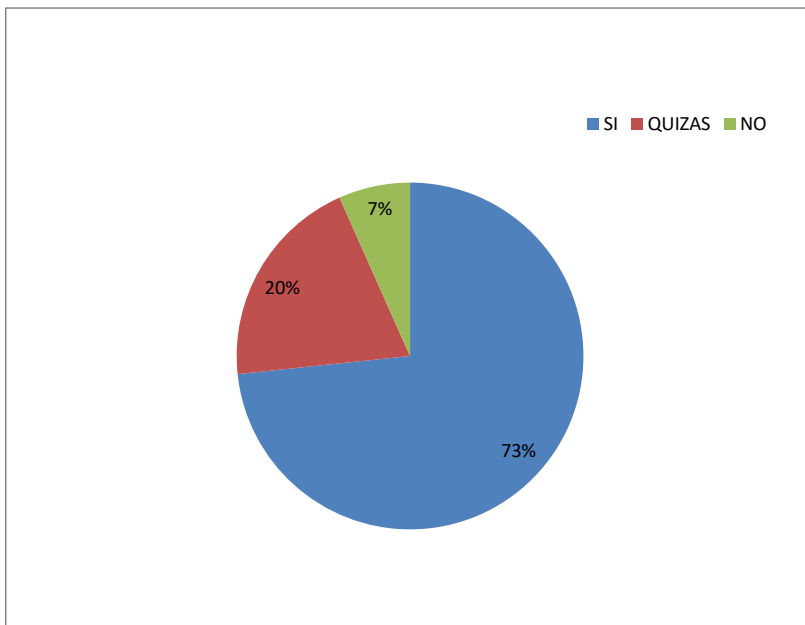
Regarding this graph, it's good to see that only 23% of people believe that any kind of video game is suitable for language learning. In this case, the majority believes the exact opposite. A little over half of respondents, or 50%, agreed that not all video games are suitable for language learning since not all of them include environments that go beyond simple play instructions. The remaining students, or 27% of them, are either unsure of it or are just vaguely familiar with the many types of video games.



*Figure 6 Teachers can use video games*

**Source:** Survey applied to students

In terms of whether teachers could use video games to experience their characteristics, 90% of students support this initiative, which would encourage them to present content in a lively and uncommon way. However, 10% of students are on the fence, so they chose the option of maybe, which suspended the question. Finally, no student believes that teachers should not use this resource.



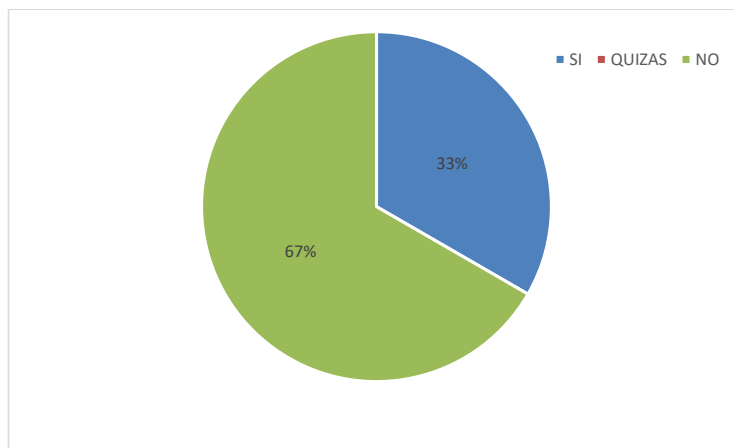
*Figure 7 To learn a new language*

**Source:** Survey applied to students

Based on what videogames mean, 73% of students who were polled say they are perfect for getting a close look at the various languages and dialects of the world. They also say that videogames provide endless opportunities for interaction, while 20% think they might be necessary to learn a language, and only 7% do not think they are a good option to learn other languages.

### Results of the survey applied to teachers

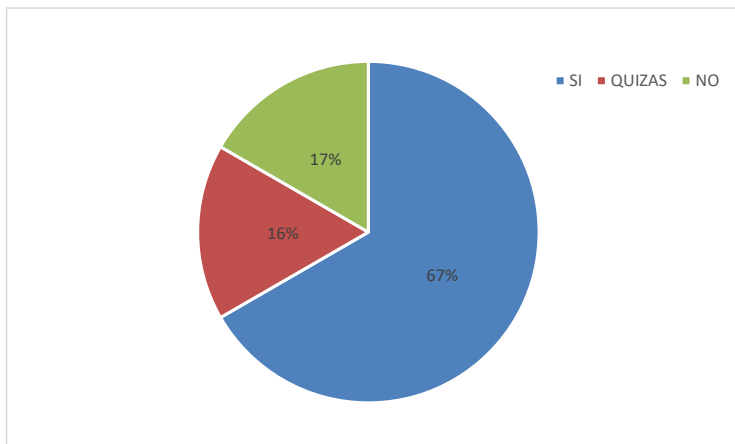
The analysis of the 6 teachers' survey responses are shown below. These questions are collected and examined one at a time based on what each teacher responded to in the various survey topics.



*Figure 8 Previous use of videogames by teachers*

**Source:** Survey applied to teachers

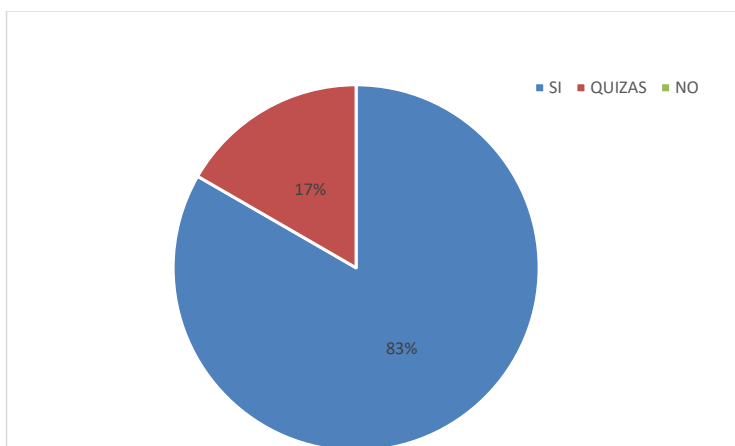
According to data from question number one of the survey given to professors, 67% of them stated they had no prior experience with video games, while 33% of them admitted to having played some sort of video game on mobile or console devices. This indicates that these resources are not widely used and that consumers are unaware of the benefits these resources can provide.



**Figure 9 Monotonous way of teaching**

**Source:** Survey applied to teachers

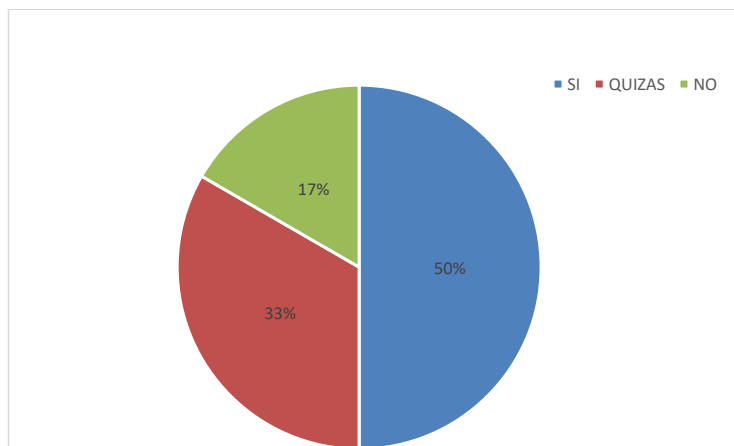
In the survey's second question, we can see different but sincere opinions about how teachers themselves teach in English classes. 67% percent of teachers believe that their method of instruction is monotonous, which is because students are still adjusting to it after what happened in Covid -19's pandemic years, and sixteen percent of them are unsure that their method is effective. Finally, only 17% of teachers do not consider that their method is monotonous



**Figure 10 Application of videogames in their classes**

**Source:** Survey applied to teachers

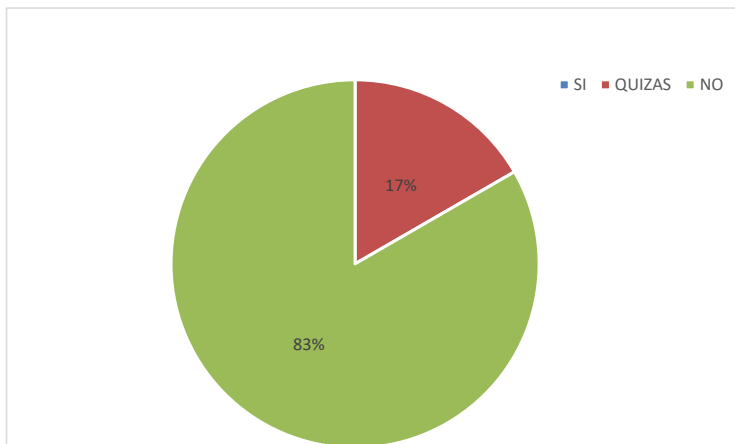
In this survey, teachers expressed their interest in using video games in the classroom to support the teaching and learning of English, and the following results were attained: 83% of teachers said they were interested in using them, while 17% said they were not entirely sure they would do so. This suggests that teachers would be seriously considering applying them constructively by showing students video games with learning objectives. This finding is essential to the investigation's hypothesis.



*Figure 11 More dynamic teaching*

**Source:** Survey applied to teachers

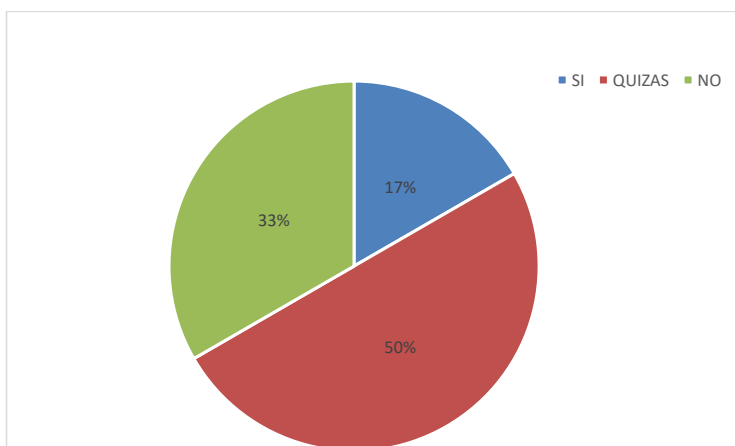
For the fourth item, we found a variety of results relating to more fun in teaching using video games: 50% of teachers think they can add fun to class, even at home; 33% think they might be helpful in that regard; 17% think they are not necessary or essential for teaching English. These results demonstrate that teachers are only partially in agreement with their use of the English curriculum.



**Figure 12 Adecuate videogames**

**Source:** Survey applied to teachers

According to survey data from question number four, which asked respondents whether all video games are appropriate for students, the following results were obtained: 17% of teachers expressed the opinion that perhaps all games could be appropriate, while a significant portion of them (83%), do not believe that all games are appropriate.

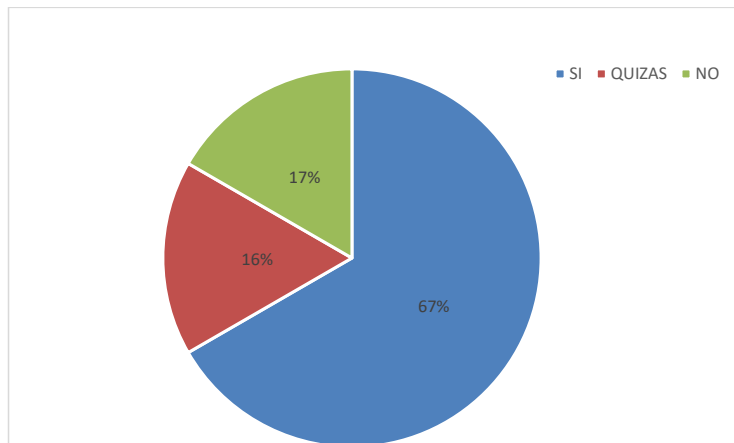


**Figure 13 Teachers able to apply**

**Source:** Survey applied to teachers

With regard to the sixth question of the survey, which asked participants about their ability or capacity to apply video games in the classroom, the majority of teachers

expressed that doing so would be impossible due to the video games' complex environments and limited exposure to them, while 33% of them said they might be able to do so with a lot of effort, and 17% said they will be able to do it without any difficulty.



*Figure 14 Better learning in the English Subject*

**Source:** Survey applied to teachers

When asked whether using video games to teach English would result in better learning outcomes, teachers were asked in item number 7, and 67% of them said that it was possible because the majority of students find video games to be attractive and that doing so would improve their learning outcomes. Finally, 17% of the professors believe that there won't be any improvements from using video games. One in six of them think they might be advantageous but at the same time, they might also bring about some drawbacks.

It's vital to note that it's impossible to evaluate the effectiveness of video games if at least no attempt is made.

## **CHAPTER IV**

### **DISCUSSION**

In the present research, results were found that coincide with the significant findings of the research by Moral (2017) were the data related to their perception with the use of video games to learn and teach the English language was interpreted. It is important to spotlight the fact that most people believe video games can contribute more, particularly when it comes to educational topics, is certainly curious because the majority views them as only a waste of time for leisurely entertainment during free time. As a result of the abundance of favorable responses to the predetermined survey items, significant evidence was also gathered that supports the appeal of video games to pupils. There are advantages and downsides to videogames, so they do require in-depth study. However, the poll has allowed me to confirm that my earlier assumptions that is, that utilizing video games as a teaching tool would have more benefits than drawbacks were correct.

Within the research of Gayathridevi and Pushpa (2019) I collected some important results, those investigators went directly to change and promote better teaching and learning ways by introducing gamification in the regular classes not only in the English subject but also in other subjects just in order to promote their motivation and understanding, in this way the monotonous way of teaching was improved by different ways that are at the same time innovative and require less effort, due to the fact that students are going to self-develop their abilities, skills and knowledge. It is important to highlight that this kind of projects need a lot infrastructure and educational resources and for that reason, sometimes it is not affordable for institutions, leaving educational quality in a low level.

Thanks to the investigation and results of Klimova and Kacet's (2017) in their review study, we can contrast the results of the fifth item from both surveys related to video game aptitude for all students. By identifying the advantages and disadvantages of videogames, they established that not all games are helpful for language learning, and the fact that language teachers' and institutions' have lack of expertise with computer games this do not allow their effective use. They also demonstrate that instructional games are really useful to students, specifically for learning vocabulary of a foreign language in general. Through this important aspects, engagement and students' motivation will rise in a beneficial way, since so few people view video games as anything other than a waste of time to pass the time during free time, it is somewhat odd that the majority believe they can do more, particularly when it comes to educational topics.

In this study we also compare the enormous difficulties of teaching in a multilevel class Demarcsek and Todea's (2016) with their research, they found that the teaching in those types of classrooms it is always challenging, at schools they are always in different levels of knowledge and for teachers it is not so easy to manage that situation. But there are always means of regulations and adjustments. According to an exploratory study on teaching practices in multi-grade schools, it was discovered that teachers have several challenges in organizing simultaneous work with various grade levels. In one extreme, there are teachers who focus on a different subject with each grade, which results in frequent shifts in the teacher's focus and little student collaboration. The challenge is to achieve balance between the common and specialized work assigned to each student's grade level. That is, organizing and scheduling classes so that group or team projects from several grade levels are promoted, as well as activities tailored to the cycle and/or grade.

This investigation is related also with Pitarch (2017) investigation's and coincide in the fact that the integration of videogames in Education is nowadays of vital importance this is supported by the results of the survey, with serious games that are specifically design for learning purposes, the participants interact with situations and other characters in an effective way with the aid of the simulators in order to face challenges and challenges that they will later face in the real world, in this case by placing the English language that they are using in them in a realistic context. This finding is understandable given the presumption that video games are detrimental to students for the numerous reasons already mentioned. At the same time, educators believe that teachers who intend to use video games should carefully divide them up and choose them according to a number of criteria.

The key in a period like the present, when multimedia devices are an integral part of daily life, is to keep users engaged through interactive elements. The interaction is a feature of Serious Games that makes it possible for students to learn in a funnier way that meets the needs of newest generations of millennials. However, some aspects must be restricted in order to prevent future issues. Video games have some drawbacks, so clearing up any doubts about them before using them is crucial. Based on this, it is then advisable to start using social media as an alternative tool for learning and teaching.

**Comentado [RN1]:** Falta la explicación de la propuesta, de qué trata

## **CHAPTER V**

### **CONCLUSIONS**

As a result of all the options for engaging in concrete language learning that video games offer, it was shown at the end of this study how successful they may be employed as a teaching tool for learning a foreign language. This resource would provide you the drive you need to develop a regular habit of learning English. The results lead to the following conclusions:

It is necessary to consider where one wants to go and how to do so in order to use Video games as an English training aid language instruction. The teachers in our area may not know how to include them in the right way, but it is possible to share their advantages and promote skills for using this kind of content in the classroom through cooperative learning. However, we must not ignore the potential harm that videogames may bring about. To this end, there are a number of measures that parents, teachers, and even students can take that are readily available and visible today. However, what will always be more crucial is the responsibility of parents when purchasing videogames for their kids.

In relation with the use of videogames by teachers, the results showed that most of them are not able to play any kind of videogame for some reasons that are mostly their prejudices to videogames this represents a big barrier in front of videogame's application. Nevertheless, their perceptions are quite good for this research. Teachers are not afraid of using this kind of resources but they need training. It is important to keep in mind that humans learn by playing, sometimes to improve social awareness and draw attention to the civic and moral values they encounter in daily life, within the context of the projection that videogames have as a form of learning. The benefits of video games both inside and outside of educational systems are seen as a complement to the fundamental teaching-learning resources for students.

Finally, the multimedia resources that were planned in the proposal are going to be beneficial regardless the implementation of videogames in the English subject, it will aid teachers to work in a better way in any kind of class, even multi-level ones, promoting innovation and many more possibilities.

## **CHAPTER VI**

### **RECOMMENDATIONS**

It's important to note that students believe that video games can significantly boost their motivation for learning English, therefore it's safe to say that they would like participating in a new lesson thanks to the use of video games.

The following points must be taken into consideration in order to fully utilize the potential, functionality, and benefits of video games in education:

- Supporting the effort to integrate video games into the process of teaching and learning English.
- Entrusting the management of the acquisition of videogames made specifically for English language learning to institutions.
- Encourage future studies and projects with students using video games in order to get better, more concrete results.

It is important to note that students view video games as something beneficial for learning languages, and it is possible that this learning is made easier for them as a result of the games. A necessary step in encouraging students' motivation to play a specific video game while simultaneously teaching them a specific set of English language concepts is the integration of video games and education.

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## 2. Administrative Issues

### 2.1. Schedule

Activities	Months																																			
	October				November				December				January				February				March															
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Literary review	x	x	x	x																																
Instrument Application					x	x	x	x																												
Data Collect									x	x	x	x																								
Data processing													x	x	x	x																				
Discussion of the results																	x	x	x	x																
Investigation report delivery																					x	x	x	x												

## 2.2. Budget

<b>Materials</b>	
CD DVD	20\$
Internet Connection	25\$
Mobilization	20\$
Bond Paper	5\$
Printer Ink	18\$
GUIDEBOOK DESIGN	30\$
<b>TOTAL</b>	<b>118\$</b>

## Appendices

### Appendix 1

VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	ITEMS
<b>Dependent</b>  Teach English in a multilevel class	A class with students with different levels and capacities of learning the English language	The ways of teaching in a multilevel class must be according to their levels and abilities	Teaching and Learning  Classroom environment  Students' abilities	Knowledge  Capacities  Teaching Strategies	Evaluation  Activities
<b>Independent</b>  Design innovative strategies	New and innovative teaching strategies that teachers can use in their classrooms to make their lessons more meaningful and interesting	The application of new strategies produces a significant change in teaching and learning	Teaching Strategies  Students development  Technologies included	Redesign of Strategies  Innovation in the traditional methods	Technology used  Materials of work  Observation table

## Appendix 2

### SURVEY APPLIED TO STUDENTS



Pontificia Universidad  
Católica del Ecuador

SEDE  
ESMERALDAS

**Encuestador:** RONALD OMAR SÁNCHEZ PERLAZA

**N°:** 0850010018

Este cuestionario está dirigido a los estudiantes del 7mo "A" de EGB de la ESCUELA FISCOMISIONAL DON BOSCO, con el objetivo de recolectar información para mi proyecto de tesis. Muchas gracias por su participación. Dios les bendiga.

	SI		NO
¿Has jugado alguna vez a videojuegos que incluyan algún tipo de texto o diálogo en inglés? (Ya sea en consola o en un móvil).			
¿Consideras aburrido el método en el que se imparten actualmente las clases de inglés?			
¿Sentirías una mayor motivación si se usaran videojuegos como método de aprendizaje del inglés?			
¿Consideras que los videojuegos pueden ayudarte a la hora de querer buscar significados de palabras que desconoces en otro idioma?			
¿Todo tipo de videojuegos serían adecuados para el aprendizaje de un idioma?			
¿Crees que los profesores también pueden usar los videojuegos para enseñar el inglés?			
¿Crees que aprenderías mejor un idioma si se usase una variedad de videojuegos en el aula?			

## SURVEY APPLIED TO TEACHERS



Pontificia Universidad  
Católica del Ecuador

SEDE  
ESMERALDAS

**Encuestador:** RONALD OMAR SÁNCHEZ PERLAZA

**N°:** 0850010018

Este cuestionario está dirigido a los profesores de inglés de la UNIDAD EDUCATIVA FISCOMISIONAL DON BOSCO, con el objetivo de recolectar información para mi proyecto de tesis relacionado al Uso de videojuegos en el aprendizaje del idioma inglés. Muchas gracias por su participación. Dios les bendiga.

	SI		NO
¿Has jugado alguna vez a videojuegos que incluyan algún tipo de texto o diálogo en inglés? (Ya sea en consola o en un móvil).			
¿Consideras como monótono el método en el que se imparten actualmente las clases de inglés?			
¿Aplicarías videojuegos para aprender el idioma inglés en tus estudiantes?			
¿Consideras que los videojuegos pueden ayudarte a dinamizar las horas de clase?			
¿Todo tipo de videojuegos serían adecuados para el aprendizaje del idioma inglés?			
¿Consideras ser capaz de aplicar videojuegos en el aula de clases?			
¿Crees los estudiantes aprenderían mejor el idioma inglés si se usase videojuegos en el aula?			

¡Gracias por su colaboración!

Álvarez (2017) Adaptado por Sánchez(2022)

Appendix 3

PROPOSAL

VIDEOGAMES IN THE ENGLISH CLASS – ONLINE GUIDEBOOK

DON'T MESS WITH VIDEOGAMES LANGUAGE LEARN



<https://my.visme.co/view/v46zwn4g-don-t-mess-with-videogames-language-learning>

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PROPOSAL  
APPLICATION OF VIDEOGAMES IN EDUCATION  
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# Introduction

This guidebook is meant to be a resource for all different kinds of game instructors. The target audience consists of parents, educators, librarians, youth groups, and anyone who interacts with young people, adolescents, or adults who play video games. The purpose is to provide knowledge about gaming and associated phenomena that is based on research and experience.

The guidebook aims to provide future teachers with the necessary knowledge, competences and skills on how to effectively implement videogames and apps for educational purposes.

This work is dedicated to a fallen one, who now is eternal!  
Damian <3

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APPLICATION OF VIDEOGAMES IN EDUCATION  
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# Overview

This manual is meant for educators who want to incorporate video games into their lessons. It gives the details required to comprehend their educational advantages and discover how to employ them as teaching and motivating tools.

After reading the manual, you should be able to choose and use video games in the classroom with confidence and reap the rewards that digital games may provide. This manual is a step-by-step instruction manual designed to give you both theoretical and practical knowledge.

It includes references to helpful materials like articles, websites, and books where you can obtain further information. It is not just an introduction to the educational application of video games.

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# Our Goals

- Recognize the advantages and possibilities, as well as the difficulties, of game-based learning.
- Be familiar with a variety of video games you can employ as a learning resource in the classroom along with its anticipated educational benefits.
- Recognize the prerequisites for effective educational games and discover how to determine whether a digital game is appropriate for the classroom.

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## GAME ROOM

### Popular commercial games listed with educational benefits

Game	Developers / Publishers	Learning Benefits
Age of Empires II	Ensemble Studios/ Microsoft Games Studios	History, strategy and resource management
Age of Mythology	Ensemble Studios/ Microsoft Games Studios	Mythology, strategy and resource management
Bioscopa	Viva Media	Zoology, cellular biology, human biology, botany and genetics
Chemicus	Viva Media	Chemistry
Civilization III	Fractal Games	Planning and problem solving
Making History: The Calm and the Storm	Muzzy Lane	History, World War II, economic management and negotiation
Nancy Drew: Message in a Haunted Mansion	Her Interactive	Investigation, deduction and puzzle solving
Oregon Trail	The Learning Company	History, geography, mathematics, logical reasoning, strategy, resource management and reading
Pharaoh	Vivendi Universal	Egyptian civilization, strategy and management
Reader Rabbit	The Learning Company	Reading and spelling
Return of the Incredible Machine	Vivendi Universal	Problem solving skills and physics
Contraptions	Frontier Developments/Atari	Management, kinetic and potential energy
Roller Coaster Tycoon 3	Sony Creative Software	Social collaboration
Toontown	The Learning Company	Discovery and logic
Where in Time & Carmen Santiago	Blizzard Entertainment	Collaborative learning
World of Warcraft	The Learning Company	Logic and algebra
Zoominis Logical Journey	The Learning Company	

Game	Developers / Publishers	Learning Benefits
Global Conflict: Palestine	Serious Games Interactive	Understand the Palestinian conflict
Global Conflict	Serious Games Interactive	Understand the causes and consequences of industrial pollution in South America
Latin America		
Timor Attack	Big Brainz	Improve algebra skills
Virtual Leader	Simulation	Understand leadership
3D World Farmer	3D World Farmer Team	Understand the difficulties faced by farmers in Africa
Dimensional	Tobias Egler	Improve algebra skills
America's Army	Ubisoft	Military training
Doctor is Dying	moU/Bookbox Human Rights	Understand the living conditions in Darfur refugee camps
Food Force	FeedTheWorld/UNICEF/World Food Programme	Learn about disaster relief, food logistics and delivery
Re-Mission	HopeLab	Understand how to help and improve the life of people living with cancer
Revolution	The Education Arcade	Learn about the American Revolution
Surviv	Tygran	Understand the challenges involved in constructing large infrastructures
Power Politics	Kellogg Creek Software/Credible	Understand the processes involved in the US presidential campaign
Immune Attack	Federation of American Scientists/Kellogg Creek Entertainment	Understand how the immune system works
Missing	UseWires Design	Understand how to surf the Web safely
Virtual U	Enlight Software	Understand the management of American universities
Doom3D	DESD/University of Wakehampton	Learn about sciences
Cyber Budget	Paraschool/French Master for Economy, Finance and Industry	Understand how to manage public finances
(French version only)		

## Where should we start?

Despite the fact that many educators have already seen the positive effects of video games in the classroom, some are unclear of where to begin. How may teachers who want to incorporate video games into their lessons suggest it to the administration of the school?

The instructor can make use of a range of techniques to show how beneficial video games are as teaching aids. To assist instructors in using 'Discovery Tour', Ubisoft provides them with online materials. This kind of tangible evidence, together with resources like 'AskAboutGames' and the 'BAFTA's Young Game Designers' project, may show how games may enhance education and make it more approachable in addition to assisting students in their academic work more successfully.

Video games could be much more than just amusement in a real or virtual classroom. They can be used to teach anything, including history, programming, and social justice, without any limitations. Videogames may be a very effective instrument for teachers to use to support the growth of their pupils in interesting and unique ways. Teachers have demonstrated their innovation and inventiveness by rising to the challenges of the previous year.




## Plan of Action

Once you agree on the game that you are going to apply according with your learning goals with your students, after that you should follow the next steps:

- Step 1: Explain them what is it about and where it will be played**  
Take your time to talk with them, ask them as much as you can about their expectations during the process. The game can be played at home or if it is possible at school.
- Step 2: Teach them how to play it**  
First, you need to learn the instructions, then share them with the class. Be clear on your explanation. Include also the advantages and disadvantages of videogames.
- Step 3: Start to play the game**  
Since humans inherently enjoy playing, learning to play is one of the finest ways to advance cognitive abilities.
- Step 4: Control the process**  
You need to follow this process closely, in that way you will manage them in a better way, ensuring your goals and gathering important data.
- Step 5: Testing**  
Decide in which part of the videogame you are going to apply real exams, putting in context the information that they were learning during the play time.

### Organizing a play session

You must determine the scenario you believe will best benefit your pupils after you have tested the game and made the decision to use it as a teaching tool. There are a few important things to remember:



#### Technical and contextual points:

- You should make sure that students are using headphones if the digital game involves sound and if the activities are not collaborative.
- You might need to divide participants into groups, depending on the game genre and the learning objectives. This will work wonders for getting kids involved in group projects or debates.
- Take breaks: It's a good idea to encourage kids to take five-minute rests on a regular basis (for instance, every 45 minutes).
- Verify that there is appropriate and enough light in the space. For pupils who are photosensitive, epileptic seizures can be prevented by doing this.

#### Educative points:

##### Before the lesson

- Give the students a list of facts they must collect while playing before the class.

- Specify your learning goals. Determine which game (or level) would support the learning objectives the best.

- Print the game's goals and instructions so you may offer them to the students.

##### During the lesson:

- Start by outlining the session's goals.
- Display the game and describe how to carry out typical tasks (such as contacting support, navigating menus, or controlling the character).



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### Discussion topics on gaming

Use the following information during the gameplays to promote dynamic.

#### With children

- Which is your favourite character?
- Is this game scary?
- What is fun about this game?
- What is the aim of this game?
- What happens in the game story?
- What is good about this game?
- What is difficult about this game?

#### With adolescents and adults

- What is the game's age rating, and why?
- What is the main character like?
- How is the opposing side depicted?
- Is the depiction realistic?
- Are the main character's actions justified?
- Can you advance in the game without violence?
- What are the female and male characters like?
- Is the game environment credible?
- Do you have freedom of choice in the game?



PROPOSAL

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## Thank You

In memory of Damian.



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## Understanding Digital Game Rating and Standards

Beyond practical matters, you should decide if the digital game's content is appropriate for the students in terms of both age and topic. The current rating standard can serve as a reference for this decision. For instance, the majority of European game publishers and developers use PEGI (Pan European Game Information), the continent's digital game rating system.

**3** Content suitable for all age groups. The game should not contain any sounds or pictures that are likely to frighten young children. A very mild form of violence (in a comical context or a childlike setting) is acceptable. No bad language should be heard.

**7** Content may include scenes or sounds that may frighten young audiences, and very mild forms of violence (mild, non-detailed, or non-realistic violence), if any.

**12** Content may include slightly more graphic violence towards fantasy characters or non-realistic violence towards human-like characters, sexual innuendo or posturing, and screen mild bad language, if any.

**16** Content may include violence that is similar to violence found in real life; more extreme bad language may be featured along with the use of tobacco, alcohol and illegal drugs descriptors.

**18** Content with possible gross violence, motiveless killing, or violence towards defenceless characters, glorification of the use of illegal drugs, and explicit sexual activities may be featured. Gambling as it is carried out in real life in casinos or gambling halls can also be present.

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## Understanding digital games' technical requirements

Before selecting a game for the classroom, you should look over the computer room's criteria and try to provide answers to the following:

- Which operating software is required for the game?
- How much RAM (Random Access Memory) is recommended for the game to function properly?
- How much hard drive space is needed to install the game?
- Does the game need to be played over a network or an Internet connection?
- What type of input device is needed to interact with the game (joystick, keyboard or mouse)?

You can determine whether the digital game you want to assess if the digital game you wish to use is suitable for the school's computers. Not taking these features into consideration at an early stage could result in a frustrating experience for the pupils (e.g. lack of responsiveness or inability to go further in the game)

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**SURVEY EVIDENCE:**



